SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

COLLEGE OF ENGINEERING AND TECHNOLOGY, AKOLA

AT POST BABHULGAON(JH.) N. H. NO. 06 , AKOLA
444104
www.coeta.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shivaji Education Society, Amravati (SSES) is a premier educational society of Central India with branches in all the districts of Vidarbha in Maharashtra. It is registered as a Public Charitable Trust. It was founded in 1932 by the late Dr. Panjabrao alias Bhausaheb Deshmukh, the great visionary, scholar, and the first Union Agriculture Minister. who established a number of schools, colleges, hostels, and other teaching. technical institutions. He devoted all his energy to the socio-economic upliftment of the downtrodden

College of Engineering and Technology, Akola (COET) was established in 1983 to provide competent technical education for all the sections of the people in Vidarbha region. This region is lagging in terms of industrial development as compared to the rest of Maharashtra. In accordance with the great social and cultural traditions of SSES, our institute is trying to develop human values in budding engineers for the development of the nation.

COET, Akola is central India's premier multi-disciplinary engineering institute engaged in education, applied research, training, and consultancy services. The institute provides education in Chemical, Mechanical, Civil, Computer, & Architecture streams of engineering at UG & PG levels. It is affiliated to Sant Gadge Baba Amravati University, Amravati. The institute is approved by the Govt. of Maharashtra, AICTE, New Delhi, and Council of Architecture, New Delhi. Three courses were accredited by NBA in 2006. The institute has its research labs recognized for research in engineering by SGBAU, Amravati. The college is situated in a quiet and peaceful part of the city with a teaching & learning environment. The college has around 9.6 acres of land and a total built-up area of above 19,510 sq. mt. It has a well-planned, attractive infrastructure for administration, teaching & learning, laboratories, workshop, library. canteen, sports facilities, auditorium, etc. Our experienced, highly qualified staff & stable faculty are the soul of the college which strives for a continuous, overall development of the students. Also, the Institute has 27 Acres of land at Ridhora, National Highway No 53 near Akola City. The alumni of the college have a significant presence in the industry at the national & global level.

Vision

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 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

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 distinct characteristics of the mission statement are

- To impart technical education for the National development through individual and development of masses.
- To technical education which will be globally accepted.
- For achieving this, our traditions and culture are maintained.
- To provide support for acquiring the latest tools and techniques of the subject with necessary infrastructural development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Our institute is one of the premier un-aided Engineering institutes in the region, belonging to Shri Shivaji Education Society Amravati, the second largest Education Society in Maharashtra.
- Our institute is Dynamic, transparent, democratic, and independent in decision-making.
- Institute has Well-qualified, experienced, and dedicated faculty with excellent faculty retention.
- Institute has a Strong student placement record.
- Institute has the honor of being recognized as a mentor institute by NAAC.
- Institute has the honor of being recognized as a mentor institution under the flagship Paramarsh scheme of the UGC.
- Most of the faculties are representing university bodies, professional, Government, National, and International bodies.
- Institute had progressive industrial consultancy during the last five years amounting to around Rs.1.5 crores.
- Institute is more inclined towards taking activities related to social responsibilities.
- The best practices are also related to the mission and vision of our founder president.
- Students show excellent performance in academics through merits, sports, and curricular and extracurricular activities by securing positions at the university / state / National level competitions.
- Conduct skill development programs regularly for students.
- Capgemini a multinational IT Industry has established the Digital Academy in the Institute to enhance the skills and employability of the students. The only Digital Academy in the region.
- Strong bonding with the outside world through MOU with Govt. and non-Govt. Organizations, Institute, and Industries.
- Institute receives funding from AICTE / Govt. of Maharashtra for academic and research development.
- Institute has Strong management support for infrastructure and academic development.
- All the laboratories are recognized by SGBAU, Amravati for research.
- Enriched, Resourceful, and Digitized Library with good ambiance.
- Continuous Industry-Institute Interaction.
- Strong network and interaction with Alumni.
- Career counseling through Training & Placement Cell.

Institutional Weakness

- Restricted autonomy in curriculum design and development.
- The Locational disadvantage with respect to core industrial Region.

Institutional Opportunity

- Scope for the institution to develop Gateway for technology and research in the region.
- More Scope for funding from AICTE / UGC / DST / ISTE /   industries & Institutions.
- Scope for resource generation through testing, Consultancy & extension services.
- Scope for promotion of start-ups under Digital India and Make in India
- Campaign for strong Entrepreneurship Development.
- Better opportunities for placements in various Government / Private Organizations through T & P Cell.
- NEP guidelines enable us for more flexibility in interdisciplinary studies.
- International MOU exists with the parent society and provides opportunities for student exchange, faculty exchange, expert lectures, and research.

Institutional Challenge

- Unplanned growth of engineering colleges in the region.
- To enhance the employability of the students
- To bridge the gap between the pace of technological advancements in the industry.
- The increased trend in migration of the student population to metros for engineering education.
- To improve industrial consultancy and funded research projects.
- To encourage the students towards entrepreneurship.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

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 AICTE model curriculum and syllabi are implemented through affiliating university Sant Gadge Baba Amravati University (SGBAU). Our faculty contribution and participation in the Board of Studies (BOS) over the last 30 years are remarkable. Our faculties are participating in BOS, the Academic Council, the Management Council, the Research Recognition Committee, and all other Academic bodies of the university. Each program is designed based on outcome-based education (OBE) and a choice-based credit system (CBCS). The Choice-Based Credit System facilitates the students to transfer their credits earned in different departments/centers. Also, our faculties are representing and participating in framing the curriculum. 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 students. The Institution offers various certification courses in the last five years and the participation of students is remarkable. The Institute has participated in integrating crosscutting issues of professional ethics, gender sensitivity, human values, environment, and sustainability, the institution ensures that students can gain the knowledge, skills, and attitudes necessary to become responsible professionals and global citizens. The Institute obtains feedback on its academic performance and institutional ambiance. The feedback is collected from various stakeholders, students, teachers, Employers, and Alumni. The institute collected the feedback and analyzed it by the Head of the Institute and departments. Feedback analysis is also

communicated to the appropriate bodies for necessary information and action.

Teaching-learning and Evaluation

Our Institute is Affiliated with Sant Gadge Baba Amravati University Amravati (SGBAU). The admissions are done through a centralized admission process as per the guidelines of AICTE / DTE. The average student enrolment ratio is above 60 percent in the institute and the percentage of the seats filled against the reserved category is more than 80 percent. The institute constantly maintains a teacher-student ratio of 1:15 for the UG program. Class teacher mentor–mentee scheme is implemented effectively. The mentor-mentee is maintained with a ratio of not more than 1:20 to pay attention to the students individually and solve the issues related to academics. Institute has 85 well experienced and qualified faculty out of which 29 faculties possess Ph.D. degrees.

Considering student diversity in terms of learning levels, various student-centric techniques are to be implemented for effective learning experiences. The institute implemented methods such as experiential learning, participative learning, and problem-solving methodologies for enhancing the learning experience. These methodologies include illustration, special lectures, seminars, group discussions, field studies, case studies, project-based methods, and experimental methods.

The college adopts continuous evaluation and assessment processes through regular viva, seminars, class tests, and promoting question-answer sessions in the class. The syllabus is open-ended hence institute organizes expert lectures, industrial visits, and teaching beyond the syllabus as a regular practice. The process of internal assessment is carried out at the end of each semester. The institute has a mechanism to identify slow learners and fast learners, students. For slow-learning students remedial classes are organized while for fast-learning students, the opportunity for GATE coaching, competitive exams, and other training facilities are given.

The Institute has a mechanism of internal assessment. The subject-wise marks are collected department-wise and the committee under HOD evaluates the performance. According to this evaluation internal assessment marks are awarded to students subject-wise. The POs and Program Specific Outcomes (PSO) for every department are available on the college website and COs are conveyed to students by HOD and subject teachers in the initial meetings of every semester. The institute ensures the attainment of COs, POs & PSOs.

Research, Innovations and Extension

Research, innovation, and extension are significant aspects of academics. The institution has established an ecosystem for innovations and the promotion of the Indian Knowledge System (IKS). The Institute has Institute Innovation Council. The institute has established 6 research centers for Ph.D. work. All the laboratories in the institution are recognized for Ph.D. research work by Sant Gadge Baba Amravati University Amravati. This ecosystem includes various initiatives aimed at creating awareness about intellectual property rights (IPR), setting up an R & D cell, establishing an incubation center, and facilitating the creation and transfer of knowledge and technology in interdisciplinary studies as per NEP guidelines 2020. In the last five years, Our Institute received a research grant of Rs. 73.12 lakhs from various government organizations like AICTE New Delhi, Maharashtra Pollution Control Board, Ministry of Human Resources Development, and the social welfare department Govt. of Maharashtra. The outcomes of Innovation ecosystem efforts are evident with the seven patents published and two patents granted. A number of activities like workshops/seminars/ conferences

are organized on Intellectual property rights (IPR), also on various research-based topics. In the last five years institute conducted ninety-one workshops/seminars/ conferences activities. In the last five years, the institute generated revenue of around **1.5 crores** through consultancy in the area of material testing, architectural consultancy, and an online examination center facility, as an extension service. In addition, various Extension activities are extensively carried out through NSS, Unnat Bharat Abhiyan, and all the departments. Social activities like Swacchata Abhiyan, blood donation, Covid vaccination camps are carried out by NSS while extensive work is done on rural development through Unnat Bharat Abhiyan, free water testing, and guiding the quality of water. The institute has received awards and recognitions for extension activities. Our parent Society, Shri Shivaji Education Society Amravati has an international MOU with CONSORTIUM FOR GLOBAL EDUCATION, and also has an LOU with Capgemini for Digital Academy. The institute has 85 functional MOU and Linkages with various Government organizations, Institutes, and Industries. Institute has signed MOU with Varhad Capital Ltd. Pune to run the research and development activity under the incubation center.

Infrastructure and Learning Resources

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., 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. The laboratories are equipped with the necessary equipments, tools, and instruments to conduct practical experiments and research. The institution emphasizes the integration of ICT-enabled facilities to enhance teaching and learning experiences. In our institute, all the classrooms and seminar halls are ICT enabled and there are three smart classrooms. The institute regularly upgrades the infrastructure and a budget is sanctioned for expenditure for infrastructure development and augmentation. The institution's library is automated with digital facilities using an Integrated Library Management System (ILMS). The institution ensures adequate subscriptions to e-resources and journals. These subscriptions provide access to a wide range of digital materials, including e-books, e-journals, research databases, and online reference materials. The institute has more than 40 numbers of National/International printed journals likewise 860 e-journals are provided by DELNET as well as 275 numbers of e-Journals. The Institute has a digital library section. The library also provides the NPTEL video lectures series on 196 subjects

The institution has state of art IT facilities with a high-speed internet facility and the campus is Wi-Fi enabled. The institute has dedicated 646 computers only for students. The student-computer Ratio is 1:1.91. the bandwidth for an internet connection is more than 50 MBPS. The Institute has an adequate number of physical and academic support facilities and every year the budget is sanctioned and utilized for the maintenance of physical and academic support facilities. Institute has a maintenance policy. Annual Maintenance Contracts are finalized for the maintenance of facilities.

Student Support and Progression

The Institute continuously strives for providing excellent mechanisms in support and progression of students in a holistic manner. The institute provides various types of scholarships / free ships to eligible students offered by DTE, Govt. of Maharashtra, Govt. of India, and other agencies. Our Institute enrolls students under the Tuition-Free Waiver Scheme (TFWS). Every Year our Parent Society provides a special scholarship of Rs: 25,000/- to

30,000/-. to the economically weaker students admitted in the first year and direct second year. In the last five years, the average number of students who benefited from scholarships from government, and non-government organizations is more than 80 percent. The institution organizes capacity development and skills enhancement activities to improve students' capabilities in various areas. The institution recognizes the importance of soft skills in students' overall development and employability. The institution conducts activities to improve students' language proficiency and communication skills, Life Skills (Yoga, Physical Fitness, Health, and Hygiene). In today's digital age, proficiency in ICT (Information and Communication Technology) and computing skills is crucial. Every year various activities were conducted for guidance for competitive examinations and career counseling for student support. The average percentage of students who benefited from the guidance is more than 60 percent. The institute has a mechanism for the redressal of various grievances of the students. In our Institute we have the Discipline and Anti-Ragging Committee, Internal Complaint Committee (ICC) / Vishakha Committee, SC / ST Cell. The grievances submitted by the student were timely redressed through the appropriate committees. Our students participate in various sports, cultural activities at the national level and received 52 awards and medals in the last five years. Our Institute has a registered Alumni Association. The alumni association plays a significant role in the development of the student / Institution through training, placement, expert lectures, Industrial visits, Joint projects, and financial support.

Governance, Leadership and Management

The institution's governance and leadership are in consonance with the vision and mission of our parent society. The Institute has strong management support for the governance of various academic, and administrative activities in the Institute. The institution actively embraces and implements the National Education Policy (NEP) guidelines. The institution demonstrates sustained growth and progress, reflecting its strong governance and leadership. The institution adopts a decentralized governance structure. The institution promotes a culture of participation and involvement in governance processes. Faculty, supporting staff, and students actively participate in various committees / portfolios. The institution effectively deploys its Institutional Perspective Plan (IPP). The institution has comprehensive service rules and procedures that govern the conduct of the appointment of teachings as per the norms of AICTE, DTE, and Affiliating University. The institution recognizes the importance of performance appraisal, welfare measures, and career development/progression for both teaching and supporting staff. The institution has a well-defined performance appraisal system. The institution has effective welfare measures in place to support the well-being of its teaching and non-teaching staff. Group insurance scheme & Gratuity provision is made for the staff in the institute. To motivate staff for higher education (Ph.D.), a fee waiver is given for research lab fees to faculty who are pursuing a Ph.D. Financial help is given to a needy person on medical grounds. Our Institute has a Salary Earners Society that takes care of staff welfare by providing educational loans, advances, loans for medical emergencies, and Diwali gifts. Institute provides festival advances. The Institute provides uniforms to class III & IV employees. The institution emphasizes the optimal utilization of available funds to achieve its strategic objectives. The institution conducts regular internal and external financial audits. The IQAC monitors and channelize the efforts taken by the institute for academic excellence. The Institute reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through IQAC. IQAC has made 57 points Action Plan for overall improvement in the academic and administrative performance of the Institute along with 10 years long-term plan.

Institutional Values and Best Practices

In full obeisance to the vision and foresight of Dr. Panjabrao alias Bhausaheb Deshmukh, our institute is striving hard and is committed to gender equality as reflected in its efforts. The Institute conducts gender sensitization activities, provides dedicated facilities for women, and empowers women students. These measures create an environment that fosters gender equality, awareness, and inclusivity on campus. By implementing initiatives for alternate sources of energy, waste management, water conservation, green campus practices, and creating an environment for specially-abled students. The institution demonstrates its commitment to sustainability, environmental conservation, and inclusivity. The Green Audits, Energy & Environmental audits guide the institution in improving its environmental management strategies, energy efficiency, and sustainability efforts. The institution creates an inclusive environment that fosters tolerance, harmony, and respect for diversity. It sensitizes students and employees to their constitutional obligations, values, rights, duties, and responsibilities.

In consonance with the mission / vision of our parent society and the foresight of Dr. Panjabrao alias Bhausaheb Deshmukh, Two Best Practices identified by the institute are "Institutional Initiatives relating to transformational change in rural development". This practice aims to bring about positive change and holistic development in rural areas. These initiatives focus on addressing key challenges faced by rural communities and empowering them to improve their livelihoods and overall well-being and to prevent increasing urbanization. Connecting through the Unnat Bharat Abhiyan (UBA) our Institution adopted five villages Various activities were carried out in the villages and as an outcome, the Ministry of Human Resource Development awarded our institute a perennial Award of Rs 1,75,000/-. The second Best practice carried out by Institute is "Employability Enhancement practices for student support and progression". These practices are essential for supporting students' career progression and ensuring their success in the industries. Under this practice, various training programs were organized. As an outcome the Employment of the students improves, also Institute has received a Grant for "Skill and Personality Development for SC/ST Students" from AICTE, New Delhi. Capgemini Digital Academy starts a training center under CSR activity and provides employment opportunities. The institution has demonstrated exceptional performance in the social sphere.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COLLEGE OF ENGINEERING AND TECHNOLOGY, AKOLA
Address	AT POST BABHULGAON(Jh.) N. H. No. 06 , AKOLA
City	AKOLA
State	Maharashtra
Pin	444104
Website	www.coeta.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	S. K. Deshmukh	0724-2259024	9011023931	-	principalcoeta@gmail.com
IQAC / CIQA coordinator	S. K. Patil	091-9822641908	8805595228	-	profskpatil@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-09-2017	View Document
12B of UGC	20-09-2017	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2022	12	Approval for Academic year
AICTE	View Document	02-06-2022	12	Approval for Academic year

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT POST BABHULGAON(Jh.) N. H. No. 06 , AKOLA	Rural	9.6	19510

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Mechanical Engineering	48	HSC or its equivalent OR Diploma in Engg. (for Direct Admission to 2nd Year)	English	60	6
UG	BTech,Chemical Engineering	48	HSC or its equivalent OR Diploma in Engg. (for Direct Admission to 2nd Year)	English	60	17
UG	BE,Civil Engineering	48	HSC or its equivalent OR Diploma in Engg. (for Direct Admission to 2nd Year)	English	60	37
UG	BE,Computer Science And Engineering	48	HSC or its equivalent OR Diploma in Engg. (for Direct Admission to 2nd Year)	English	120	120
UG	BArch,Architecture	60	HSC or its equivalent	English	40	8
PG	Mtech,Chemical Engineering	24	B.E./ B.Tech. (Chem/Poly)	English	18	8
PG	ME,Civil Engineering	24	B.E. (Civil)	English	18	18

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9				22				55
Recruited	3	0	0	3	12	0	0	12	28	0	0	28
Yet to Recruit				6				10				27
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				43
Recruited	0	0	0	0	0	0	0	0	42	0	0	42
Yet to Recruit				0				0				1

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				32
Recruited	21	11	0	32
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	23	1	0	24
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	7	0	0	11	3	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	4	0	0	12	3	0	20
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	28	12	0	40
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	6	0	0	6

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	810	2	0	0	812
	Female	372	0	0	0	372
	Others	0	0	0	0	0
PG	Male	43	0	0	0	43
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	179	117	156	164
	Female	78	76	88	93
	Others	0	0	0	0
ST	Male	10	3	7	6
	Female	5	2	2	2
	Others	0	0	0	0
OBC	Male	302	237	264	285
	Female	166	148	187	198
	Others	0	0	0	0
General	Male	308	222	277	294
	Female	152	144	169	188
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1200	949	1150	1230

Institutional preparedness for NEP

1. 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. Our Parent Society is running a number of Multi-disciplinary institutions like Medical, Engineering, Agricultural, Biotechnology, Law, Education, and Physical education Colleges. Academic collaboration with the established multidisciplinary sister branches is also possible. Such a blend of core subjects and an interdisciplinary approach will help students to shape their career options. Flexible Timetable and Infrastructure: Create a flexible timetable that allows students to engage in multidisciplinary activities and projects. Allocate dedicated spaces or create interdisciplinary labs where students can collaborate on projects, conduct experiments, and explore

	connections between different subjects. Project-Based Learning: Promote project-based learning approaches that encourage students to work on real-world problems that require the integration of knowledge and skills from multiple disciplines. This helps students develop a holistic understanding of concepts and enhances their ability to apply knowledge across different domains. Assessment Strategies: Develop innovative assessment strategies that can effectively evaluate students' interdisciplinary learning outcomes. Move away from traditional exams and consider incorporating assessments such as portfolios, presentations, group projects, and practical demonstrations.
2. 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. Faculty Development: Conduct faculty development programs to familiarize the teaching

	staff with the credit-based system and its implications. Train them in designing modularized courses, creating learning outcomes, and aligning assessments with credit requirements. Credit Assessment and Evaluation: Develop assessment strategies that align with the credit-based system. Design rubrics and evaluation methods that measure students' achievement of learning outcomes and assign appropriate credit values. Information and Communication: Create awareness and disseminate information about the ABC system among stakeholders, including students, parents, faculty, and administrators. Develop clear communication channels to address queries, provide guidance, and address concerns related to the credit-based system. Continuous Evaluation and Feedback: Continuously evaluate and gather feedback on the implementation of the ABC system from students, faculty, and other stakeholders. Use this feedback to make necessary improvements and adjustments to enhance the effectiveness and efficiency of the credit-based system. By implementing these steps, educational institutions can ensure their institutional preparedness for the Academic Bank of Credits system under the NEP. This will facilitate seamless credit transfer, enhance academic flexibility, and promote lifelong learning opportunities for students. Our Institute is Affiliated with Sant Gadge Baba Amravati University, Amravati, Our college is bound to follow the courses, syllabi, and other rules & regulations of the affiliating University. , the affiliating University has already taken initiatives to introduce the Choice Based Credit System (CBCS) at the Under-Graduate level and started implementing it in a phase-wise manner at the Undergraduate level. The Academic Bank of Credits (ABC) would provide a digital platform for students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is in the preparatory phase. The institute starts registering the students last year.
3. 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. Invite industry experts for guest lectures, workshops, and internships to expose students to real-world skill demands. Infrastructure and Facilities: Ensure that the institution has the necessary infrastructure and facilities to support skill development activities. This may include well-equipped laboratories, workshops, simulation centers, and technology-enabled learning spaces. Practical Learning Opportunities: Emphasize experiential and hands-on learning opportunities to enhance practical skills. Incorporate internships, apprenticeships, industry projects, and fieldwork experiences into the curriculum to provide students with real-world exposure. Skill Assessment and Certification: Develop robust assessment mechanisms to evaluate the proficiency of students in the acquired skills. Explore industry-recognized certifications and accreditation processes that can validate the skills developed by students. Entrepreneurship and Innovation: Promote entrepreneurship and innovation among students by providing incubation centers, mentorship programs, and resources to nurture their entrepreneurial skills. Encourage students to develop innovative solutions to real-world problems and support them in commercializing their ideas. Continuous Evaluation and Feedback: Continuously evaluate the effectiveness of the skill development initiatives and gather feedback from students, faculty, and industry partners. Use this feedback to improve the programs

	and ensure they are aligned with the evolving skill requirements. Research and Collaboration: Encourage research and collaboration in skill development-related areas. Engage in interdisciplinary research projects and collaborations with other institutions, industry partners, and research organizations to advance the understanding and implementation of skill development strategies. By focusing on these aspects, educational institutions can enhance their institutional preparedness for skill development under the NEP. This will help in producing industry-ready graduates equipped with the necessary skills to contribute effectively to the workforce and promote overall socio-economic development. Our Institute follows a Best Practice on "Employability Skills Enhancement practices for students support and progression."
4. 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. Invite scholars, practitioners, and traditional experts to share their insights and experiences with students and faculty. Collaboration with Traditional Practitioners: Foster collaborations with traditional practitioners, artists, artisans, and local communities to promote an exchange of knowledge and practices.

	Encourage visits to traditional centers of learning, Gurukuls, and cultural institutions to provide firsthand exposure to the Indian knowledge system. Experiential Learning and Field Trips: Arrange field trips to historical sites, museums, art galleries, and natural spaces that showcase the Indian knowledge system. Incorporate experiential learning activities that enable students to engage with traditional practices, rituals, and art forms. Research and Documentation: Encourage research and documentation of traditional knowledge systems to preserve and promote indigenous knowledge. Support research projects that explore the scientific and practical aspects of Indian knowledge, fostering a deeper understanding and appreciation. Cultural Events and Celebrations: Organize cultural events and celebrations that highlight the richness of the Indian knowledge system. Conduct festivals, exhibitions, and competitions showcasing traditional arts, crafts, music, dance, and literature. Digital Platforms and Resources: Develop digital platforms and resources that provide access to authentic information on the Indian knowledge system. Create online repositories, e-libraries, and multimedia resources that are easily accessible to students, teachers, and the general public. Collaboration with Indigenous Communities: Establish partnerships with indigenous communities to learn from their knowledge systems and practices. Respect and recognize their contributions, involve them in educational initiatives, and encourage their active participation. Interdisciplinary Approaches: Encourage interdisciplinary approaches that integrate Indian knowledge systems with contemporary subjects. Explore connections between traditional knowledge and scientific advancements, fostering a holistic and well-rounded education. By incorporating these strategies, educational institutions can effectively integrate the Indian knowledge system into the education system, fostering a deeper understanding and appreciation of the country's rich cultural heritage and indigenous wisdom.
5. 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: Define Clear Learning

Outcomes: 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. Authentic and Real-World Applications: Incorporate authentic and real-world applications of knowledge and skills in the learning process. Provide opportunities for students to apply what they have learned in practical contexts, problem-solving scenarios, or through internships, fieldwork, or industry collaborations. Continuous Feedback and Improvement: Establish a feedback mechanism to assess students' progress towards the learning outcomes. Provide timely feedback to students to help them understand their strengths and areas for improvement. Use the feedback to identify areas where instructional strategies or assessments need adjustment. Student-Centered Learning: Adopt student-centered learning approaches that focus on active engagement, critical thinking, and problem-solving. Encourage student participation, collaboration, and self-directed learning. Provide opportunities for students to take ownership of their learning and set personal goals aligned with the desired outcomes. Integration of Technology: Leverage technology tools and resources to enhance the delivery of outcome-based education. Use learning management systems, online platforms, educational software, and digital resources that support student learning, assessment, and feedback. Faculty Development and Support: Provide faculty members with training and professional development opportunities to understand and implement outcome-based education effectively. Support them in aligning

	their teaching practices, assessments, and learning activities with the desired outcomes. Program Evaluation and Quality Assurance: Implement a system of program evaluation and quality assurance to ensure the effectiveness of outcome-based education. Regularly review and assess the achievement of learning outcomes, solicit feedback from stakeholders, and make necessary improvements based on the evaluation results. Collaboration and Engagement with Employers: Foster collaboration and engagement with employers and industry representatives to align the learning outcomes with industry needs and expectations. Seek their input on the desired competencies and integrate their feedback into the curriculum and assessment processes. By focusing on outcome-based education, institutions can provide students with a clear understanding of what they are expected to achieve, promote deeper learning, and ensure the development of relevant skills and competencies needed for their future careers or further studies.
6. Distance education/online education:	a) 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: The NEP encourages the integration of online and blended learning approaches

in the mainstream education system. It recognizes the potential of technology-enabled learning to enhance the quality, effectiveness, and flexibility of education delivery. Online Course Platforms: The NEP suggests the creation of a National Educational Technology Forum (NETF) to facilitate the development and utilization of online learning platforms. These platforms would provide access to high-quality educational resources, courses, and interactive tools for both formal and informal learning. Accreditation and Quality Assurance: The NEP emphasizes the importance of ensuring quality in distance education and online education. It proposes the establishment of an accreditation framework and quality assurance mechanisms to monitor and evaluate the effectiveness and standards of online education providers. Teacher Training and Capacity Building: The NEP emphasizes the need for comprehensive teacher training and capacity-building programs to equip educators with the skills and competencies required for effective online teaching and learning. It encourages the integration of technology-enabled pedagogies and digital literacy in teacher education programs. Personalized Learning and Adaptive Systems: The NEP recognizes the potential of online education to enable personalized learning experiences and adaptive learning systems. It promotes the use of data analytics and artificial intelligence to tailor learning content and support individualized student progress and achievement. Equitable Access: The NEP emphasizes the importance of ensuring equitable access to distance education and online education. It acknowledges the digital divide and calls for efforts to bridge the gap, especially for marginalized and disadvantaged communities, through appropriate policies and interventions. Collaboration and Partnerships: The NEP encourages collaboration between conventional educational institutions, open universities, and online education providers. It promotes partnerships to enhance the reach, quality, and effectiveness of distance education and online education initiatives. Overall, the NEP recognizes the potential of distance education and online education to expand access, improve quality, and foster innovation in the education system. It provides a framework for integrating these modes of education effectively while ensuring equitable opportunities for learners across diverse backgrounds.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electrol Literacy Club (ELC) was set up in our institute on 12-08-2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Student Co-ordinator & Coordinating faculties are appointed by the institute and the ELC club is functional. Prof. V. R. Tripathi was appointed as a faculty coordinator for the functioning of the ELC Club, also students from various departments were nominated to the ELC Club. Vipin Kakad from the Architecture Department, Naval Sahu from Mechanical Department, Kunal Wankhade from Chemical Department, Budha Kamble from FYMC, Prabhat Chavan from the Computer Science and engineering department and Pankaj Wankhade from the Civil Department are nominated as student coordinators for ELC Club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Yes, Innovative programs are organized by the ELC by taking meetings at regular Intervals.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes, various programs were organized by the institution, related to awareness for participation in electoral processes. An awareness workshop on EVM-VVPAT Machine was organized on 19/01/2019. In this workshop technical expert, Mr. Chavhan from the Election division presented a demonstration of the machine. Activity related to democracy, Election, and good governance organized for first-year engineering students by Prof. S. A. Awachar (Zonal officer, COETA Akola) dated 28/01/2019.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	Yes, a list of students above eighteen years who are yet to be enrolled as voters in electoral are sent to the Tahsil officer for Enrollment.

students as voters.	

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1240	1200	949	1150	1230

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 105

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
85	74	85	82	83

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
157.17	48.2	132.22	96.17	146.58

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

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 on various University bodies, like the Board of Studies, Academic Council and Management Council, and other sub-committees. The faculties are contributing in curriculum planning and designing since 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.

Continuous Internal Assessment: The institution incorporates continuous internal assessment as part of the curriculum delivery process. This involves regular and ongoing evaluation of student's 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	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response:

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2 *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

Response:

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
340	296	683	423	720

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 *Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

Response:

The institution recognizes the importance of integrating crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability in transacting the curriculum. Here's an overview of how these elements are incorporated:

Professional Ethics: The institution emphasizes the integration of professional ethics throughout the curriculum. This involves addressing ethical principles, values, and ethical decision-making frameworks relevant to the respective fields of study. The curriculum include case studies, discussions, and projects that explore ethical issues and promote ethical behaviour and responsibility among students.

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. A compulsory core subject on Environmental studies is included in all Under Graduate programs schemes and syllabus. This involves creating awareness about environmental issues, sustainable practices, and the interdependence between human activities and the environment. Environment awareness camps, seminars, workshops, guest lectures, industry visits, and field visits are organized. Environment Day, Earth Day, and Water Day are annually celebrated. Our Institute accords great importance to research in inter-disciplinary areas focused on renewable energy, environmental pollution, agriculture, education, and healthcare.

Department of Chemical Engineering has organized AICTE sponsored one 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: The institution emphasizes the integration of human values in the curriculum. This includes promoting values such as empathy, integrity, social responsibility, and respect for diversity. The curriculum has some courses in our UG programs specially focused on the development of human values

and professional ethics. 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 diverse socio-cultural backgrounds and different linguistics, we do not have any intolerance towards cultural, regional, linguistic, communal socio-economic, and other diversities. The 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".

By integrating crosscutting issues of professional ethics, gender sensitivity, human values, environment, and sustainability, the institution ensures that students are imparted with the knowledge, skills, and attitudes necessary to become responsible professionals and global citizens. This integration not only enriches the curriculum but also promotes a holistic and inclusive education that addresses contemporary societal challenges and fosters sustainable development.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response:

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 379

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

Response:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
227	215	187	244	244

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
376	376	376	366	366

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response:

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2021-22	2020-21	2019-20	2018-19	2017-18
112	126	135	137	137

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
176	176	176	171	137

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

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response:

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

Response:

Considering student diversity in terms of learning levels, various

student-centric techniques are to be implemented for effective

learning experiences. These methods are supportive of the prescribed curriculum. In addition to traditional

teaching-learning methods like lectures and practicals, the institute implemented methods such as experiential learning, participative learning, and problem-solving methodologies for enhancing the learning experience. These methodologies include illustration, special lectures, seminars, group discussions, field studies, case studies, project-based methods, and experimental methods.

Experiential learning involves actually implementing the concepts with available resources. It involves activities like field work, role play, industry visits, mock activities, and surveys. These activities provide individual learning and collaborative learning exercises to students which help them streamline their goals. Depending upon the requirements of curriculum subjects, some of the departments carried out field visits and industry visits which gave students a broader perspective on those subjects.

Participative learning involves group work like mini-projects or poster presentations. Working in teams gives multi-folded benefits to students and boosts their employability skills. Some departments conducted mini-project exhibitions which provided students a platform to display their live technical work. Students participate in Avishkar which is the Research Convention of Sant Gadge Baba Amravati University, held every year at college, district, university, and state levels. Teachers motivate students in the classroom to participate in the teaching-learning process. All the departments organized student activities to promote participative learning. Students participated in conferences, workshops, seminars, and competitions, organized in and out of the colleges.

Problem-solving techniques involve case studies and assignments. These are common means to let students express their knowledge. These are evaluated by faculty on the basis of problem identification, problem analysis, planning, and implementation. Group discussion developed problem-solving strategies among the students. Students formulated their own problem-solving methods while working on projects for Avishkar.

Conducting activities using ICT tools is an effective methodology. These tools provide benefits like maintaining structured data and a fast evaluation process. Free internet access through Wi-Fi facilities on campus promoted students to solve problems. All these techniques are useful in the overall development of students.

During the pandemic situation, the role of ICT tools was predominantly experienced. In the online mode of teaching-learning, the use of ICT-enabled tools is mandatory but 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, and equipment such as desktops, laptops, computers, projectors, smartphones, and licensed software. Resources included open educational resources (OER) like Swayam NPTEL courses 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, Amravati were used effectively for the online teaching-learning process.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response:

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
86	86	86	81	81

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2 *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

Response:

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
29	24	20	19	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The mechanism of internal assessment in the institution follows the regulations and guidelines of affiliating university- Sant Gadge Baba Amravati University, Amravati for theory & practical subjects. The process of internal assessment is carried out at the end of each semester. The subject-wise marks are collected department-wise and the committee under HOD evaluates the performance. According to this evaluation internal assessment marks are awarded to students subject-wise. If required retest is scheduled for a particular subject on recommendation.

The internal assessment involves various metrics like 2 Unit Tests per subject per semester, assignments (subject-wise), topic-wise seminars, mini-projects (if relevant to a particular subject), viva/oral exams, surprise tests in class, and practical and project submissions. The department-level internal exam in-charge handles the unit tests and other metrics are handled by the respective subject teacher. The schedule of the Unit Test is as per the academic calendar also the test In charge displays the test timetable one week before so that students can prepare for the unit test. The students who fail unit tests are given assignments for improvement. The internal assessment process is robust, and transparent and is monitored by dean academics via meetings with HODs of all departments on a monthly basis.

The academic calendar is circulated at the time of admission and registration for higher class 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 and participation in competitions/conferences/workshops/quizzes by other colleges. 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. The alternative assessment method is applied to such cases as conducting retests or giving assignments to students.

Transparency in internal evaluation is ensured by displaying the marks and performance of the students. After the evaluation of unit tests, answer sheets are provided to the students for their overall observation. The subject teachers deal with the student's problems regarding evaluation and allotted marks. Grievances associated with the internal examination are taken up immediately and resolved at the appropriate level.

External Examination related grievances may include question paper-related issues like a question out of syllabus, incorrect options in MCQ questions, misprint in question papers, etc, and result-related issues. These are conveyed to affiliating university via proper channels.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

Response:

In compliance with the objectives of Outcome Based Education (OBE), Course Outcomes (COs) are framed by the affiliating university **Sant Gadge Baba Amravati University, Amravati. (SGBAU).** It is available in the prescribed syllabus by affiliating university.

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.

The **Mapping Process** is prepared for a theory as well as a practical subject. *For the theory subject, the following steps are performed:*

- The lesson plan is prepared subject-wise in terms of the number of hours required and unit-wise as per the syllabus.
- Each CO is then mapped with relevant POs and PSOs. The percentage of hours required to attain each CO is calculated in accordance with PO and PSO mapping.
- The mapping is done according to which CO corresponds to a specific PO / PSO. The average weightage of CO percentage mapped to a particular PO / PSO is calculated. As per the average weightage, the mapping targets range between the scales of 0 to 3, e.g. 0 for < 05; 01 for 05 >= weighted average < 25; 02 for 25 <= weighted average < 40, and 03 for >= 40. Liberty of setting mapping targets percentage scale from 0 to 3 can be set by the subject teacher or head of the particular program.
- The mapping table is used as a reference in the direct method to calculate CO-PO / PSO attainment.

For the Practical subject, the following steps are followed:

- The list for the experiments is framed according to the Cos from the list provided by affiliating universities if available or mentioned in the prescribed subject syllabus. For each CO at least one experiment is framed. The attainment of each CO is represented in terms of marks out of 10.
- The mapping table is prepared considering COs provided by the University or decided by the subject-teacher as well as the head of the particular program. The methodology for mapping COs with POs/PSOs is same as method followed for the theory subject.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

At the beginning of every semester, all subject teachers highlight COs for theory as well as for practicals for their respective subjects in the very first class. The importance of COs / POs / PSOs is conveyed to students and their attainments. The process of evaluation of COs, Pos, and PSOs attainment comprises of following steps:

- Mapping of COs with POs and program-specific outcomes (PSOs): Mapping is carried out by distributing the total subject syllabus in the number of hours, each hour is related to a particular CO from the list of COs given. How many hours are allocated to cover the particular CO is calculated for each CO. Percentage of hours for a CO to the total hours required is calculated. The mapping is done according to which CO corresponds to a specific PO / PSO. The average weightage of CO percentage mapped to a particular PO / PSO is calculated. As per the average weightage, the mapping targets range between the scale of 0 to 3. 0 for < 05; 01 for 05 <= weighted average < 25; 02 for 25 <= weighted average < 40, and 03 for >= 40.
- **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 are 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.

The evaluation of COs POs and PSOs attainment is done on the basis of a pre-defined target value of not

less than 40% for theory subjects and 50% for practicals. The final attainment of CO / PO / PSO is evaluated using direct as well as indirect methods in the ratio of 50:50/60:40/70:30 or 80:20 according to difficulty level as well as past results of a particular subject.

The following methods are implemented if the pre-defined targets of a particular CO of the subject are not met. To meet the target in the next year any one or all methods are applied to attend the CO as an action.

- Extra Lectures are incorporated into the next course planning.
- The extra practice of numerical problems/programs.
- For practical exposure, more industrial visits/ training/internships will be provided.
- Expert Talks, Technical workshops, and competitions are organized.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response:

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
285	247	264	294	280

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
330	302	265	296	328

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - 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 last five years (INR in Lakhs)*

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
10.21	25.01	8.46	16.61	12.81

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institution has established an ecosystem for innovations and the promotion of the Indian Knowledge System (IKS). This ecosystem includes various initiatives aimed at creating awareness about intellectual property rights (IPR), setting up the Research and Development Cell, establishing an incubation center and facilitating the creation IKS. The Institute has Institute Innovation Council. The institute has established 6 research centers for Ph.D. work. All the laboratories in the institution are recognized for Ph.D. research work by Sant Gadge Baba Amravati University Amravati. This ecosystem includes various initiatives aimed at creating awareness about intellectual property rights (IPR), setting up an R & D cell, establishing an incubation center. Here's an insight on overview of these initiatives:

Awareness about IPR: The institution actively promotes awareness about intellectual property rights among its students, faculties. Workshops, seminars, and training programs are organized to familiarize individuals with the concepts of patents, copyrights, trademarks, and other forms of intellectual property. This helps to foster a culture of respect for intellectual property and encourages originality, innovation, and creativity among the stakeholders.

Research and Development Cell: The institution has set up a Research and Development Cell (R & D

Cell) dedicated to managing all research-related activities, intellectual property-related activities, Ph.D. Coursework, Publishing Technical newsletter, etc. This cell provides guidance and support to students, faculty, and staff in matters related to research publication, Ph.D. research-related work, intellectual property protection, filing patents, copyrights etc.

Incubation Center: The institution has established an incubation center that serves as a platform for nurturing innovative ideas and promoting entrepreneurship. Institute has signed MOU with Varhad Capital Ltd. Pune to run the research and development activity under the incubation center.

Creation and Transfer of Knowledge/Technology: The institution actively encourages and supports the creation and transfer of knowledge and technology. This includes promoting research and development activities, encouraging faculty and students to publish their research findings, and facilitating collaborations with government organizations, industry and other research institutions. Our parent Society, Shri Shivaji Education Society Amravati has an international MOU With CONSORTIUM FOR GLOBAL EDUCATION, also institute has an LOU with Capgemini Digital Academy training center to skill the students and Institute have 85 functional MOU and Linkages with various Government organization, Institutes, and Industries.

The outcomes of these initiatives are: our Institute received a research grant of Rs. 73.12 lacks from various government organizations like AICTE New Delhi, Maharashtra Pollution Control Board, Ministry of Human Resources Development, and social welfare department Govt. of Maharashtra. successful patent filings of which seven patents were published and two patents were granted. These outcomes showcase the institution's commitment to fostering a culture of innovation, protecting intellectual property, and harnessing the Indian Knowledge System for societal and economic advancement.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2 *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

Response:

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
31	09	15	18	18

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response:

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	45	19	45	28

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response:

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
24	10	15	20	15

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

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institution's extension activities in the neighborhood community have significant outcomes in terms of consultancy, impact, and sensitizing students to social issues for their holistic development. 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. As a result, the institution has contributed to the overall well-being of the community by addressing specific social, economic, or environmental challenges. This may include improvements in education, healthcare, sanitation, livelihoods, or environmental conservation. 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.

Empathy and Social Awareness: Through Institute's participation in extension activities, students have developed empathy and heightened social awareness. By directly engaging with community members and

witnessing the challenges they face, students gain a deeper understanding of societal issues and the importance of social responsibility. This helps cultivate a sense of empathy, compassion, and a commitment to making a positive difference in society. Institute organizes various Road Safety workshops, Industrial Safety workshops Covid Vaccination Camps, Water Conservation, Swacchata Abhiyan also carried various social awareness activities under Unnat Bharat Abhiyan (UBA),

Holistic Development: The institution's extension activities contribute to the holistic development of students. These experiences foster personal growth, self-confidence, and a broader perspective on life, enhancing their overall development. Our institute organizes various Technical & Professional development programs. Industrial Training of students through internships, modular training, and soft skill training with certificate courses, Study tours are done by the institute. Skill and Personality development programs.

Enhanced Citizenship and Civic Engagement: The institution's extension activities promote active citizenship and civic engagement among students. By engaging with the neighborhood community, students learn about community development, collaboration, and leadership, which prepares them to become active contributors to their communities and society.

Overall, the outcomes of the institution's extension activities demonstrate the positive impact on the neighborhood community and the transformative experiences for students. By sensitizing students to social issues and providing opportunities for community engagement, the institution fosters their holistic development and nurtures socially responsible individuals who are equipped to address the challenges of the world.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

1. **Mentor Institute**

Quality is the buzzword on academic campuses today. Quality is not an accident but the fruit of continuous efforts for excellence. This institution got a 3.27 CGPA in its first cycle of NAAC which led to its recognition as a mentor institute by NAAC.

2. Unnat Bharat Perennial Award

The institute was awarded the Unnat Bharat Perennial Award under which the institute has conducted

various social activities like awareness programs, the establishment of a library, the construction of a road, etc.

3. Government Grants

The institute had applied for various government grants available with AICTE and was awarded grants like SPDP, MODROBS, Conference grants, and MPCB grants. The institute has successfully utilized these grants for capacity and quality enhancement.

4. IPR Awards

One patent and One copyright have been awarded to the faculty from this institute during the accreditation period.

5. Ph.D. Awarded

A number of Ph.D. have been awarded to the faculties of this institution during the accreditation period.

6. Best Paper Awards

The faculties as well as the students of this institute have bagged the best paper and project awards from reputed institutions like BITs and IITs also. The students from this institution have participated in competitions all over India and have proved their mettle.

7. Sports Awards

The students from this institute participate in sports at the institute level as well as the university level and further in the national Level also in sports like cricket, boxing, and Taekwondo.

The institution holds inter-class cricket league matches. A number of students have received awards at the university level

And progressed to the national level. Khelo India competitions led some students to their coveted first and second positions in competitions.

8. Cultural Awards

The cultural activities and technical fests are an integral part of the HEI. The youth fest is a major cultural activity at the national level in which students from different universities participate and compete. The students from these institutes participate at the University and further to the national level also. At the local level, the students celebrate cultural day.

9. Recognition of government and professional bodies

The institute as well as its faculty has received recognition at various levels in various fields. The faculty has been granted patents. Some of the faculty is on the academic council, chairman board of studies, Research Recognition Committees, and Ph.D. Supervisors, PG Teachers. Some faculty are working on the curriculum development of the government Polytechnic. A few of them are also office bearers of private

professional bodies.

10. Academic Excellence awards

The students from this institute have continuously shined in the merit list of Affiliating Universities. They have often topped the list and won different medals instituted by University.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response:

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
91	28	67	62	53

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

3.5 Collaboration

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

research during the last five years.

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

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: The institution provides well-equipped and comfortable classrooms that create a conducive environment for teaching and learning. These classrooms are designed to accommodate students and facilitate interactive sessions. 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' to provide a nature-friendly atmosphere for the teaching and learning process as a revolution. Our institution maintains laboratories relevant to different disciplines or courses. These laboratories are equipped with the necessary equipment, tools, and instruments to conduct practical experiments and research. The institution ensures that the laboratories are well equipped, and calibrated, with necessary licensed software as required, open-source tools & timely updates.

The Institute has well equipped dedicated language/SPDP laboratory with a 3D projector to enhance the knowledge of the language and the practice of listening, Group discussion & to develop interview skills.

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	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
82.942	15.09	60.9	27.25	28.02

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

4.2 Library as a Learning Resource

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

Response:

Our institute has advanced central library having total area 845 sq.m. with seating capacity of 150 students. Presently, our library has the total 12464 numbers of titles and 40110 volumes, apart from this the book bonded old journals. Institute has received grant from Maharashtra Government's Social Welfare Department, Akola of Rs. 6, 00, 000/- under Backward class student's 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 purchase from Prizam Solutions Akola. It ensures that 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 cataloguing, 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.

E-Resources and Journals: The institution ensures adequate subscriptions to e-resources and journals. These subscriptions provide access to a wide range of digital materials, including e-books, e-journals, research databases, and online reference materials. The library facilitates access to these resources through the ILMS or other online platforms, enabling users to search, browse, and access relevant digital content anytime and anywhere. To encourage the students and faculties for research project work at UG, PG and Ph.D. level library provided more than 40 numbers of National/International printed journals likewise 860 number of e-journals provided by DELNET as well as 275 numbers of e- Journals procured by Science Direct in the year 2017-18. The digital library sections have 11 computers on LAN with an exclusive server for assessing e-journals and e-books. The library also provided the NPTEL video lectures series on 196 subjects

The Institute library is having a "Book Bank" facility available for students and staff; where donations of books/Journals are accepted and books are issued to students & faculties. The library has made available 12 English/Marathi/Hindi daily newspapers in the reading section.

The library has provided e-book resources (EBSCO) which have more than 7000 engineering core books for students and faculties.

Optimal Utilization: The institution encourages and promotes optimal utilization of the library by both faculty and students. The institution may also create a conducive environment within the library. With reference to the footfalls record, the number of students and faculty who regularly visited the library per day is around fifteen percent.

By implementing digital facilities through an Integrated Library Management System, providing subscriptions to e-resources and journals, and promoting optimal utilization. The institution ensures that the library becomes a valuable and accessible resource hub for both faculty and students. These efforts contribute to the institution's commitment to supporting research, enhancing academic learning, and staying updated with the latest information and knowledge in various disciplines.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The institution recognizes the importance of up-to-date IT facilities and provides sufficient bandwidth for internet connection. Here's a description of the IT facilities, including Wi-Fi, along with the dates and nature of updates, as well as the available internet bandwidth:

The institution places a strong emphasis on maintaining modern and reliable IT facilities to support the learning and research needs of its students and faculty. Regular updates and upgrades are conducted to ensure that the IT infrastructure remains efficient and up-to-date. The institution's commitment to providing a robust IT environment is reflected in the following aspects:

Computing Equipment: 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. These resources may be available in dedicated computer labs or distributed across various departments and academic areas. The institution ensures that the computing equipment is up-to-date, functional, and accessible to students and faculty for research, data analysis, and other academic purposes.

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. To provide an optimal user experience, the institution periodically upgrades its Wi-Fi infrastructure, including routers, access points, and network switches. 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.

IT Infrastructure Updates: The institution regularly updates its IT infrastructure to keep pace with technological advancements. This includes upgrades to servers, storage systems, networking equipment, and other critical components of the IT infrastructure. The updates are carried out to improve performance, reliability, and security, as well as to support the growing demands of the institution's academic and administrative activities. The institution follows a proactive approach in identifying and implementing necessary upgrades to provide a robust IT environment. Our Institute have Advanced Licensed Software like Microsoft OS – Windows XP,7, 8,10, Windows Server 2008,2012, Microsoft Office 2007-2019, Visual Studio 2008, SQL Server, programming language Compiler: C- Language, C++, Java, Oracle, Fortran Complier, Parcel Complier and other departmental software like MATLAB, Honeywell, E-TABS, STADD, SCADA, Auto-Cad, Pro-E Wildfire, V-Fox Pro.

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 for the capacity of **200** students.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response:

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

Response: 300

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
72.81	32.31	58.42	66.40	78.97

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1067	990	824	970	903

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2 *Following capacity development and skills enhancement activities are organised for improving students' capability*

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response:

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response:

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
350	271	913	1020	911

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

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

Response:

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response:

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
193	72	121	158	174

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

2021-22	2020-21	2019-20	2018-19	2017-18
358	326	275	321	358

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response:

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2021-22	2020-21	2019-20	2018-19	2017-18
02	06	01	02	00

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals 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 last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	00	22	17	06

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response:

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	00	23	25	18

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response:

Our Institute has a registered Alumni Association. The Alumni Association is registered under the societies registration act 1860(XII Of 1860) on 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. Here's an overview of how 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 internship 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 who have excelled in their respective fields are often invited as guest speakers for lectures, seminars, and workshops. These sessions provide valuable insights, industry trends, and practical knowledge to students and faculty members. Alumni share their experiences, expertise, and success stories, inspiring and motivating the current generation of students. Such engagements facilitate a stronger connection between alumni and the institution while enriching the learning experience.

Networking and Alumni Events: The Alumni Association organizes networking events, reunions, and alumni meets, providing opportunities for alumni to connect with their fellow graduates and establish professional networks. These events create a sense of belonging and foster lifelong connections with the institution. Alumni often leverage their networks to support and promote the institution's initiatives, collaborations, and partnerships.

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. Financial support from alumni plays a crucial role in enhancing the institution's resources, enabling it to improve facilities, offer quality education, and implement innovative initiatives.

Institute organizes various Alumni Events as the Department of Architecture organizes Get Togethers to Pass out students in 2017-18. The Department of Chemical Engineering invited and felicitated Alumni from the 1996 batch on 19/01/2019, and organized alumni meet for the 1995 batch on 01/02/2020, and for 1991 batch on 26/12/2020.

Expertise and Resources: Alumni contribute their professional expertise, resources, and industry contacts to support various academic and research initiatives. They may collaborate with faculty members on research projects, provide access to specialized equipment or resources, facilitate internships or industry visits, and support entrepreneurship or innovation programs. Alumni contribute their time, knowledge, and

skills to enrich the learning environment and offer real-world perspectives to students.

The Alumni Association's active involvement in the institution's development strengthens the bond between alumni and the institution. Through mentoring, career guidance, guest lectures, and sharing resources, the Alumni Association plays a vital role in shaping the institution's future and contributing to its continued growth and success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

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 challenges of 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 the 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: The institution demonstrates sustained growth and progress, reflecting its strong governance and leadership. Training and Research divisions give special focus to capacity building and consultancy for sectors/areas related to national development. Customized MOU's with local units/organizations are some of the initiatives in this direction. Fostering global competencies among students through training and capacity building through reputed organizations. Inculcating value system among students through induction programs and personality development workshops. Building social sensitivity is a focus area for the Institute as per our Society's mission to uplift the downtrodden.

Activities like Energy literacy Drive along with Energy conservation Measures are taken to justify our contribution in nation building process. Institute has actively participated in "Unnat Bharat Abhiyan" of central government and received a grant for promotion of activity through its dedicated role.

Decentralization: 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 affairs of the college. It formulates the strategic policy decisions in interest of faculty and students. For proper deployment and execution purpose, a core committee named College Development Committee is formed which consists of representatives of management, institute, teachers and non-teaching staff along with members from industry and outside world. For smooth conduction of academics and administrative work, the college and departmental portfolio distribution is carried out and portfolio is allotted to almost every faculty in the institute as a part of decentralization. Depending upon area of

interest, a faculty is chosen on 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	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

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.

Through the deployment of the Institutional Perspective Plan, effective administrative setup, transparent appointment processes, well-defined service rules and procedures, and regular monitoring and evaluation, the institution demonstrates its commitment to efficient and effective governance. These practices contribute to the overall institutional development and the realization of the institution's vision and mission.

Authorities of the Institute such as Governing body, Principal, Deans, Heads of departments plays important role in planning and implementation through functional divisions:

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: Academic division of the institute looks after all academic related works through standard procedural setup.

Administrative Division: Administrative section is in place to cater needs of all administrative work in the institute.

Research and Development Division: Research division offers Ph.D. programme and undertakes research activities as part of in-house research programmes. The division takes care of the research publications and newsletters.

Alumni Affairs Division: The division looks after all the activities related to alumni affairs. The COETA Alumni Association is a registered body that works to strengthen the alumni network for student support and mentoring.

Training and Placement Division: The Training and Placement Cell is responsible for organizing campus interviews, summer internships and placements**.**

Exam Cell: The exam cell is a support cell for the smooth conducting of the examinations across various academic programs of the institute and university.

Appointment Processes: The institution follows transparent and merit-based appointment processes for faculty, staff, and administrative positions. The appointment procedures are governed by the rules and regulations of AICTE/ DTE/ Affiliated University and our parent society.

Service Rules and Procedures: The institution has comprehensive service rules and procedures that govern the conduct, rights, and obligations of its faculty and staff. These rules outline performance expectations, promotion criteria, grievance redressal mechanisms, and other relevant aspects. By having well-defined service rules and procedures, the institution promotes a conducive work environment and ensures accountability and fairness in personnel management.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2 *Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response:

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution recognizes the importance of performance appraisal, welfare measures, and career development/progression for both teaching and non-teaching staff. It has implemented various initiatives to ensure the well-being and professional growth of its employees. Here's an overview of these measures:

Performance Appraisal System: 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. The system helps in aligning individual goals with institutional objectives. In our Institute, the self-appraisal form is filled out by the individual staff members and is further forwarded to Heads of the section/ Department after getting their comment/remark on self-appraisal, it is then forwarded to 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 members. Due weightage is given to all the activities. Self-appraisal is evaluated by the Head of the section/department and it is graded on a good to poor scale. Good work is appreciated.

Welfare Measures: 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.

Career Development/Progression: 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.

Through the implementation of a performance appraisal system, effective welfare measures, and avenues for career development/progression, the institution demonstrates its commitment to the overall well-being and professional growth of its teaching and non-teaching staff. These measures contribute to a positive work environment, employee satisfaction, and the institution's ability to attract and retain talented individuals.

File Description	Document
Provide Link for Additional information	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	5	10	15

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

6.3.3 *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

Response:

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
41	18	29	34	24

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	40	47	52	51

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

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.

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

statement of all the accounts and balance sheet of the college.

The internal auditor checks all the records and prepares financial statements of accounts. The Audit party also checks whether accounting standards have been followed for true and fair disclosure of financial statements. The audit also checks budgetary compliances. Overall compliance is also finally checked by the statutory auditor every year. The observations /deviations if any are reported to the management with notes and remarks. These observations are discussed in the CDC meeting and issues are sorted out. After making corrections, the report is approved and then the final audit report is prepared. Due to an internal financial audit, all the accounts are maintained properly. The internal financial audit is deemed a preparatory exercise for the external financial audit.

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	Document
Provide Link for Additional information	[View Document](#)

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

As per the guidelines of AICTE and NAAC, an Internal Quality Assurance Cell (IQAC) has been established to pursue the institute's action plan for performance evaluation, assessment, accreditation, and quality improvement of the institution. College has IQAC Internal Quality Assurance Cell operational since 2016. The work IQAC is to formulate policies and plan for overall improvement in Academic and Administrative performance of the institute. The institute under IQAC has formed Task force on 23 August 2018 for implementing IQAC policies and monitoring its implementation from time to time. On 27th October 2018 the 57 points Action Plan of IQAC for overall improvement in academic and administrative performance of Institute along with 10 years long term plan on was prepared. IQAC committee is revised periodically during the last five year i.e. from 2017 to 2022.

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 by different ways. Regular meetings of IQAC are conducted to collect the feedback from all the stakeholders and analyzed for incremental improvements of the Institution. The institute signed MOU's with other institutions for quality initiatives and participated in NIRF. IQAC initiated for incremental improvements for quality enhancement in the last five Years.

IQAC initiated to improve the ICT facilities in the college for teaching and learning purpose during 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 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 of the institute's operation, with a focus on the quality of the teaching and learning process faculty members to 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.

To keep abreast of the latest trends and technologies and to bridge the gap, IQAC interacts with Training and Placement Cell coordinators. The identified gaps are communicated to the concerned head. Faculties are also facilitated and encouraged to pursue NPTEL and SWAYAM's FDP. IQAC motivates to enhance research aptitude, which is showcased through research publications in journals of repute and noteworthy changes in the count of PhD registrations. Consistently effective measures of the IQAC can be substantiated by the significant enhancement in overall placement and various student and faculty development programs.

File Description	Document	
Provide Link for Additional information	[View Document](#)	

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response:

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

Our Institute fundamentally believes in a co-education system. Over the past five years, 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. Here's an overview of the institution's measures

Women on campus: The institution has conducted gender equality to assess the prevailing gender-related issues, identify gaps, and develop strategies for promoting gender equality. These measures involve analyzing the representation of women in various aspects of the institution, including enrolment where 30% of seats are reserved for female candidates, faculty composition, leadership positions, and decision-making bodies. In the last five years, 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. The institution invites experts to address students on various topics. These 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.

Facilities for Women on Campus: The institution recognizes the need for providing a safe and inclusive environment for women in campus. It has taken measures to ensure adequate facilities for girls/women, such as separate girls' rooms, hostel, washrooms, vending machine, and common areas. The institution also prioritizes women's safety by implementing security measures, including surveillance cameras, fire safety Etc. also has a dedicated Internal Complaint Committee (grievance Committee) to address any grievances or concerns safety and well-being of the girl's students.

Support Services: The institution provides support services to address the specific needs of girls/women on campus. This includes counseling services, mentorship programs, and career guidance tailored to empower and support women students. The institution also encourages women's participation in Academic activities where they participate and work jointly with the boys in project groups, seminars, and in various technical events organized by the department or College. The girl's students worked as class representatives and as a mentor. The girls also actively participate in Sports, Cultural, Youth Festivals, NSS Activities, Technical Events, student clubs, organizations, and committees. promoting their active engagement and representation in various spheres of campus life. The institution's commitment to gender equality is reflected in its efforts to conduct gender measures, incorporate gender sensitization in various activities, provide dedicated facilities for women, and offer support services to empower women students. These measures create an environment that fosters gender equality, awareness, and inclusivity on campus,

enabling students and staff to develop a deeper understanding of gender issues and contribute to a more equitable society.

File Description	Document
Provide Link for Additional information	[View Document](#)

7.1.2 The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response:

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response:

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution is dedicated to fostering an inclusive environment that promotes tolerance, harmony, and respect for diversity among students and employees. The following are some of the key initiatives undertaken by the institution to create an inclusive environment and sensitize individuals to their constitutional obligations, values, rights, duties, and responsibilities as citizens:

Cultural, Regional, and Linguistic Diversity: The institution celebrates and embraces cultural, regional, and linguistic diversity. It organizes cultural events, participation in Youth festivals, and exhibitions that showcase the rich heritage and traditions of various communities. These activities provide a platform for students and employees to appreciate different cultures, languages, and traditions, fostering a sense of unity and understanding. 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, Dr. Bhausaheb alias Panjabrao Deshmukh are celebrated every year.

Communal Harmony and Socioeconomic Inclusion: The institution actively promotes communal harmony and social inclusiveness. It encourages students and employees to interact and collaborate across different religious, ethnic, and socioeconomic backgrounds. Various programs and initiatives, such as the celebration of cultural and regional festivals, like traditional day, teacher's Day, Engineers Day, Youth Day, Women's Day, Yoga Day, etc. religious ritual activities are performed on the campus.

Sensitization Programs: The institution conducts sensitization programs to raise awareness among students and employees about their constitutional obligations, values, rights, duties, and responsibilities as 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. Our Institute celebrates Independence Day and Republic Day with full enthusiasm 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.

Citizenship and Civic Engagement: The institution encourages students and employees to actively engage in citizenship and civic activities. It promotes volunteerism, community service, and social outreach programs to instill a sense of social responsibility and active participation in community development. These initiatives help students and employees understand their roles as responsible citizens and contribute to the betterment of society. Our Institute organizes several programs that are aimed at the promotion of various constitutional rights, duties, and responsibilities of citizens. Our Institute organized a Covid Vaccination and Blood Donation Camp. Many teachers and students actively participate in the event to ensure that precious lives are saved. The institute also celebrates Women's Day to mark the achievements of women throughout history. Similarly, we celebrate World Environment Day on the 5th of June every year to ensure the Environmental concern. Similarly, our institute organizes Swachh *Bharat Abhiyan.*

Through these efforts and initiatives, the institution creates an inclusive environment that fosters tolerance, harmony, and respect for diversity. It sensitizes students and employees to their constitutional obligations, values, rights, duties, and responsibilities, nurturing a strong sense of citizenship and promoting a culture of mutual respect, empathy, and social responsibility.

File Description	Document	
Provide Link for Additional information	[View Document](#)	

7.2 Best Practices

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

Response:

BEST PRACTICE-1

1. **Title of the Practice:**

"Institutional Initiatives relating to transformational change in rural development"

2. Objectives of the Practice:

1. Identifying the developmental challenges in rural areas/Villages.
2. Encouraging the collective student involvement in the process of understanding and identifying the cause and challenges for rural development through field work, surveys, and dialogue with the people in rural areas/villages.
3. Providing solutions for the ecofriendly development of villages and the creation of

Health and basic amenities are based on local resources to prevent the increasing urbanization.

3. **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 As we all are aware 70% of the population of India lives in rural areas/villages. There is a huge gap or inequalities between the urban and rural sectors mainly inequalities in the quality of education, health, and basic amenities. To cope with the mission and vision of Unnat Bhat Abhiyan, a program to enrich rural India our parent society (SSES, Amravati), our institute, faculty members, and students delicately work to study the living conditions in the rural areas, and villages. In this process, we emphasize connecting our students, and faculties to relate with the local realities to improve their research work with more society and social relevance.

1. **The Practice:**

- A meeting with Hon. Dr. Vijay Bhatkar Sir, Principal Dr. S K Deshmukh Sir, and Staff coordinators of UBA of the college. Then all visited to adopted villages namely Muramba , Hiwara Korde , Hirpur , Palsoda Madhapuri.
- Student and staff Conducted Base Line Village Survey and House Hold Survey of All Five Adopted Villages.
- Free Eye Check-up And Cataract Operation Camp Jointly Organized By C.O.E.T. Akola & Dammani Eye Hospital , Akola in Hiwara Korde .They had checked 180 patients and 45 patient for free cataract operation . 12/2019
- Technical survey for village planning by our students on 10/02/2019
- A Workshop Organized On "Swachha Bharat Abhiyan "And "Jal shakti Abhiyan Hiwara Korde Murtijapur Akola. 08/08/2019.
- A Technical Survey Done By School of Architecture And Civil Department For Finding Tech Solutions On Local village Problems 28 Aug 2019 Muramba & Hiwara.
- Plastic Free Village Campaign Done By The Students And Collected 10 Kg Of Plastics
- Safety kits distributed to the farmers in Hiwara Korde .
- 40 students along with 04 staff members conducted" Jal Shakti Campaign" and "Swachhata Hi Seva" In Muramba
- Disinfectant sprayed , distributed hand sanitizer and Arsenic 40 medicine time to time in all five adopted villages by G.P. on Covid 19 pandemic
- A Shorfilm " Lockdown" On Awareness About Covid 19 Pandemic Amoung The People By Coordinator Palsoda.

OUTCOME :

- UBA Ministry of Human Resource Development shortlisted Our College of Engineering and Engineering and Technology Akola for the Perennial Award of Rs 1,75,000/- on 15 August 2020.
- 1 km farm road for villagers construed with perennial fund award and Bharatiya Jain Sanghatana in Rs. 35000.00
- We have started Padma Bhushan Dr. Vijay Bhatkar Competitive Exam Center by supplying books of Rs 23000.00 to the village under a Perennial fund award.
- As per the Grampanchayat resolution, we have supplied an Automatic Sanitary Napkin vending Machine and burning unit to the village for Rs 27000.00 under a Perennial fund award.
- Distribution of dustbins for the collection of wet garbage and dry garbage under SBM Scheme SWATCH BHARAT MISSION to the villagers.

BEST PRACTICES -2

1. Title of the Practice:

"Employability Skills Enhancement practices for students support and progression. "

2. 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 practices, various types of training, modular training, and Skill & personality development training are provided to the students. Broadly the objectives as under

1. To develop skills in the application of theory to practical work situations.

2. To develop skills and techniques directly applicable to their careers.

3. The Context

To cope with the vision of Dr. Panjabrao alias Bhausaheb Deshmukh to enhance the employability of the student, the best practice is identified. It's known that all engineering jobs required logical and technical implementation of knowledge. A successful engineering professional needs to have a base of analytical reasoning and technology-based knowledge so that he can complete his job in a desirable aspect. This training program helps students in availing the required exposure. The students are able to deal with problems related to their work profile, and also how a project can be managed which includes presentations and report writing, and manpower handling.

4. The Practice

- **Campus Recruitment Training Program (CRTP) Seed Infotech.Pune**
- **Auto Cad, Pro-E Ansys, workbench Digital PLM Nagpur**
- **One week workshop on Soft Skill & Personality Development Hire Ex Mumbai**
- **Campus recruitment Training Program(CRTP) T.I.M.E AKOLA**
- **Campus Recruitment Training Program(CRTP) NIIT, Nagpur**
- Department of Chemical Engineering organized Modular Training for Third Year Chemical Engineering students at RCF, Thal Alibagh. **from 16th to 21st January 2017**., 08/01/2018-13/01/2018, 17**/12/2018-22/01/2019, 16/12/2019-21/12/2019**

Outcome:

Improvement in the Student Placement :

- Prior to the start of the practice, the average percentage of the placement is 30 % which improved to 54.79 percent.
- The average pay salary of the students also improved from 1.75 LPA To 2.45 LPA.
- The Average number of companies visited for the campus recruitment process per department also increased from 4 to 7.

- The Institute receives a grant for the "SKILL AND PERSONALITY DEVELOPMENT PROGRAM CENTRE FOR SC/ST STUDENT (SPDP) Grant from AICTE New Delhi." Rs. 14,91,000 /- from AICTE New Delhi for Various soft skill programs, Personality development programs were organized through the scheme.
- The institute has a Capgemini training center under the Digital India initiative. The company has formed a training center supported by technical manpower from the company. This is the only center in the Vidarbha region. The company has provided 150 computers to the institute under this initiative to set up the center.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The institution has demonstrated exceptional performance in the social sphere, reflecting its commitment to addressing pressing societal issues and contributing to the well-being of the community. With a clear priority and thrust in this area, the institution has implemented a range of initiatives and achieved remarkable outcomes. Here is a portrayal of the institution's performance in the social area, highlighting its distinctive contributions and impact:

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. It has implemented programs to promote access to quality education, especially for marginalized and underprivileged communities. Scholarships, tuition fee waivers scheme, and mentorship programs have been introduced to support students from economically weaker backgrounds. The institution has also developed campus recruitment training programs (CRTP) initiatives to enhance employability and entrepreneurship among the local youth. 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.

Our Institute started Online Examination Center as an Extension service for rural students and their progression. The online examination center was started in December 2019 with a capacity of 200 PCs in a single lab. So that students in the Akola district region do need not to travel to other cities to appear for the examinations, which will save traveling time and traveling costs. Particularly the financially weak students from the villages in a district can be able to appear for the examinations like MHT-CET, JEE, GATE, UGC-NET, Post office, RRB, Maha-Transco, Typing Exam, Banking Examinations like IBPS, SBI, Other recruitment, competitive and promotional examinations.

Health and Wellness: Recognizing the significance of healthcare and well-being, the institution has undertaken various initiatives in the healthcare sector. It has established medical facilities, clinics, and wellness centers to provide affordable and accessible healthcare services to the community. The institution conducts health camps, awareness programs, and preventive healthcare initiatives to address prevalent health issues and promote a culture of well-being. 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: The institution has been actively involved in promoting social justice and empowerment. The institution conducts various activities to sensitize students, faculty, and staff about the importance of 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. Under this Scheme/Yojna free meal is provided for needy patients. Free Water Quality Check-Up Camps conducted by the Department of Chemical Engineering in the nearby rural areas under which the Water Quality in the nearby rural areas is checked with the help of sophisticated instruments and communicated with the respective person.

Environmental Sustainability: The institution has demonstrated a strong commitment to environmental sustainability, understanding the urgent need to address environmental challenges. It has implemented initiatives to promote eco-friendly practices, reduce carbon footprint, and conserve natural resources. The institution has adopted renewable energy sources, implemented waste management systems, and promoted biodiversity conservation. It organizes awareness campaigns, tree plantation drives, and environmental clean-up initiatives to engage the community in sustainable practices. Department of Chemical Engineering, CESSCA Indian Plastics Institute Akola Chapter jointly organized National Level **Technical Paper Presentation On Energy, Environment & Waste Management** "Alchemi-2022" on 26 March 2022. In this event, nearly 110 students and staff members actively participated in this event. Department of Chemical Engineering and Mechanical Engineering had organized ISTE Approved Two weeks Short Term **Training Programme on "Recent Trends in Renewable Energy Resources"**. From 19th April to 28 April 2018. All the staff members from the department have participated in this program. Department of FYMC Organized Short Term Training Program on "Green Energy"-A Journey towards social upliftment. School of Architecture took a Social Initiative chosen for "Renovation of the Blind School, Malkapur, Akola" under which School of Architecture Students chose the project to renovate and transform that space into a well-defined space for blind students.

Social Entrepreneurship and Innovation: The institution encourages social entrepreneurship and innovation among its students and faculty. It has established incubation centers and entrepreneurial cells to support aspiring social entrepreneurs in developing and scaling their ventures. The institution provides mentorship, training, and financial support to individuals with innovative ideas that address social issues. By fostering a culture of social entrepreneurship, the institution creates opportunities for sustainable and

impactful solutions to social challenges. An incubation center by the name of Varhad Capital has been started by the institute as an incubation initiative.

The institution's performance in the social sphere is distinctive due to its comprehensive approach, deep-rooted community engagement, and sustainable impact. Its priority and thrust in addressing social issues have resulted in transformative outcomes, positively affecting the lives of individuals and communities. Through education, healthcare, environmental sustainability, entrepreneurship, and policy influence, the institution has demonstrated its commitment to social responsibility and made substantial contributions to the betterment of society.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The Institute strives hard to attain the mission of our Founder president Dr. Bhausaheb alias Panjabrao Deshmukh for upliftment of downtrodden. The skills of students are improved with Quality Technical Education, making them employable, motivate them to be self-disciplined, and develop their competence to face the challenges of globalization. The endeavours are made to provide value-based education. To make the students employable through various training in Soft-Skills and Personality development, CRTP. Adequate and furnished infrastructure for academic and research activities is available. Institute regularly organizes national & International level technical Seminars/Conferences. Institute develop Creativity and Innovativeness among students. Institute motivate the students to participate in Co-curricular and Extra-curricular activities. To cope up the teachers in modern instructional methodologies and to improve their teaching skills Institute organize various Faculty Development programs, STTP, Refresher Courses. Institute motivate the faculty to publish papers in National/International Conferences and Journals. Institute build relationships with Industries, Institutes, Government organizations through MOU'S also build good relation with Parents and Teachers to excel students' performance. Institute promotes various promotional activities to lower the carbon footprints and green Environment also to provide a quality environment and services to all Stakeholders and to teach and follow Ethical, environmentally responsible Engineering practices.

Concluding Remarks :

Institute has demonstrated a strong commitment to quality education, and societal impact with its vision and mission.

The curriculum planning and delivery process is well-documented, with an emphasis on continuous internal assessment. The institution has successfully integrated cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability.

The institution has created an ecosystem for innovation, knowledge transfer, and technology development, through R & D cell, incubation center. It has also actively engaged with the neighborhood community through extension activities.

The institute has adequate infrastructure and facilities for teaching and learning, including ICT-enabled tools and Wi-Fi connectivity ensuring a conducive learning environment. The library is well-equipped with digital facilities and subscriptions.

The institution has prioritized student support and progression by organizing capacity development and skills enhancement activities. The alumni association plays a significant role in the institution's development. The institution's governance and leadership practices are aligned with its vision and mission, reflected in its implementation of the National Education Policy (NEP), sustained growth, decentralization, and participation in institutional governance. The institution has a performance appraisal system and welfare measures for the staff.

The institution has strategies for resource mobilization and optimal utilization. Regular financial audits are conducted to ensure transparency and accountability. The Internal Quality Assurance Cell (IQAC) has played a

vital role in institutionalizing quality assurance strategies and processes, resulting in incremental improvements in various activities.

The institution has actively promoted gender measures and sensitization through curricular and co-curricular activities, as well as by providing facilities for women on campus. Initiatives are taken to create an inclusive environment that embraces cultural, regional, linguistic, and socioeconomic diversity, while also sensitizing students and employees to their constitutional obligations and responsibilities.

The institution takes initiatives such as alternative energy sources, waste management, water conservation, green campus initiatives, and a friendly environment for specially-abled students. Regular audits are conducted to assess the institution's performance in environmental and energy-related initiatives.

The institution's dedication to continuous improvement and its focus on addressing emerging challenges are commendable, positioning it as a leading institution in the educational landscape.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :24 Remark : Input edited as per the supporting documents
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>462</td><td>298</td><td>638</td><td>1090</td><td>669</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>340</td><td>296</td><td>683</td><td>423</td><td>720</td></tr></table> Remark : Input edited as per the supporting documents
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 609 Answer after DVV Verification: 379 Remark : Input edited as per the supporting documents
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

| 227 | 215 | 187 | 245 | 244 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
227	215	187	244	244

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
376	376	376	366	366

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
376	376	376	366	366

Remark : Input edited as per the supporting documents.

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

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
154	151	146	147	153

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	126	135	137	137

2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
177	177	177	172	172

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
176	176	176	171	137

	Remark : Input edited as per the supporting documents.
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
297	320	268	254	290

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
285	247	264	294	280

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
358	326	275	321	358

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
330	302	265	296	328

Remark : Input edited as per the supporting documents

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	48	18	49	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	45	19	45	28

Remark : Input edited as per the supporting documents

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	
	     Answer before DVV Verification :
	     Answer After DVV Verification :23
	    Remark : Input edited as per the supporting documents

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	
	    4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	     Answer before DVV Verification : 646
	     Answer after DVV Verification: 300
	
	    Remark : Input edited as per the supporting documents

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*
	
	    5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**
	     Answer before DVV Verification:
	
	 (see table below)
	
	     Answer After DVV Verification :
	
	 (see table below)
	
	    Remark : Input edited as per the supporting documents

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**
	
	    5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**
	     Answer before DVV Verification:
	
	 (see table below)
	
	     Answer After DVV Verification :

5.1.1.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1209	1085	897	1022	915

5.1.1.1 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1067	990	824	970	903

5.1.3.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
373	271	927	1045	977

2021-22	2020-21	2019-20	2018-19	2017-18
350	271	913	1020	911

Remark : Input edited as per the supporting documents

| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years** |

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
196	72	121	158	174

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
193	72	121	158	174

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
358	326	275	321	358

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
358	326	275	321	358

Remark : Input edited as per the supporting documents

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** |

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	00	51	41	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

13	00	23	25	18

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
107	45	61	62	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	5	10	15

Remark : Input edited as per the supporting documemts

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
88	41	60	93	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	18	29	34	24

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
56	43	91	97	88

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	40	47	52	51

Remark : Input edited as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 119 Answer after DVV Verification : 105
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>157.17</td><td>48.2</td><td>132.45</td><td>96.17</td><td>146.58</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>157.17</td><td>48.2</td><td>132.22</td><td>96.17</td><td>146.58</td></tr></table>