



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**MGM'S COLLEGE OF ENGINEERING**

NEAR AIRPORT, HINGOLI ROAD, NANDED  
431605

<http://www.mgmcen.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Introductory note

We are pleased to present our SSR Cycle-2 for consideration to the NAAC Authorities.

MGM's College of Engineering, Nanded, a self financed un-aided Engineering Institute approved by Statutory Authorities was started in 1984 by Mahatma Gandhi Mission, a charitable Trust. Consequently we have 5 UG, 4 PG programs and a Research Centre, serving the Nation in education and health sector with more than 70 Institutions across Maharashtra and at NOIDA.

Since 1984 we were affiliated to Marathwada University, Aurangabad. Further affiliation got shifted to Swami Ramanand Teerth Marathwada University, Nanded in 1994. Since 2017-18 affiliation has been changed to Dr. Babasaheb Ambedkar Technological University, Lonere. We have a lush green campus spread over 17.5 acres with built up area around 2 lakhs sq.ft. Yearly around 1500 students take education in the Institute and more than 400 students complete their UG programme.

We are the first private unaided Engineering Institute in Marathwada region to get NBA accreditation in 2006, NAAC accreditation in 2018 and now we are appearing for second cycle NBA and NAAC accreditation.

Quality education is our prime focus and bringing in continuous improvement in every aspect of functioning is our commitment. The Institute has creative and innovative teaching learning environment with state of art infrastructure, modern amenities and facilities along with lush green campus. Institute has created all facilities and ICT based classrooms with well equipped laboratories for learning. Teaching learning is supplemented with value added and personality development courses, local chapters like SWAYAM and NPTEL to strengthen the academics.

Professional associations of the students take care of co-curricular and extra-curricular activities, Students' clubs working for environmental activities, Innovation and incubation center are our special features. Training and Placement Department takes care for individual skills and personality development, which are required to enhance the employability.

ERP supporting the Administration for the academic, financial and general functioning of the Institute keeps the updated information. LMS software is used to record activities of Outcome Based Education System. We take pride in our alumni working in organizations of repute world over. The on campus placement for UG students is remarkable over last five years.

Students in uniform, morning National Anthem starts the day with higher energy nurturing spirit of unity and harmony.

### **Vision**

### **Vision of the Institute:**

**To be one of the leading Institutions for Engineering education developing proficient Engineers with global acceptance in the service of mankind.**

### **Vision of CIVIL Department :**

To be one of the leading Departments for Civil engineering education, developing proficient Engineers with global acceptance in the service of mankind.

### **Vision of the CSE Department :**

To be one of the leading Departments for Computer Science & Engineering education developing proficient Computer engineers with global acceptance in the service of mankind.

### **Vision of the ECT Department**

To be one of the leading departments for Electronics and Telecommunication Engineering to develop proficient Electronics Engineers with global Acceptance in the service of mankind.

### **Vision of the IT Department :**

To be one of the leading Department to develop proficient IT Engineers with global acceptance in the service of society and IT industry.

### **Vision of the MECHANICAL Department :**

To be one of the leading Departments for Mechanical Engineering Education to develop proficient engineers with global acceptance in the service of mankind.

### **Mission**

#### **Mission of the Institute :**

- 1) Providing quality Engineering education to cater the needs of industry and society with multidisciplinary approach on sustainable basis.**
- 2) Developing globally competent Engineers having ability to solve real-life problems addressing environmental issues through technological advancements.**
- 3) Inculcating professionalism, teamwork, research, innovation and entrepreneurship, maintaining the spirit of continuous learning.**
- 4) Fostering the collaboration with industry, academia, research organizations, experts and alumni.**

## **5) Imparting employability skills nurturing leadership qualities, imbibing ethical and social values among students.**

### **Mission of CIVIL Department :**

1. Providing technical skills with strong fundamentals of Computer Science discipline with an emphasis on software development.
2. Inculcating analytical, programming and multidisciplinary skills to enhance employability.
3. Fostering problem-solving, team-building, and lifelong learning skills with societal, environmental and ethical sense.
4. Developing researchers and entrepreneurs to solve real-life problems through industry interactions and collaborations.

### **Mission of the CSE Department :**

1. Providing technical skills with strong fundamentals of Computer Science discipline with an emphasis on software development.
2. Inculcating analytical, programming and multidisciplinary skills to enhance employability.
3. Fostering problem-solving, team-building, and lifelong learning skills with societal, environmental and ethical sense.
4. Developing researchers and entrepreneurs to solve real-life problems through industry interactions and collaborations.

### **Mission of the ECT Department :**

1. Promoting academic excellence in Electronics and Telecommunication engineers through experiential learning and industry engagement, focusing on Communication Engineering, VLSI, Embedded Systems and IoT for global competitiveness.
2. Inculcating professionalism, innovation, teamwork, and ethical values in 5G Technology, Artificial Intelligence & Machine Learning, Green and Sustainable Technology and Biomedical Electronics for the benefit of Society and Industry.
3. Elevating student employability through hands-on programming education and cultivating a robust collaborative network with industry, academic experts, alumni, and student projects.
4. Empowering faculty with continuous training in AIML, Medical Image Processing, Signal Processing, and Pedagogy to improve student learning and research productivity.

### **Mission of the IT Department :**

M1: Developing successful IT Professionals with strong practical and theoretical knowledge of Engineering, Programming, Hardware and Software Systems with multidisciplinary approach.

M2: Grooming the graduates as professional problem solvers having ability to use technological advancements in Software Engineering, Information and Communication Technologies with global outlook.

M3: Inculcating employability skills, leadership qualities, entrepreneurial skills, innovation and research in collaboration with IT industry, academia and alumni.

M4: Imbibing professional ethics, social values and environmental awareness with a commitment for lifelong learning.

### **Mission of the MECHANICAL Department :**

1) Providing quality education in Mechanical Engineering with cutting edge technologies like Computer Numerical Control, Coordinate Measuring Machine, Additive manufacturing with multidisciplinary as well as green manufacturing approach on sustainable basis.

2) Developing competent engineers to solve real life problems related to Mechanical Engineering and facilitate continuous learning based on the changing needs of the Industry.

3) Cultivating leadership qualities, employability skills, with ethical values, through learner-centric approach among Mechanical Engineering graduates.

4) Nurturing communication with research and development organizations, Industries and alumni leading to excellence in teaching-learning covering Automation technologies, Advanced manufacturing and allied Mechanical research to enhance creativity.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Institutional Strength:**

- **Our primary strength lies in well qualified and competent management.**
- **Director is same since inception.**
- **We have a good team comprising of the faculty having maximum service length.**

- We always have recorded maximum percentage results in the university.
- We had got NBA and NAAC accreditation, now we are appearing for second cycle NBA and NAAC accreditation and having permanent university affiliation.
- We are the First preferred un-aided Institute in this region.
- We have well equipped laboratories with state of the art infrastructure and lot of greenery complimenting for conducive teaching-learning environment.
- We have *Remote Centre of IIT Bombay* with four stars awarded, organising various Distance Education Programs in the form of Interactive online lectures by IIT professors from Bombay and Kharagpur.
- We offer Swayam,NPTEL and value added courses to the students and encourage them to complete the courses.
- The Director has worked as Faculty Dean for the university many times, was also elected member of Management Council, Academic Council and Senate, also chaired many planning and executing committees of the University.
- Senior faculty members have been Senate Member, BOS Chairman, BOS Members many times.Institution has conducted many times Central Assessment Programme of the University successfully.
- We have strong alumni network with alumni placed in Organizations of repute globally.
- Our focus is on 'Total Personality Development' so lot of co-curricular,extra-curricular sports and cultural activities are organised.
- We observe total transparency in all academic, financial, administrative and auxiliary functioning of the Institution.
- We provide encouraging environment especially for girls.
- Our working day starts with National Anthem together, creating a culture of unity and harmony.

#### **Institutional Weakness**

#### **Weakness:**

- We are self- financed Institution; have to manage in limited resources at our disposal because of which there are limitations on development. Costly Equipments

**cannot be purchased / maintained in the laboratory in comparison with Government funded organizations so infrastructural development is comparatively slow.**

- **We get the students allotted by the State Admissions Authority. The intake is mostly from rural background, so students are weak in Soft Skills.**
- **Being located at remote place and having nearest Industrial centres (Aurangabad and Hyderabad) more than 250 kms on either ways, this keeps us weak on count of Industry Institute interaction. Due to which Industrial training, Industry sponsored projects and faculty getting consultancy assignments is low.**
- **Placements are moderate because of students with weak communication skills and our locational disadvantage.**

### **Institutional Opportunity**

#### **Opportunities:**

- We take special efforts for improving Soft Skills and English language of the students.
- Scope to plan for specialized training and improving the employability of students considering the changing Industrial scenario and upcoming developments like IOT, Sensor Technology, Artificial Intelligence, Machine learning, PCB design, CNC lathe\milling training and Additive Manufacturing etc.
- Opportunities to seek for more industrial exposure, enhance the internship, industry consultancy and testing.
- There are opportunities to increase the research and development activities with funding from DST, AICTE, UGC etc.
- To publish Institution's own Technical-journals based on R and D work carried out in the Departments.
- To publish the books based on Ph.D. thesis of the faculty.
- Adjunct faculty provision by AICTE is an additional opportunity to promote the interaction with Industry and Alumni. This will make the learning process more effective.  
We are planning to extend the existing Innovation Centre into a regular Incubation centre in order to promote Intrapreneurship and entrepreneurship.
- To strengthen the community engagement activities with increased number of 'Skill Development' programs with the help of existing laboratory facilities.
- Continuous improvement on every count and hence being in search of opportunities is the soul of our working.

### **Institutional Challenge**

#### **Challenges:**

- To generate the resources for development with the help of funding agencies and Industry sponsored projects.
- Increasing unemployment and consequently reducing admissions in core Engineering Branches.
- To increase the employability of the students taking care of improving their soft skills.
- Encourage and produce more entrepreneurs.
- Globalization in Engineering Education and keeping in pace with rapid changes in technology.
- To develop the research culture.
- To include the cutting edge technologies in the regular curriculum to keep it in pace with latest industrial developments.
- Mostly students are from rural background so cannot afford paying the fees in single go and Government scholarships are not received in time which affects the financial health of the Institute.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

We ensure effective curriculum delivery by adopting Outcome Based Education (OBE). The Academic calendar is prepared in alignment with University Academic Calendar. Teaching plans are prepared in advance and circulated to the students in the beginning of semester and also uploaded on ERP portal. Teachers maintain Course files, Lab manuals, etc. The semester session commences before declaration of the university results to take care of number of working days. The alternative arrangement for the faculty on leave is taken care of.

Faculty members use ICT tools, models, simulations, charts and other innovative pedagogical techniques in regular curriculum delivery to enhance the learning experience of the students. This further complemented with Google Class Room, You Tube Channels, Blogs etc.

Certificate programs are conducted in our Institute on a regular basis to equip the students with the skills required by the industry. During the last 5 years 55.25% students were enrolled in subject related Certificate / Diploma / add-on programs through various portals like SWAYAM, NPTEL, Infosys Springboard, Spoken Tutorials etc. for enhancement of student knowledge.

To create awareness, our curriculum includes courses on Universal Human Values, Basic Human Rights, Professional Ethics, The Constitution of India, Environment and Sustainability.

138 value added courses imparting transferable and life skills were offered during last five years. 98.76 % students have undertaken field projects and internships.

Structured feedback on curriculum is obtained from Students, Teachers, Alumni and Parents, and is implemented through relevant University committees incorporating the changes required. We involve our alumni working in Industry along with other Industry experts for curriculum development. Further feedback about curriculum delivery is collected from the students; analyzed and appropriate actions are taken for improvement.

### Teaching-learning and Evaluation



Teaching-Learning process is the soul of education. Here, well-experienced faculty strive hard for quality education. The Institute plans academic calendar in concurrence with the University calendar. Meticulous planning is done prior to the commencement of the semester. The Director and the academic monitoring committee monitor and provide the appropriate feedback correction while implementing.

The education starts with the induction program with students centric activities identifying their capabilities, talent and interest. That helps students get acquainted with the institute's environment. Based on this analysis, relevant activities are undertaken.

Institute identifies weak and fast learners through interaction with the students and their performance in the unit tests. For every group of 20-22 students a mentor is assigned. The mentor-mentee system helps the student to resolve the issues related to academics/personal/career etc.

Experiential and Participative learning through mini and major projects, laboratory work, seminars, field trainings and internships encourage students to work in a team. Various activities such as group discussions, brain storming sessions, project competitions, hackathons help students improve problem-solving capabilities, enhancing their learning experience.

Required ICT tools and various e-Learning resources are made available for utilization of all teachers and students.

Continuous internal assessment of students is carried out by conducting periodic Tests with mid-semester examinations. Assignments are given regularly. The mechanism of internal assessment is robust and transparent. The performance of the students is communicated to students and parents and is also available in the ERP to refer. Regular Parent-Teacher meetings are conducted to discuss the performance and addressing students problems. Further the departmental head and the Director take care, if required.

Program Outcomes (POs) stated by the AICTE are displayed at prominent places in the Institute. Course Outcomes (COs) for every course defined by the University are modified in the Institute by the faculty, if required. CO-PO mapping is done and gap is identified followed by analysis. Every department takes necessary steps to address the gaps by organizing various activities such as value added programs, seminars, visits etc.

Course Exit Survey and Program Exit Survey are conducted. Feedback collected from the students is analyzed and corrective actions are taken.

### **Research, Innovations and Extension**

Our Institute is dedicated to promote innovation and research, and collaboration with industries to achieve excellence in higher education. Beyond academic pursuits, we conduct workshops to equip students with recent technologies, aligning their skills with industry demands, encourage their innovation and make them globally acceptable. Furthermore, we engage in extension activities to address community needs and foster societal development.

In the last five years, our Institute has received Rs. 22,40,000/- of Research funding from esteemed organizations like BARC, AICTE and AMUPMDC. This funding empowers our research scholars to explore novel avenues and contribute significantly to Engineering and Technology.

Faculty members of our Institute have published 117 research papers in various Conferences and Journals. Among these, 81 papers were published in Journals, while 36 papers were presented at Conferences or published as book chapters. The Institute has 14 MoUs with industries to provide professional training. More than 500 students were trained so far enhancing their technical and soft skills.

The Institute has established various facilities in collaboration with Government organizations, Institutes of repute, and Industries. These include:

- Remote Center in collaboration with IIT, Bombay
- Local Chapter of SWAYAM-NPTEL
- Local Chapter of Spoken Tutorial IIT, Bombay
- Institute Innovation Council
- Implementation of Governments' Kaushalya Vikas Yojana
- Nodal Center of Virtual Laboratory
- National Digital Library
- Unnat Bharat Abhiyan Scheme
- Implementation AICTE Parakh Scheme
- AICTE Idea Lab

Institute has following supporting facilities

- Research center and research laboratories
- Innovation and Incubation Laboratories
- Student Clubs
- Annual tech-fest Visio-Tech

We try to reach beyond regular academics with the help of add-on and elective courses, software training, courses through local chapters of SWAYAM-NPTEL and Spoken-Tutorial IIT, Bombay [LC 3300]. Students get the credit transfer for such courses through university policy. Hands-on experience in our state-of-the-art laboratories, especially in emerging fields like Embedded Systems, IoT, Robotics, CMM, CNC m/c, Sensor Technology, and 3D Printing, enriches their learning.

To instill social responsibility, various student clubs are engaged. Our dedication to cleanliness and sustainability has earned us recognition as a "Clean and Green Campus" and certificates of excellence for Green Ranking 2023.

### **Infrastructure and Learning Resources**

The institution has a well developed state of art campus with 17.5 Acres & round 2 Lakh Sq.ft. built up area as per the norms. This includes ICT enabled 23 classrooms, 2 A/c Seminar halls, 40 Laboratories with advanced equipments & latest software's. A Well furnished air-conditioned Conference hall with 300 sitting capacity having ICT facilities and advance sound systems.

There is Open Auditorium with 2000 seating capacity, Playgrounds, Girls common room, boy's hostel with 68 inmates, girl's hostel with 92 inmates, Clinic/Dispensary and canteen facilities.

Around 7.5 acres area is allotted for outdoor sports like cricket, football, volley ball, basket ball, athletics and

badminton etc. and indoor facilities are available for table tennis, carom, chess etc.

The library has more than 46,000 books, e-books, journals, e-journals, magazines, technical magazines, newspapers and periodicals. Library is automated by using Library Management Software SOUL 3.0. The remote access for e-resources such as IEEE, ASME, ASCE and DELNET etc is provided. Library is open till midnight during preparation leave and examination period. The separate reading room is available for students & faculty.

The institute is having more than 700+ Computers connected by fiber optic cables. We have IBM blade servers which are installed with high end application and system software's. The computer labs and other laboratories are inter connected through LAN to the Servers. All classrooms, labs are connected with CAT6 cable and are Wi-Fi enabled. We have Leased line of BSNL having bandwidth of 200 Mbps with fiber optic cable. The overall campus is Wi-fi enabled along with boys hostel, girls hostel & canteen.

The Institute is having cloud based ERP Software named CAS-ERP which is utilized for Online Accounting, Student Information, Staff Bio-metric attendance System, Budgeting, Financial transactions, online fees deposition, students attendance, students marks etc. Students' and staff documents are stored in digital wallet which can be accessed remotely.

The entire network is secured by SOPHOS XG310 Firewall from online threats. All computer systems of the Institute are protected against viruses and malware by SEQRITE End Point Security (EPS) for 600 users with one Master Server and 5 Slave Servers.

### **Student Support and Progression**

Various Government scholarships are made available to the students providing the required financial back-up. The Institute also offers financial assistance to the deserving students who are financially weak and wards of our staff members.

Career counseling activities are undertaken like soft-skill development, language laboratory, expert lectures on personality development, aptitude training and mock tests. Personal counseling is done by faculty mentors. Remedial coaching for difficult subjects and academically weaker students are part of our regular teaching-learning process. Value added courses are offered with regular curriculum. Students are encouraged for Competitive exams and higher education along with appearing for the job interviews. This has resulted into remarkable increase in on-off campus placement over last few years.

In our Institute, the Grievance redressal committees like Anti Ragging, Student Grievances and Internal Complaints Committee are in place. To take care of students' grievances, a special ombudsman is appointed by the University Unbiased Enquiry and mediation.

Efforts are taken to increase the campus placements. This has resulted into considerable number of reputed companies accommodating our eligible students in on-campus, off campus and pool campus recruitment process. Alumni registration page provided on website helps collecting the data related to off-campus placement, competitive exam and higher education.

Focusing only on engineering education is not enough. Education should lead to total development of an individual. So sports and cultural activities are nurtured in our Institute. Students have got awards at Inter

University, State and National level. Our Students have won 'General Championship' Trophy twice in the University Youth Festivals.

Our alumni association is duly registered. We have a strong alumni network with distinguished alumni achievers all over the World. They have an account for fund raising for needy alumni and they regularly contribute in this account which takes care of this help.

It is our earnest effort to make our functioning student centric. The feedback of students is important while evaluating teaching learning process. Adequate representation is given to the students by including them in various committees related to Student's Council functioning and important committee like IQAC and DAB.

### **Governance, Leadership and Management**

The institutional governance and leadership at our institute are deeply rooted in our vision and mission, which prioritize excellence, innovation, and service to society, particularly in the field of engineering education. We have strategically aligned our practices with the National Education Policy (NEP) to maintain educational standards and cater to evolving needs. Our commitment to sustained institutional growth is reflected in our comprehensive strategic planning, outlining clear objectives, strategies, and actions to achieve our goals.

Decentralization is a core aspect of our governance model, empowering various stakeholders to actively engage in decision-making. This fosters ownership, accountability, and innovation among all members, facilitating swift adaptation to changing circumstances and emerging challenges. Institutional governance participation is facilitated through diverse committees, crucial in planning and executing initiatives for quality engineering education.

Transparency and accountability are central in our governance framework, demonstrated through the adoption of e-governance practices. Leveraging-technology streamlines operations, enhances accessibility, and facilitates quicker decision-making, ultimately improving stakeholder experiences.

Our institutional perspective plan guides strategy development, with a focus on enhancing student employability and placement. Initiatives such as the T&P cell and investments in cutting-edge infrastructure provide practical learning experiences. Our commitment to academic excellence is underscored by initiatives like subscribing to IEL online and regularly seeking student feedback for continuous enhancement.

Effective leadership, embodied by our Governing Council, Director, and committee-conveners, propels our institutional governance. Various committees oversee academic, administrative, and extracurricular activities, ensuring comprehensive oversight. Additionally, our commitment to inclusivity and welfare is evident through initiatives like "Internal Complaint Committee" addressing social and personal issues impacting female students and staff.

We've developed a robust performance appraisal system for faculty and staff, promoting accountability, recognition, and continuous improvement. This system includes a comprehensive 360-degree feedback-mechanism and acknowledges exemplary performance through various avenues. Furthermore, we prioritize staff welfare and career-development, providing avenues for financial support and sponsoring skill development activities.

Financial management and resource mobilization are meticulously approached, with strategies to optimize resources and conduct regular financial audits ensuring compliance and transparency. Lastly, our (IQAC) plays a crucial role in institutionalizing quality assurance strategies, reviewing teaching-learning processes, and documenting incremental improvements.

### **Institutional Values and Best Practices**

Our Institution proudly boasts a female Director, serving as a testament to our commitment to gender equality in leadership positions. 50% of departmental heads being women and 50% faculty also women has lead to more than 50% female students on roll. In technical events conferences and sports both genders exhibit their talents equally. Female students are encouraged to participate in the NCC-Parade, fostering their leadership skills. Institution appoints one male and one female sport-secretary to oversee sports activities. Institution provides flexible working hours for weaning mothers .

We have students coming from different states with varied cultural, social backgrounds. cultural inclusivity is promoted through various cultural festivals and events, students from different states present their talents to share and showcase their traditions, customs, and artistic talents. Our Institution values linguistic diversity and ensures equal access to educational opportunities for all. Our curriculum includes subjects that promote awareness and understanding of gender-related and social issues, awareness for human rights complementing our efforts.

Participatory decision making stands as a cornerstone for organizational success, fostering inclusivity, innovation and collective ownership. In our Institute, decision making transcends hierarchical boundaries, embracing inputs from every echelon of organizational hierarchy.

In our Institution we have implemented an initiative called "One Faculty One Alumni" which exemplifies our dedication to leverage alumni connections to enhance student opportunities and experiences. One Faculty One Alumni is designed to facilitate personalized parternership between faculty members and Alumni, creating the support for our students, further strengthened with the concept of AIM ( Alumni Interaction as Mentor).

Institute offers the induction program for first-year students. A meticulously designed and executed induction program tailored to meet the diverse needs of its incoming undergraduates. Through the implementation of value-added courses, hands-on learning experiences, and the incorporation of ICT tools, the Institution strives to enhance the skills and prepare students for the future. By investing in state-of-the-art infrastructure and adopting Outcome Based Education the Institution ensures alignment with Global stand and evolving industry needs. Institution enables students and faculty to undertake transformative research initiatives. Institution promotes physical well-being and all round development of the students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | MGM'S COLLEGE OF ENGINEERING                                  |
| Address                         | Near Airport, Hingoli Road, Nanded                            |
| City                            | Nanded  |
| State                           | Maharashtra   |
| Pin                             | 431605  |
| Website                         | <a href="http://www.mgmcen.ac.in">http://www.mgmcen.ac.in</a> |

| Contacts for Communication |                  |                         |            |              |                            |
|----------------------------|------------------|-------------------------|------------|--------------|----------------------------|
| Designation                | Name             | Telephone with STD Code | Mobile     | Fax          | Email                      |
| Director                   | Geeta S. Lathkar | 02462-222999            | 9850455553 | 02462-224101 | director_naac@mgmcen.ac.in |
| IQAC / CIQA coordinator    | Mahesh Harkare   | 02462-224756            | 9881747185 | 02462-222999 | harkare_mg@mgmcen.ac.in    |

| 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 minority institution | No |

| Establishment Details |  |
|-----------------------|--|
|                       |  |

| State       | University name                                 | Document                      |
|-------------|---|-------------------------------|
| Maharashtra | Dr. Babasaheb Ambedkar Technological University | <a href="#">View Document</a> |
| Maharashtra | Swami Ramanand Teerth Marathwada University     | <a href="#">View Document</a> |

| Details of UGC recognition |      |               |
|----------------------------|------|---------------|
| Under Section              | Date | View Document |
| 2f of UGC                  |      |               |
| 12B of UGC                 |      |               |

| 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   | <a href="#">View Document</a>                                 | 01-07-2023                     | 12                 | Yearly Extension of Approval |

| 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            | Near Airport, Hingoli Road, Nanded | Urban     | 17.5                 | 13712                    |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |   |                           |                            |                              |                            |                                |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>   | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BTech,Department Of Civil Engineering,Civil Engineering   | 48                        | HSC SCI<br>CET JEE         | English                      | 60                         | 46                             |
| UG  | BTech,Department Of Mechanical Engineering, Mechanical Engineering  | 48                        | HSC SCI<br>CET JEE         | English                      | 60                         | 32                             |
| UG  | BTech,Department Of Electronics And Telecommunication Engineering,Electronics and Telecommunication Engineering | 48                        | HSC SCI<br>CET JEE         | English                      | 60                         | 60                             |
| UG  | BTech,Department Of Computer Science And Engineering, Computer Science and Engineering                          | 48                        | HSC SCI<br>CET JEE         | English                      | 120                        | 120                            |
| UG  | BTech,Department Of Information Technology,Information Technology   | 48                        | HSC SCI<br>CET JEE         | English                      | 60                         | 60                             |
| PG  | Mtech,Department Of Civil Engineering,STRU  | 24                        | BE B.TECH<br>GATE          | English                      | 18                         | 1                              |



|                 | CTURES  |    |                    |         |   |   |
|-----------------|---|----|--------------------|---------|---|---|
| PG              | Mtech,Department Of Mechanical Engineering, MPE                       | 24 | BE B.TECH GATE     | English | 9 | 0 |
| PG              | Mtech,Department Of Electronics And Telecommunication Engineering,ECT | 24 | BE B.TECH GATE     | English | 9 | 0 |
| PG              | Mtech,Department Of Computer Science And Engineering, CSE             | 24 | BE B.TECH GATE     | English | 9 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Department Of Mechanical Engineering,                   | 36 | ME M.TECH PET GATE | English | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Department Of Computer Science And Engineering,         | 36 | ME M.TECH PET GATE | English | 8 | 0 |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 6                |        |        |       | 12                         |        |        |       | 65                         |        |        |       |
| Recruited   | 3                | 3      | 0      | 6     | 3                          | 0      | 0      | 3     | 43                         | 21     | 0      | 64    |
| Yet to Recruit  | 0                |        |        |       | 9                          |        |        |       | 1                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 6                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 3                | 3      | 0      | 6     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 30           |
| Recruited   | 25          | 5             | 0             | 30           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 8            |
| Recruited   | 8           | 0             | 0             | 8            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 30           |
| Recruited   | 24          | 0             | 0             | 24           |
| Yet to Recruit  |             |               |               | 6            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 5                | 5             | 0             | 3                          | 0             | 0             | 2                          | 1             | 0             | 16           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 1                | 1             | 0             | 0                          | 0             | 0             | 36                         | 15            | 0             | 53           |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 0      | 0      | 0                          | 0      | 0      | 2                          | 0      | 0      | 3            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 4                          | 5      | 0      | 9            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |               |              |
|---|-------------|---|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 3 | 1             | 0             |              |

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

| Programme       |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG              | Male   | 928   | 0                             | 0            | 0                   | 928   |
|                 | Female | 580   | 0                             | 0            | 0                   | 580   |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG              | Male   | 1   | 0                             | 0            | 0                   | 1     |
|                 | Female | 0   | 0                             | 0            | 0                   | 0     |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D) | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                 | Female | 0   | 0                             | 0            | 0                   | 0     |
|                 | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 141           | 151           | 133           | 123           |
|  | Female | 100           | 96            | 105           | 120           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 19            | 9             | 11            | 10            |
|  | Female | 8             | 8             | 6             | 7             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 165           | 161           | 166           | 176           |
|  | Female | 105           | 89            | 88            | 111           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 482           | 518           | 470           | 428           |
|  | Female | 300           | 334           | 376           | 427           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 138           | 140           | 115           | 95            |
|  | Female | 78            | 74            | 76            | 81            |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>1536</b>   | <b>1580</b>   | <b>1546</b>   | <b>1578</b>   |

### **Institutional preparedness for NEP**

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Preparing the technocrats compatible with the industry demands, appropriate interdisciplinary electives are offered in every branch of Engineering that crosses the boundaries of a discipline or curriculum in order to enhance the scope and depth of learning. It also covers an idea, topic, or content by integrating multiple knowledge domains. Also, interdisciplinary projects are encouraged so that along with major branches of study students can suitably select a minor stream of specialisation. Students go for suitable internships in the industry to complement interdisciplinary or multidisciplinary knowledge with hands-on experience. Collaborative projects are offered wherein students from various</p> |
|--|--|

|  |   |
|--|---|
|  | <p>branches come together and make some projects to get multidisciplinary knowledge. Core branch students are offered knowledge of subjects like Mechatronics, Python, Java, Artificial intelligence, Robotics, CNC Programming etc.</p>  |
| 2. Academic bank of credits (ABC):   | <p>A new education policy has been adopted by the Dr. Babasaheb Ambedkar Technological University, Lonere. The university has started the process of creating an Academic Bank of Credits for the students. Students have registered their names and got ABC ID's.</p>  |
| 3. Skill development:  | <p>With an intention to bridge the gap of requirements of the industry and academic curriculum, the students undergo various trainings conducted in the Institute for Skill Development activities throughout the academic year. During vacations, students undergo internships, and for this training &amp; placement cell has been established along with the innovation and incubation center. This cell executed various MoUs with the training institutes/forums for arranging workshops, hands-on training, internships, field training, and skill development courses, enhancing the overall competencies of our students. The expert lectures and training sessions were conducted in online/offline mode to reduce the gap of CO, PO attainments. Students benefited with placements due to these courses. More than 125 students of various disciplines were placed in the different companies in this academic year.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>AICTE has taken initiatives for providing the books in the Indian Languages so one can clear the concepts with the help of these books in his/her preferred language and the University is in the process of holding the examination in various regional languages preferred by the students.</p>  |
| 5. Focus on Outcome based education (OBE):   | <p>Institute follows well documented processes for ensuring effective implementation of curriculum following the Outcome-based Education. To ensure attainment of POs defined by AICTE in concurrence with Washington Accord, PEOs, PSOs and COs are framed by the Program Assessment Committee (PAC). The Program Outcomes and Program Specific Outcomes are displayed in each department and on the Institute website <a href="http://www.mgmcen.ac.in">www.mgmcen.ac.in</a>. The link for Course Outcomes, Program Outcomes, Program</p>   |

|   |   |
|---|---|
|   | <p>Educational Objectives and Program Specific Outcomes for all programs is <a href="http://www.mgmcen.ac.in/(department name).aspx">http://www.mgmcen.ac.in/(department name).aspx</a></p> <p>Every department has a Program Assessment Committee (PAC) comprising of Head of the Department and two senior faculties from the department. PAC monitors course and program attainment at the department level. The Institute has set a mechanism to assess the COs, POs and PSOs. Effective assessment uses direct and indirect, quantitative and qualitative measures. The direct assessment tools are Internal and external examinations. Indirect assessment is done through Course Exit Survey, Program Exit Survey, Employer Survey and Alumni Survey.</p>  |
| 6. Distance education/online education: | <p>Distance education/online education To enhance the learning experience and skills development of students with the pace that Industry needs our Institute has established Local Chapter of SWAYAM-NPTEL [LC 3300], Virtual Laboratory [NC 200] and Spoken Tutorials – IIT Bombay. Through this local chapter we are offering an online mode of learning for add on-courses and software training offered by SWAYAM-NPTEL and Spoken Tutorials – IIT Bombay. For this institute has constituted SWAYAM-NPTEL and Spoken Tutorials – IITB committee. The committee includes Chairperson, SPOC and members. Director of the institute is the chairperson of this committee, SPOC is nominated by the chairperson and departmental coordinators identified by the department heads and approved by the director are the members of this committee. The committee functioning starts from the start of the academic year. SPOC disseminates the information of courses and training offered by the SWAYAM-NPTEL and Spoken Tutorials – IITB to all department heads and departmental coordinators. Master time-table is prepared at institute level for selected courses and training suggested by the department. Mentor for each course/training session is allotted by respective department heads. Allocation of mentors on SWAYAM-NPTEL and Spoken Tutorials – IITB platform is done by SPOC. Arranging of examination session, enrollment of students, examination registration and tutorial session by mentors are observed by SPOC and department coordinators. Our college is affiliated to Dr. Babasaheb Ambedkar</p> |



Technological University, Lonere. University curriculum has offered some courses on the credit transfer basis. These courses are offered to the students under the mentorship of SWAYAM-NPTEL and Spoken Tutorials – IITB committee. Based on the credits different courses are offered. Viz., 4-weeks course - for 1 credit, 8 weeks course - for 2 credits and 12 weeks course - for 3 credits. The results of qualified students is forwarded by mentors to department coordinators, later approved by the head of department and sanctioned by the director, SPOC communicates these results to the university for possible credit transfer. Our local chapter has been tagged with "Active Local Chapter". SPOC has been awarded as "Active SPOC". Few of our mentors have received appreciation as a "Top Performing Mentor". Few of our faculty members have completed their FDPs with appreciation as "NPTEL Topper" and "NPTEL Enthusiastic". As of today 685 students have received their certification in SWAYAM -NPTEL courses and 780 students have availed the credit transfer. Figures express the achievements and activities of our local chapter.

### Institutional Initiatives for Electoral Literacy

|  |  |
|--|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>  | <p>Yes, An Electoral Literacy Club is a forum for engaging college students in fascinating activities and hands-on experience to raise awareness of their electoral rights and familiarize them with the registration and voting processes. ELCs combine learning and pleasure. Activities, competitions, and games are intended to excite and motivate pupils, encouraging them to think and ask questions.</p>   |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>ELC committee portfolio is as tabulated below: Sr. No. Members Designation/role 1 Dr. Geeta S. Lathkar Director &amp; Chairperson 2 Dr. S. L. Kotgire Vice-Principal &amp; Member 3 Dr. M G Harkare Head Mechanical Engg &amp; Member 4 Dr. A M Rajurkar Head CSE &amp; Member 5 Dr. K C Jondhale Head ECT &amp; Member 6 Prof S. A. Hashmi Head IT &amp; Member 7 Dr. Arshad Hashmi Head Civil Engg. &amp; Member 8 Mr. R. G. Bisen Faculty Coordinator 9 Mr. P. P. Pawar Faculty Coordinator 10 Mr. S. G. Gill Faculty Coordinator 11 Mr. A. A. Bhore Faculty Coordinator</p> |

|   |   |
|---|---|
|   | 12 Mr. M. P. Kadam Senior Clerk 13 Class Representative Senior Class 14 Ladies Representative Senior Class  |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>With an intention to create awareness among the students about the Electoral process and National duties of an individual, our ELC organizes various initiatives. Some of the programs undertaken by ELC include – 1. Voter Awareness Program: Voter Awareness Program was organized for all the students of our institute on 16th August 2023. The chief guest for this event was Mr. Shrikant Deshpande (IAS Officer), Chief Electoral Officer, Maharashtra and Mr. Abhijit Raut (IAS Officer), District Collector, Nanded. Their presence added immense value to the program, given their vast experience and expertise in electoral affairs. The chief guests interacted with students and explained the importance of voting. The primary objective of the program was to educate and create awareness among the students about the significance of voting in a democratic society. Mr. Shrikant Deshpande and Mr. Abhijit Raut engaged in an interactive session with the students. They elucidated the importance of active participation in the democratic process and the pivotal role played by young voters in shaping the nation's future. The students had the opportunity to ask questions and seek clarification on various aspects of the electoral system. The chief guests also provided a comprehensive overview of the voting process, emphasizing the significance of obtaining a voter ID. They explained the procedure for voter registration, the importance of having a voter ID, and the role of each citizen in strengthening the democratic fabric of the country. The event witnessed the active participation of both students and distinguished guests from the electoral administration. After the event, enrollment of students without election card/ Voter Id was done. 2. Voter Id Enrollment Drive: A voter Id enrollment drive 2023 was initiated for students who did not possess a voter ID or election card. Dedicated booths were set up to facilitate the registration process. This initiative aimed to encourage maximum student participation in the upcoming elections. The voter ID forms were also distributed to the eligible students who were absent through their respective mentors. Mentors collected the filled form with the required</p> |

|  |   |
|--|---|
|  | documents and submitted it to the office for further procedure.   |
| 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. | Institute has organized Voter ID enrollment survey in the campus. ELC committee creates awareness among the students about contribution of individuals in Electoral process and National duties.                        |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.  | “Voter ID Enrollment Drive 2023” for newly admitted FY B. Tech, Direct SY B. Tech and M. Tech students was organized from 01-15 Dec 2023. For the success of this event ELC and Mentors have significantly contributed. |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1523    | 1555    | 1527    | 1441    | 1550    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 96

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 69      | 69      | 69      | 65      | 88      |

### 3 Institution

#### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 281.69  | 321.90  | 274.42  | 345.74  | 552.15  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |



## 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 Institute is affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere since academic year 2016-2017. The Institute follows the curriculum framed by DBATU Lonere. The Institute adopts a systematic approach for effective curriculum implementation and the documentation.

The DBATU Lonere publishes Academic Calendar at the beginning of every academic year. The Academic Calendar of the Institute is prepared by the Director, HODs and Administrative Officer after elaborate discussions. It is then circulated to the Departments. The Time Table coordinator of each Department prepares the Time-Table for each Class and uploads in ERP system.

Irrespective of University calendar, we start our teaching schedule even before University results to get sufficient working days.

HOD allocates subjects to the faculty as per area of specialization and faculty interest. This subject allocation is done immediately after the end of previous semester so faculty gets time to prepare allotted subject in advance.

Every faculty member prepares a teaching plan of allotted subject in ERP software system as per the Institute Academic Calendar and University Syllabus. The complete documentation is prepared and maintained in ERP software.

The faculty members update their lecture conduction and student attendance in ERP after every lecture. The lecture conduction is daily monitored by the Administrative Officer. The Director, Academic Cell Coordinator and HOD monitor the progress of curriculum implementation on regular basis.

Faculty members maintain course file having – Course Objectives, Course Outcomes, CO-PO Mapping, Individual Time-Table, Teaching Plan, Assignments, Test Marks, University Question Papers, Student Attendance, and Teaching Notes.

Lab Manuals are prepared by faculty for the respective subjects. It contains list of experiments, procedure of experiment, sample analysis, expected results of the experiments, etc.

Classroom teaching is supplemented by seminars, mini-projects, expert lectures, virtual labs, expert webinars, industry and field visits, in-house and industry sponsored projects.

Faculty members adopt innovative teaching practices like ICT based teaching methods, using models and

simulations, blogs, video lectures, etc.

Internet facility is available through wired and Wi-Fi networks for the access of e-books, e-journals, e-learning resources such as NPTEL, SWAYAM and Infosys Springboard platform. Students are made to practice on such platforms and they undertake self learning courses through NPTEL and SWAYAM in considerable numbers.

The college has well-equipped laboratories and rich library to help faculty members for effective delivery of the curriculum. LCD projectors with smart boards are made available in the classrooms.

Attendance of the students is sent to the parents twice a month through SMS. We follow this practice since quite a long time. The physical system of communication is digitized.

Student's feedback is taken to assess the teaching-learning process and corrective measures are taken for improvement.

To cope with recent trends and demands of the industry, Institute organizes workshop on latest technologies. Also, we have enough subscription for e-journals and e-books.

Soft skill training programs are organized for the aptitude development of the students.

In addition to the University specified teaching hours, extra lectures and tutorials are conducted for the students for identified difficult subjects.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 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:** 14

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |

### 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:** 24.57

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 448     | 217     | 320     | 120     | 761     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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:**

Dr. Babasaheb Ambedkar Technological University, Lonere provides curriculum which covers issues like Professional Ethics, Gender, Human Values, Environment and Sustainability. Following courses are offered in various programs to cover the above issues:



BTES106: Basic Civil and Mechanical Engineering

BTHMC306: Basic Human Rights

BTXX406: Product Design Engineering

BTHM3402: Interpersonal Communication Skills & Self Development

BTHM3402: Soft Skills and Personality Development

BTHM501: Constitution of India

BTMEC605B: Sustainable Development

BTMEC606C: Human Resource Management

In addition to the above courses, the Institute conducts the following activities to ensure Professional Ethics, Gender Equality, Human values and Environmental Awareness.

The TechLife Club is a student club working for more than 30 years to create awareness among students towards environmental issues. It organizes activities like mountaineering, trekking, tree-plantation, campus cleaning, river cleaning, etc. Students of our TechLife club has been to mountain peak Jogin-3 in Himalayan Range, about 20,068 ft. high. Every year our TechLife students collect all the offerings during Ganapati Visarjan to avoid the pollution of water bodies. TechLife organizes workshops to make environment friendly Ganesh Idols. Girls also actively participate in all the activities of TechLife.

The NSS unit strives to inculcate the spirit of service, cooperation, and discipline among the students of the Institute. Every year NSS unit organizes Blood donation camp. Students and faculty members are encouraged to donate blood, more than 300 students and staff donate blood every year. Girls volunteer and donate blood in these camps.

Our NCC unit is having fifty percent female cadets. These cadets perform regular parade under the guidance of a retired army officer. NCC imbibes the spirit of patriotism and discipline in the students.

Female students are having a very good representation in sports and cultural activities in the campus. Exclusive sports events are organized for girls in the college and even they participate in it very enthusiastically. During the annual college cultural festival days, special transportation facility is provided to drop the girls to their homes after the events at late night hours. Gender based discrimination has never been experienced in students and staff members of the campus since the inception of the Institute.

The Institute conducts various activities under Unnat Bharat Abhiyan, such as visiting and/or adopting villages to guide them for solving their different issues related to environment and its sustainability.

The Institute is having student club in each department for professional activities for value addition in their education supplemented by publishing departmental wall magazines and invited expert talks. Also students are sensitized towards social problems, environmental issues through regular activities. These clubs organizes activities like visiting schools of differently-abled students, Old-Age Home, Traffic

awareness activities, Police Mitra Activity etc.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:** 99.61

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

Response: 1517

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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:** C. Feedback collected and analysed

| File Description  | Document                      |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies  | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis  | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 62.87

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 282     | 263     | 232     | 237     | 295     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 408     | 408     | 411     | 414     | 441     |

#### 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:** 38.27

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 85      | 109     | 55      | 65      | 84      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 204     | 204     | 205     | 207     | 220     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 22.07

## 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:**

Efforts are taken to motivate students for self and blended learning for enhancing their learning experience. Various student centric approaches such as experiential learning, participative learning and problem solving methodologies are included in the teaching-learning process.

**Experiential learning:** As a part of experiential learning, laboratory experiments, projects, field trainings, internships, etc. enhance learning with hands on exposure. In this method, students develop and retain a deeper understanding of the concepts and can correlate with many real world situations.

**Participative learning:** Students are encouraged to work in a team for their laboratory experiments, seminars, mini and major projects and product design to provide solution for problems and complete the task. Student centric methods aim to encourage critical thinking improves communication skill, team work, understanding of group dynamics and confidence of the students.

Activities like – group discussions, quizzes, brain storming sessions, debate, role play, games, model making, essay, case studies, elocution and simulations, PPTs with animations are included in the teaching learning process to enhance learning experience through participative learning.

**Problem solving Methodologies:**

Activities like internal hackathon, solution challenge, innovation challenge etc. are organized to foster the critical thinking and problem solving abilities of students. Students are encouraged to solve real-world challenges through their Projects. Thus self learning ability of students is enhanced. Students are encouraged to share their ideas, raise doubts and have discussion with their peers.

**Use of ICT**

ICT enabled Teaching-Learning process enhances the learning experience of the students. ICT for course delivery includes power point presentations, video conferencing and use of MOOCS. It helps the students in blended learning, e-learning and flipped classroom. Smart Classrooms with ICT tools like Power Point Presentations/Google Slides, animations, info graphics and videos are used. You tube channels by faculty members are available for students. Many students have completed certification from IIT Bombay spoken tutorials.

Some of the examples of ICT tools and e-Learning resources used are:

**Google Classroom - Blended Learning Platform:**

Google Classroom is a free, blended learning platform that offers a variety of benefits for both students and teachers. Teachers use it for posting assignments and sharing study material to the students. Online MCQ quizzes are also conducted using Google forms.

**Video conferencing Platforms:** Various free video conferencing platforms like Google meet, Zoom are used to conduct online classes/ training programs and workshops.

**Virtual Labs:** The Virtual Labs provide remote-access to simulation-based Labs in various disciplines of engineering. This student-centric approach facilitates the understanding of basic and advanced concepts through simulation-based experimentation. Our Institute is an active nodal centre (NC-200) of V-Lab IIT, Bombay.

**Educational-Videos and animations:** Various educational videos on you tube provide additional help in better understanding of subject knowledge. Most of the faculty share their video lectures through You-Tube and blogs.

**Digital-Smart Classroom:** Classrooms are integrated with Smart board and internet connections provide enhanced and interactive learning and teaching opportunities for students and teachers.

**e-Resources:** e-books and journals available on National Digital Library, SWAYAM-NPTEL video lectures, Infosys Springboard, Spoken Tutorials are used for better learning experience.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 92.31

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 92      | 70      | 72      | 68      | 88      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**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:** 21.11

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 14      | 14      | 14      | 15      |

| 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. | <a href="#">View Document</a> |
| Institution data in the prescribed format   | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 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:**

Performance of the students is evaluated through continuous Internal Assessment (CIE) and external assessment done by the University by conducting mid-semester, end-semester and practical examination at the end of the semester. Based on the performance of the students evaluated by various assessment tools it is possible to determine the CO and PO attainment.

Students getting registered for various programs in higher educational institutes are having tremendous diversity in terms of language, medium of instruction that they had at school level, learning competencies of students etc. The mechanism of internal assessment should be transparent and robust addressing this diversity.

For internal and external assessment of learners we follow university guidelines. For smooth, transparent and unbiased continuous evaluation of students, the institute constitutes examination cell chaired by Director, Head of the Department and internal exam coordinator supported by coordinator from each department.

Institute plans academic calendar in accordance with University academic calendar taking into consideration various activities throughout the semester. This helps students to plan their studies well in advance and therefore considerable number of students may take part in various activities. The Institute believes that satisfaction of students in internal assessment is important and must be transparent and robust.

For maintaining transparency in the internal assessment following steps are taken:

- Display of question bank/assignment
- Discussion on model answer post assessment in the class, so that students do not repeat same mistakes in final examination
- After completion of assessment, answer books are made available very next day to the students, grievances if any are settled on the same day.
- Performance/marks of students are uploaded on MIS-CASERP portal, parents can log on the portal and see performance of their ward.
- Performance parameters of internal evaluation are made available to the students.
- At the end of the semester, complete internal evaluation of the students is printed on the submission card and revealed to the students and their signature is taken on submission sheet.

For maintaining transparency in the external examination following steps are taken up by the University:

- Students if any who are not satisfied with their performance can opt either for photocopy of the answer book and get it checked through his subject teacher.
- In case the students is not satisfied, he may opt for revaluation and get his grievance addressed.

The mechanism of internal/external assessment is not only transparent but also efficient and time bound. For this we follow following steps

- Declaration of dates for displaying question bank well before each examination/test
- Declaration of examination/assessment dates in advance
- Date on which result is to be displayed is mentioned in the academic calendar
- The Schedule is followed for all the dates declared in advance in the Academic Calendar.



The faculty members strictly follow the institutional academic calendar and all the activities related to internal and external assessment are done as per the calendar. Thus we see that the internal/external assessment is transparent and grievance redressal mechanism is time bound and efficient.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:

Institute follows well documented process for ensuring effective implementation of curriculum following the Outcome-Based Education. Institute ensures attainment of Program Outcomes defined by AICTE in concurrence with Washington Accord. All the Programs in the Institute have framed PSOs, and PEOs in consultation with stake holders. Every course instructor consults with subject matter experts from reputed academic Institutes and Industries for framing the Course Outcomes (COs). CO-PO mapping is done for identifying curriculum gaps. Measures are taken to address the same.

Program Outcomes (POs): POs are based on the graduate attributes prescribed by AICTE through National Board of Accreditation and are uniform for all the programs. While the Program Specific Outcomes (PSOs) are defined for each Program and they are based on the program specific skills. The Program Specific Outcomes (PSOs) define the additional outcomes expected for each program, and are framed based on regional needs, inputs received from all stake holders.

The POs, PSOs, PEOs and COs are displayed on the Institute Website, Also POs are displayed in Directors office, HOD office and Library. The PSOs and PEOs are displayed in Departmental offices and are also communicated to teachers and students. These all are also displayed in the course files, Newsletters and at prominent locations in the Institute.

The institute has clearly defined the course outcomes (COs) which are mapped to the POs and PSOs by the faculty:

- The Vision and Mission statements of the programs and institute are displayed on the institute website as well as at prominent places in the Institute.
- POs are printed in institute brochure, newsletter and published on the institute's website.
- The Vision, Mission and POs are conveyed to the students during orientation program.
- Every faculty member discusses COs at the start of course work in every semester.
- Vision, Mission and POs are discussed during parents meet organized by the department once per

semester.

- Head of Department (HOD) discusses Vision, Mission, POs, PEOs and PSOs with the faculty members in departmental meeting.
- Vision, Mission, POs, PEOs and PSOs of the department are discussed when the alumni visit to institute and during alumni meet conducted yearly and feedback is taken.
- HOD and faculty members discuss Vision, Mission, POs, PEOs and PSOs with industry experts who visit to the department for conducting seminars, workshops, expert lectures etc.
- COs are clearly described in the course curriculum as well as are made available for the students on the website.
- PEOs and PSOs are also displayed in all class-rooms.

Thus we see that Program Outcomes, Program Specific Outcomes, Program Educational Objectives, and Course Outcomes are displayed and communicated to all the stakeholders.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Now the whole education system is rearticulated in accordance with Outcome Based Education in alignment with Washington Accord. Analysis of CO and PO attainment helps in assessing and reviewing the outcome of this process and take necessary steps for improving the same. Every faculty/Course coordinator involved in the teaching learning process of the Institute evaluates CO and PO attainment for assuring and enhancing the quality of education.

Using all assessment tools, the faculty identify, collect, and prepare the data to evaluate the attainment of COs and POs. After completion of program, student should be able to identify, formulate and define the problems and be able to provide the solutions to real life situations and able to contribute to the needs of the Society.

### **Attainment of Course Outcomes**

The attainment of COs is continuously assessed by the course coordinator through all internal and external assessment tools. For every course about 3 to 6 COs are defined and these COs are mapped with POs/PSOs. All COs mapped with relevant POs and PSOs helps in determining curriculum gap and program attainment level. To determine attainment of COs steps followed are:

- COs are predefined and communicated to the students.
- COs are mapped with relevant POs and PSOs.
- All questions in the internal and external exams are correlated with the appropriate COs.
- Based on the score for each question, attainment of COs is calculated.
- This attainment of COs results in attainment of relevant POs and PSOs.
- The process is repeated for each Periodic Test, Midsem exam and Endsem Exam.
- CO attainment is also computed for Laboratory courses, Seminars, Mini and Major Project, etc.
- For computing CO attainment (Theory Courses), 60% weightage is given to End Semester Exam and 40% weightage is given to Continuous Internal Assessment.

The course coordinator is at liberty to take corrective measures while assessing the Course Outcomes on continuous basis. For deciding Threshold value, the university average result of previous two years is taken into consideration. Analyzing assignments, Preliminary examinations, course exit survey, performance of students in oral/practical exams are also some of the ways for this assessment. PAC also monitors Course attainment on regular basis and issues guidelines to course coordinators for improving course attainment.

#### **Attainment of POs and PSOs:**

The institute has set a mechanism to assess the program outcome. The attainment of POs and PSOs is measured by direct and indirect methods. The indirect attainment of POs/PSOs is computed based on Program Exit Survey, Alumni Survey and Employer's feedback.

After setting realistic attainment targets for POs and PSOs, computation of POs and PSOs attainment is done by following equation:

PO/PSO attainment = (Avg. of attainments of relevant COs) \* Scale Factor

Scale Factor = (Avg. Mapping Strength) / (Max. Possible Mapping)

Combine the direct PO attainment with the indirect PO attainment using the proportionate weightage of 80:20

The quality loop is closed as follows:

- If attainment < target, then plan implement actions
- If attainment >= target, then increase the target realistically.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 2.6.3

**Pass percentage of Students during last five years (excluding backlog students)****Response:** 93.53**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 378     | 443     | 375     | 331     | 366     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 401     | 448     | 386     | 347     | 442     |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students  | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.16

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## 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:** 15

**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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 15.00   | 0       | 0       |

#### 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:**

Our Institution has taken pioneering steps in fostering innovation by establishing an ecosystem dedicated to nurturing the Indian Knowledge System (IKS). As a part of this, the Institute has established an Innovation and Incubation center in collaboration with InnovationNext.in, nurturing an environment for our young entrepreneurs and innovators. Institute provides state-of-the-art infrastructure for this center, ensuring a conducive ecosystem for innovation.

Innovation and Incubation center offer numerous benefits to the institute: It fosters active participation and growth in new-age learning for students and faculty, provide infrastructure for multidisciplinary teaching and research, support the development of projects and internships, promote industry collaboration, and generate funds through various partnerships and projects.

In addition, the Institute has developed different committees comprised of industry experts, academic

experts, and alumni to promote the activities of this center. The different committees are:

1. Institution-Industry cell
2. Innovation and Entrepreneurship Development cell
3. IPR Cell
4. Institute Innovation Council

Our two student teams were selected for Maharashtra State Innovation Challenge 2023 and won a cash prize of one Lakh rupees each for their project, "AI-powered Personalized Learning Assistant". Students of our Institute stood winner in the Smart India Hackathon for two consecutive years (2019 and 2020) and won prizes of Rs.75,000/- and Rs.1,00,000/- respectively. They have also participated in events such as Ideathon, Avishkaar and Robo-wars competitions and brought 1st and 2nd prizes to the Institute. Besides these students have completed their training in emerging areas such as; Embedded Systems, IoT, Robotics, Sensor Technology, and 3D Printing.

Our IPR cell organizes expert lectures and FDPs for faculty and students at the Institute as well as Department level throughout the year. It continuously encourages and creates awareness about Intellectual Property Rights and Patents amongst the faculty members and students. Few of our faculties have been awarded with patents and few of them have registered.

Our Institute is engaged with the State Government and private agencies in the scheme of Skill India. The institute provides the facilities for the training of students through the state-of-the-art laboratory equipped with modern equipments. The Institute has MoUs with industries and institutes to provide technical and soft skill training for our students.

Our affiliating University in its curriculum has provided courses covering the basics of Indian traditional knowledge. These courses include;

1. Essence of Indian Traditional Knowledge
2. Basic Human Rights
3. Indian Constitution
4. Universal Human Values

Institute has established language laboratory equipped with different language softwares. Institute has won award of active local chapter of SWAYAM-NPTEL [LC-3300] and Spoken-Tutorial IIT, Bombay with the award for active SPOC. Through this local chapter students are encouraged to opt for value added courses and software trainings. Institute is also Nodal Center of Virtual laboratory [NC-200] of IIT Bombay, through this students are made familiar with state-of-art-laboratory at IITs/NIITs and Institute of repute. Institute has the Remote Center a collaborative venture with IIT Bombay where various workshops and FDPs are organized. Institute has executed MoUs with Infosys Springboard, Soft skill training agencies, etc for overall curricular development of students.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**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: 75**

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17      | 08      | 08      | 23      | 19      |

**File Description****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: 0.46**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 12      | 05      | 05      | 08      |

**File Description****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:** 0.36

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 08      | 05      | 05      | 05      |

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

**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 has set up various extension activities with an objective to sensitize the students towards the social issues and make them work for the same. This includes establishment of an environmental club- Technocrat's living in Friendship with Environment (Tech-LIFE). This club is engaged in activities related to the environmental issues of the region since 1991. The activities organized and the related outcomes are given below -

- ***Tree plantation (on regular basis)*** – In the hot summer we find the temperature of our campus is 1-2 degrees lesser than the city.
- ***Trekking expedition (minimum once or twice in a year)*** - making students environment



conscious and their physical being is also strengthened.

- **Blood donation camp conducted on regular basis** – helped in treating critical patients and saves lives.
- **Conducting air and sound pollution checks during diwali** – This helps keeping a check on sound and pollution levels.
- **From year 2000, Nirmalya Sankalan activity is conducted during Ganpati Visarjan** – preserve environment, controls water pollution, this practice is also adopted by other schools and government agencies.
- **Organizes camp for students from schools on Eco-friendly Ganpati making** - preserve environment and controls water pollution.
- **Help extended during natural calamities** like Latur earthquake, floods and pandemic.
- **Donation of books to District Jail and rural Z.P. Schools in the vicinity** – Interest of reading the books was generated among the students and prisoners.
- **Adoption of villages under Unnat Bharat Abhiyan** - student campaigning for various environmental and social issues which has resulted in identifying and solving the local problems.
- **Students conduct traffic survey of the Nanded city and the traffic awareness program every year** – Government authorities have recognized our efforts and this has resulted in reducing the traffic problems.
- **Voter Awareness Programs are organized with the help of the government authorities** – this encourages the new voter to get enrolled in the voter's list and general awareness about the election process.
- **Regular Orphanage visit** – Improved sense of social responsibility. ++

Various departments in the campus are also engaged in activities to address the social issues in the region. Civil Engineering Department provides services for material testing and water testing. Free services are provided along with paid services to the citizens of Nanded.

Over the past five years, our extension activities in the neighborhood community have yielded significant outcomes, profoundly impacting both the community and the students involved. Regular organization of swachata abhiyan has led us to the recognition “clean and green campus” in the fraternity. We’ve witnessed a tangible improvement in various aspects, underscoring the holistic development of our students and their enhanced sensitivity towards social issues. The outcomes of our extension activities underscore the symbiotic relationship between community engagement and student development.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

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

**Response:**

Extension activities play a vital role in bridging the gap between academia and society while enhancing the overall educational experience. As a part of these activities, our Institute carries out various extension activities like Swachhata Abhiyan on the occasion of Mahatma Gandhi Jayanti, Blood Donation Camps through NSS, Orphanage visits, Zilla Parishad School visit, Traffic Awareness, Unnat Bharat Abhiyan etc. regularly. Participating in such activities fosters a sense of social responsibility in our students, emphasizing the significance of applying their expertise to benefit society. This prepares them to become versatile professionals capable of making positive contributions to the society. These activities are also recognized by different Governmental and Non-governmental agencies. Details of such extension activities conducted by students of our institute are -

1. **Blood Donation Camps on yearly basis.** This camp is organized by NSS unit of our Institute in association with Government Medical College and Private Blood Bank of Nanded and Aurangabad city. This initiative helped in treating critical patients and saved lives.
2. **Yoga and Meditation Camps on yearly basis.** This camp is organized on the occasion of International Yoga Day. Yoga and meditation helps improving health and cognitive abilities.
3. **Electoral Registration Camp.** This camp was organized under the mentorship of District Collector Nanded. The aim was to enroll the newly admitted student in voter list and to create general awareness among the student about the election process.
4. **Unnat Bhart Abhiyan** – Institute has adopted five villages nearby namely Wadavana, Khadki, Sayal, Aalegaon and Pimpri Mahipal under this scheme. UBA unit organizes various environmental awareness campaigns, workshop on renewable energy, Plastic free village campaign, house hold amenities survey and Village health survey are carried out by the students. Students identify issues in these villages and suggest possible solutions and remedies.
5. **NSS Unit** - The voluntary organization of student continuous engage various activities such as Swatchhta Abhiyan, Tree Plantation, Blood Donation Camp.
6. **NCC Unit** – Institute has its own NCC unit comprising of 40 Male and 40 female students. The aim is to inculcate discipline and physical fitness. On the occasion of Republic Day and Independence Day students perform Parade.
7. **Tech-LIFE** – Students club of the Institute organizes the activities related to environmental awareness, trekking expedition, traffic awareness programs, pollution check camps, Nirmalya Sankalan, and eco-friendly Ganpati Making. All such activities help the students to understand nature and their responsibilities towards it.
8. **Academic Excellence and Social Responsibilities** – Institute Director and faculty member have been conferred with various awards for their outstanding contribution in academics and Institute-Industry interactions and Institute-Society interactions. (List displayed on Institute Website)
9. **Orphanage Visit** –Students of our Institute visit an orphanage of girls “Suman Balgruha” every year and distribute daily essentials to them.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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: 7**

**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**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02      | 02      | 03      | 00      | 00      |

| File Description   | Document                      |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| 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 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 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: 09**

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of year wise activities and exchange should be provided   | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                    | <a href="#">View Document</a> |

## 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 Institute has a well-planned state of art infrastructure for academic, co-curricular & extracurricular activities. The Institute possesses a well maintained 17.5 Acres of campus, with a nature friendly landscaped area, with total built-up area around 2 Lakh Sq. ft. for Instructional, administrative & amenities as per the norms of AICTE. The classrooms & laboratories are well furnished & designed with aesthetic appearance. It consists of wide corridors, natural lighting & Ventilation augments and promotes a conducive teaching-learning environment.

***Classrooms & other infrastructure with ICT Facilities:***

- All the classrooms are well furnished and equipped with blackboard, LCD projector with LAN, Wifi with high speed internet, CCTV cameras. Maximum classrooms are having smart boards.
- Institute has 23 classrooms & two air-conditioned Seminar halls with ICT facilities, 40 Laboratories, common workshop, Central Computing Facility, Central Library with Reading room, drawing hall, Training & placement office.
- A Well furnished air-conditioned Conference hall with 300 sitting capacity having ICT facilities and advance sound systems.
- There is Open Auditorium with 2000 seating capacity, Playgrounds, Girls common room, boy's hostel with 68 inmates, girl's hostel with 92 inmates, Clinic/Dispensary and canteen facilities.

***Laboratories and computing equipments Facilities:***

- The Institute is having 40 laboratories as per the norms of AICTE with illustrative charts and models. All Laboratories are well furnished and equipped with advanced equipments/Instruments, latest softwares to impart hands-on experience, project and research work for students.
- Institute has Industry supported laboratories.
- Every Department has separate computer labs with high end configuration systems.
- Sufficient safety measures have been incorporated and are displayed in the laboratories. Fire extinguishers and first-aid box are available in prominent places.
- Every faculty is having cubicle with computer and internet facility.
- The campus is Wi-Fi enabled with CCTV and Power backup.
- The institute focuses on overall development of the students by facilitating them to participate in

various sports and cultural activities.

### ***Sports & cultural facilities***

- The institute has playground for various sports activities like cricket, football, basketball, tennis, Volley ball, kabaddi, facilities for Athletics like Running, Long Jump, High Jump and Javelin throw, facilities for indoor games like Chess, carom, table tennis etc.
- Institute organizes various cultural activities through annual social Jhankaar Event. Students participate in cultural activities like, Dancing, Singing, Skit competition, Fashion show, etc.
- Girl students are especially encouraged for participation in all sports and cultural activities.
- Open Auditorium & Indoor Auditorium is available for cultural activities
- Various sports competitions are organized within the Institute. Students participate in Inter collegiate, Inter- University, State and National level competitions.
- In the first year students are introduced to various cultural and sports activities including Yoga through Induction program.
- Students take active participation and have won many prizes in Youth Festivals and other competitions organized by the University.
- Students participate in Yoga activity every year.
- Students also actively participate in various activities like Tree Plantation, Campus cleaning, Social service, Social awareness programs, blood donation camp, Unnat Bharat Abhiyan and various activities for environmental conservations.

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### **4.1.2**

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

**Response:** 14.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20.49   | 19.64   | 07.46   | 49.54   | 160.55  |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 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 Central Library since 1984 has grown from 931 to 46040 volumes till date. The library covers an area of 6528 Sft. with two floors having reading room capacity of 150 students. The library is automated using LMS SOUL 3.0. The library subscribes to national & international journals and magazines with E-books, CD ROM's covering Engineering, Management, Religion, Cultural subjects etc. So that students can evolve into excellent professional & good cultured human beings. The library collection includes Books, e-books, Journals, e-journals, back volumes of technical journals, Ph.D. Thesis of faculty, project Reports, PG Dissertations and non-book materials. The library follows open access for Final Year B.Tech / P.G. students & faculty members.

The library currently subscribes 62 scholarly Journals in Engineering Science & Humanities. Library also provides IP based online access to international journals like IEEE (ASPP-317 e-journals), ASME (36 e-journals), ASCE (41 e-journals), DELNET (911 e-Journals), full text e-journals and databases. These e-journals are accessible through internet to campus users. Library also subscribes Ebsco core engineering e-books collection in which 7220 e-books from worldwide publishers are available for students and faculty. Library provides remote login for access to DELNET resources.

Membership of the central library is open to all faculty, staff & students of the College without any fees. Library books are classified according to D.D.C. classification scheme & shelved on stacks. Web OPAC and M-OPAC is available for users. Dictionary catalogue in card form is maintained for Marathi, Hindi & English Literature Books, it help users to locate books in the Library collection.

Digital library plays an important role in student's life. College has sufficient digital resources. Reading area of the library has been Wi-Fi enabled and under CCTV surveillance. Users are allowed to use their laptops in reading room. 20 computers with headphone are available for users to access database of e-journals, e-books & other free online e-resources like Shodhganga, National Digital Library, NPTEL

Video lectures, Inlibnet, DOAJ & DOAB etc.

The Central Library subscribes 62 technical printed national journals, 10 technical magazines, 12 general Magazines, 15 Newspapers etc. The major purpose of any library is to provide information to its users. In addition to these traditional functions of collecting, organizing & providing access to information resources existing in print, non-print & electronic formats.

The college central library opens at 9.30 AM and closes at 5.30 PM. Transactions of books takes place during 10.00 AM to 5.00 PM with half an hour break. During exam preparation leave and exam period the library is open till mid-night for students. Students has been issued a bar coded library ticket with the help of bar code scanner transaction of books takes place, for library transaction the ILMS generates a e-receipt with details of library book transacted. All library books are bar-coded.

Provision of Internet access is made available with reading room. Library organizes various programs like library orientation, book exhibition & Jayanti celebrations. Library also gifts books to meritorious students and guests visiting college on various occasions.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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 Institute is having more than 700+ Computers total with continuously upgraded from Intel 386 to i7 configuration. These are connected by fiber optic cables having IBM blade servers with high end application and system softwares. All departments are having their own dedicated computer lab installed with domain specific software such as Oracle, CATIA, ANSYS, CAD, Uni-Graphics, MATLAB, Auto-CAD, Staad-Pro, E-Tabs, PLC Ladder-Logic, HAAS in-built CNC Programming etc. These laboratories are Inter connected with each other through LAN. with CAT6 cable and are Wi-fi enabled. Wi-fi facility is provided all over the campus including Boys hostel, Girls hostel and Canteen. The Central Computing Facility is provided with 60 computers. This lab is accessed by the students of all departments for Internet browsing, accessing online teaching resources, attending online webinars, podcasts etc. The Institute provides and encourages the use of free & open source resources like Ubuntu, LaTeX, PHP, JAVA, SQL& C, C++, Python etc., which are shared for all teaching, learning, and research activities.



These resources help to increase and enhance knowledge domain of both the faculty and the students, giving them valuable information and saving their time.

The institute is having dedicated 1:1 BSNL leased line since 1995. Currently our lease line bandwidth is 200 Mbps on fiber optic cable which is upgraded in April 2023 and we are in process of upgrading our bandwidth to 1Gbps for which proposal is already submitted and quote received from BSNL. These facilities are upgraded continuously as per the requirement of students, staff and curriculum.

Following are the dates and of internet bandwidth up gradation.

| Sr No | Date       | Bandwidth |
|-------|------------|-----------|
| 1     | Till 2005  | 256 Kbps  |
| 2     | 20/12/2005 | 1 Mbps    |
| 3     | 20/07/2009 | 4 Mbps    |
| 4     | 20/04/2011 | 12 Mbps   |
| 5     | 15/12/2012 | 20 Mbps   |
| 6     | 01/08/2014 | 34 Mbps   |
| 7     | 01/04/2017 | 100 Mbps  |
| 8     | 15/06/2023 | 200 Mbps  |

The institute is having ERP Software named CAS-ERP is utilized for Online Accounting, Student Information, Staff Bio-metric attendance System, Budgeting, Financial transactions, students attendance, students marks, students documents, staff documents etc. Due to implementation of ERP academic, administration and office activities became efficient and paperless. Through ERP every month student & parents receives SMS of attendance and marks.

The entire network is secured by SOPHOS XG310 Firewall from online threats. All computer systems of the Institute are protected against viruses and malware by SEQRITE End Point Security (EPS) for 600 users with one Master Server and 5 Slave Servers. The students, teaching and non-teaching staff are provided with username & password to access the college network resources and internet.

The administrator is responsible for determining which computer units are connected and maintained on the campus network and the nature of user accounts. The administrator generates username/password and controls access permissions on the firewall.

The problems or issues in the college network or internet are reported to the technical support staff of the concerned department, if the issue doesn't get resolved by him/her the problem is then escalated to the Institute Administrator for troubleshooting and necessary action

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)****Response:** 2.17**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 702

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

**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:** 13.99**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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31.65   | 8.65    | 1.61    | 49.49   | 157.05  |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 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:** 73.85

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1147    | 1160    | 1116    | 1059    | 1128    |

#### 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:** B. 3 of the above

| 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) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 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:** 29.27

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 352     | 320     | 400     | 781     | 370     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 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:** B. 3 of the above

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

## 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:** 38.83

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 126     | 200     | 152     | 118     | 139     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 378     | 443     | 375     | 331     | 366     |

| 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)   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 5.2.2

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

**Response:** 0.94

**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.)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 3       | 6       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 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: 1**

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 1       |

**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: 0.6**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 02      | 01      |



| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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:**

Name of Trust:- MGM'S COLLEGE OF ENGINEERING ALUMNI ASSOCIATION SYNERGY NANDED

Registration Number : - F-0023036(NND)

Executive Council :

President :Dr. Geeta S. Lathkar

Vice President 1: Mr. Praveen Kawade

Vice President 2 : Mr. Tarun Oberio

Vice President (North) : Mr Deepinder Singh

Vice President (South) : Mr B. Vardhraj

Vice President (West) : Mr. Mukesh Jain

Vice President (East) : Ms.Salringra Ch Momin

Vice President (Overseas) : Mr. Mandeep Singh Dhaliwal

Secretary : Dr. Archana M. Rajurkar

Joint Secretary : Mr Hashmi S.A.

Treasurer : Dr. J. S. Sidhu & Mr. Munir Sayyad

Member : Mr. Prashant Bhadoria, Mr. Ritesh Loya, Mr. Rahulsingh Bisen, Mr. Shivprasad Titare, Mr. Nikhil Dachawar

Our institute is functioning since last 38 years almost 10,000 engineers have passed out from here and are

performing great in the organisation of repute in India and the world over. Our Director works almost since inception also many faculties having service span of 25 to 30 years in the institute. Our Director was invited to USA by our alumni and many get together were organised here too, including International alumni meet at Noida, where our alumni reached from various countries. We have launched a group activity of Alumni Interaction as Mentor (AIM) on 2nd October 2016. Alumni provide their Guidance and professional support to students for developing their carrier competence, also they help us to organize industrial visits, training and placement. We arranged Guest Lectures & Webinars of Alumni for the students during the lockdown. They help us a lot in difficult time. Alumni contributed **Rs.698868.28** to provide financial support to weaker section of students, critical cases of hospitalization and in case of any major incidence. There are social media groups through which we are in regular contact with alumni.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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 Institutional governance and leadership at our Institute are intricately aligned with the institution's Vision and Mission, driving various practices that uphold the principles of excellence, innovation, and service to society. Our Vision to become one of the leading institutions for engineering education, developing proficient engineers with global acceptance in the service of mankind, leadership qualities, and ability to solve real life problems using technology. Our academic governance is in concurrence with our Vision.*

*One of the pillars of our governance approach is to accept the current Best practices. Some practices with the affiliating University regarding National Education Policy (NEP) have been incorporated in academics. Recognizing the importance of staying aligned with national educational directives, we have integrated NEP implementation into our institutional practices such as Choice Based Credit System, self learning using online platforms (, SWAYAM: NPTEL, Infosys Springboard, Coursera, Internships, etc.). University accepts the credits for completion of these courses. Admissions are interdisciplinary. This ensures that our educational offerings are in sync with the latest standards and cater to the evolving needs of our students and society.*

*Furthermore, our commitment to sustained institutional growth is evident in our strategic planning and execution. Short-term and long-term Institutional Perspective Plans are prepared by Director and Heads of the Departments (HODs) which outline clear objectives, strategies, and actions to achieve our Vision and Mission. These plans serve as roadmaps for guiding our development and growth, ensuring that our efforts are focused and aligned towards the realization of our aspirations.*

*Decentralization is another fundamental aspect of our governance model. We believe in empowering junior most faculty members within the Institution to actively participate in decision-making processes. Various cells for functioning of the Institution accommodate maximum staff members for different kind of responsibilities providing the opportunity for everyone to contribute in institutional functioning. This decentralized approach with accountability, fosters a sense of ownership and responsibility among all faculty members of the Institution. It allows for more responsive and efficient governance, enabling us to adapt swiftly to changing circumstances and emerging challenges.*

*Participation in institutional governance is encouraged and facilitated through various committees such as academic, extracurricular, administrative, sports, cultural etc. These committees play a crucial role in planning and executing initiatives that provide quality engineering education. Seminars, workshops, and industry training programs help to enhance employability, innovation and entrepreneurial skill/attitude, promoting culture of continuous learning and development.*

*Our commitment to transparency and accountability is reflected in our adoption of e-governance practices across various administrative, financial and teaching-learning processes, decision-making and resource allocation that enhance the institutional governance.*

*Additionally, effective leadership is essential in driving our institutional governance forward. Our empowered team, consisting of the Governing-Council, Director, HODs, committee conveners, faculty and supporting staff, works collaboratively to ensure that institutional governance is in line with our Vision and Mission. Decentralization is promoted in all academic and administrative activities, with various committees monitoring, planning, and executing the smooth functioning of the institution, in the interest of academic excellence and total personality development of our students.*

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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 institutional perspective plan serves as the cornerstone of strategic development and operational efficiency within our institution, ensuring that our goals and objectives are effectively translated into actionable initiatives. Through a comprehensive analysis of our institutional policies, administrative setup, appointment procedures, service rules, and operational procedures, it's evident that our perspective plan is effectively deployed.

One of the fundamental pillars of our institutional perspective plan is the enhancement of effectiveness of teaching-learning processes. Academic planning, preparation of an academic calendar, and the development of teaching plans aligned with Outcome-Based Education (OBE) principles underscore our commitment to quality education. The teaching-learning based on Course Outcomes (CO) and Program Outcomes (PO) mapping ensures alignment with academic standards and continuous improvement.

Moreover, the emphasis on utilizing teaching aids, adopting Information and Communication Technology (ICT), and developing e-learning resources embrace innovative pedagogical approaches. These initiatives enrich the learning experience catering diverse learning styles, promoting inclusivity and engagement among students.

In terms of leadership and participative management, our institutional perspective plan advocates for a decentralized approach, empowering academic, administrative, and student-related entities to

autonomously execute their responsibilities. This decentralization is complemented by a well-defined reporting structure, prescribed duties, responsibilities, and accountability frameworks, helping decision-making processes. Portfolio assignments and the establishment of functional committees further enhance participative management, fostering collaboration and synergy among stakeholders.

The cornerstone of good governance within our institution lies in the articulation of our vision and mission across all key positions, inclusive governance structures, and robust evaluation mechanisms. Inclusion of industrialists and academicians in the Governing Body (GB) enriches decision-making processes with diverse perspectives and expertise.

Monitoring and implementing Quality Management Systems (QMS), adhering to organizational structures, and fostering leadership development through decentralization further reinforce our commitment to good governance principles. Additionally, the establishment of internal audit committees and transparent performance appraisal systems promote accountability and transparency across all levels of the Institution.

The effective functioning of institutional bodies is further exemplified in student development and participation initiatives. Budget allocation for student development programs, formation of student councils, and participation in extracurricular activities leads to holistic development and engagement among students. Similarly, staff development and welfare policies, recruitment procedures, performance evaluation systems, and training programs underscore our commitment to nurture a conducive work environment leading to professional growth.

Financial management practices, such as framing and implementing purchase and financial policies, department-wise budget planning, and periodic audits, ensuring fiscal responsibility and transparency. Physical infrastructure development, research and innovation, Institute-industry interactions, entrepreneurship development, internal revenue generation, alumni interaction, community services further reflect our holistic approach to institutional development.

The effective deployment of our institutional perspective plan results in the efficient functioning of our institutional bodies across various domains. From policies to operational procedures, our institution is committed to excellence, innovation, and continuous improvement, ensuring that we remain at the forefront of educational excellence and service to society. Through collaborative efforts and steadfast adherence to our strategic roadmap, we are committed to achieve our Vision of becoming a leading institution in engineering education and societal transformation.

| File Description   | Document                      |
|--|-------------------------------|
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

## 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 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 has developed a robust performance appraisal system that encompasses various facets of faculty and staff responsibilities, ensuring accountability, recognition, and continuous improvement. This system plays a pivotal role in evaluating and enhancing the overall effectiveness and efficiency of the workforce.

At the heart of the institution's performance appraisal system is a comprehensive 360-degree feedback mechanism. This feedback system takes input from multiple stakeholders, including peers, superiors, subordinates, and students, providing a holistic view of an individual's performance. Teaching faculty members are required to submit self-appraisals covering academic and administrative tasks, which are then reviewed and endorsed by department heads before being forwarded to the Director. This process encourages self-reflection and accountability among faculty members, development a culture of continuous improvement.

In addition to self-appraisals, student feedback on faculty performance and non-teaching staff support services, rating them on various parameters. This student feedback not only helps in assessing the effectiveness of faculty members but also provides valuable insights into areas for improvement. Moreover, practical sessions are evaluated using a structured questionnaire, ensuring the quality and

adequacy of experimental setups and equipment availability.

The institution recognizes and rewards exemplary performance through various avenues. Department heads select the best teachers based on performance evaluations, who are then honored at an annual gathering with medals and books. This recognition not only acknowledges individual contributions but also serves as a source of motivation and inspiration for others. It fosters a culture of excellence and encourages faculty members to strive for continuous professional development.

Furthermore, the institution demonstrates a strong commitment to the welfare of its teaching and non-teaching staff through a range of welfare measures and benefits. Adhering to AICTE/UGC guidelines, the institute provides all applicable leave and vacation benefits, including compensatory off days and study leave for teachers. Pension benefits, medical coverage, and emergency medical expense coverage are also provided, ensuring the well-being of employees and their families.

Moreover, the institution invests in the career development and progression of its faculty members by sponsoring them for various skill development activities such as Faculty Development Programs (FDPs), conferences, workshops, and seminars. This investment in professional growth not only enhances the competencies of faculty members but also contributes to the overall academic excellence of the institution.

Additionally, the institution offers avenues for financial support through a group insurance scheme for employees and a credit cooperative society to address their emergency financial needs. These welfare initiatives demonstrate the institution's commitment to enhancing the well-being and overall satisfaction of its staff members, thereby creating a conducive work environment for growth and success.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** 7.78

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05      | 04      | 04      | 04      | 11      |

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

### 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:** 10.55

**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17      | 18      | 10      | 17      | 13      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68      | 65      | 66      | 77      | 75      |



| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format                                 | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.               | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers       | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

## 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 institution has a prime strategy of optimum utilization of funds with a meticulous approach to financial management. As a self-funded, unaided institution, the primary income source is derived from student fees, approved by the Fee Regulatory Authority appointed by the State Government. However, the institution also strives for additional revenue streams through funded research projects and consultancy services, showcasing a diversified approach to financial sustainability.

A key aspect of the institution's financial management strategy is the establishment of a clear expense system. This system ensures that funds are allocated efficiently and in line with institutional priorities. Budget creation for each financial year considers various factors such as expected student numbers, fee income, and expenses for staff salaries, maintenance costs, investments in infrastructure and technology, research and development activities, faculty training/sponsorships and library resources. By carefully planning and monitoring expenses, the institution minimizes deviations from the budget, promoting fiscal responsibility and sustainability.

Furthermore, the institution emphasizes the efficient utilization of available funds to maximize their impact. This involves prioritizing the purchase, procuring equipment at optimal costs, maximizing human resource utilization, optimizing administrative expenses, conserving energy and promoting digitization to reduce paper usage and contribute to environment conservation. These resource optimization strategies not only enhance operational efficiency but also contribute to cost savings, allowing the institution to allocate funds towards priority areas such as student support and academic excellence. Cost of Education in Private Institutes is much less than that of Govt. Institutes.

In addition to self-generated revenue, the Institution also receives funds from Government or Non-government organizations for specific projects or initiatives. The College Finance Committee assists in budget creation and monitors monthly expenses and fee collections, ensuring that funds are utilized

effectively and transparently. Regular financial audits, both internal and external, provide further assurance of compliance with financial regulations and best practices.

The institution conducts monthly bank reconciliations to ensure accurate financial records, while quarterly and annual audits are performed by a Chartered Accountant's team appointed by the Governing Council. Any identified flaws or discrepancies highlighted during routine audits are promptly addressed by the Director and accountant, ensuring compliance with recommendations and promoting transparency and accountability within the institution. The digitized account system with online fees collection and online payments supports the transparency strategy.

This diligent approach to financial management reflects the institution's commitment to responsible stewardship of resources and funds. By mobilizing and optimizing resources from various sources and conducting regular financial audits, the Institute ensures transparency, accountability, and fiscal responsibility. Moreover, by prioritizing accessibility and sustainability in education provision, the institution strives to minimize education costs for students from underdeveloped regions, thereby promoting inclusive growth and societal development.

Internal Audit is taken care of by the Accountant and Finance Committee. The budget is prepared at the Institute level as per the actual requirements at the beginning of every financial year, which gets duly approved by the Management. The financial resources are then utilized accordingly. Payments are made through cheque/NEFT/RTGS. Actual expenses are periodically checked and verified with budgeted expenses.

| File Description                        | Document                      |
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| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

For inculcating the quality culture consistently and continuously and establishing appropriate ways and means to monitor the quality, IQAC was formed as per the guidelines of NAAC on 1/11/2016. The committee identifies the quality issues related to Institutional functioning and strives for improvement.

Conduction of classes, practicals, all exams were **online** during pandemic situation. Thereafter, there was smooth conduction of academic schedule offline as per academic calendar. IQAC meetings are

conducted twice a year. Internal Academic and Administrative Audit is conducted once in year by internal committee appointed by the Director of the Institute, External Audit is conducted by University. AQAR is prepared yearly and submitted to NAAC authorities. Each department has Department Advisory Board (DAB) and Program Assessment Committee (PAC) for bringing in the improvements in the teaching learning process.

With the following strategies adopted by IQAC, some of the corresponding Incremental Improvements observed in the Institute are listed below:

**1. Effective implementation of OBE:** To enhance the teaching learning process, IQAC monitors CO-PO-PSO mapping and attainment and suggests appropriate measures to improve upon.

**2. Employability Enhancement of the Students:** To enhance employability, courses on soft-skills and technical-skills, python, JAVA, 3D-modeling and printing etc. are conducted. Institute has MOU with Infosys Springboard, Janatics India Pvt. Ltd., Indo-German Tool Room (IGTR), for training and skill development.

**3. Entrepreneurship Development:** Incubation & Innovation centre in the Institute fosters innovation, research and entrepreneurial activities in technology-based areas. It provides a platform for start-ups. Two Student teams have received funding of Rs. One Lac each from State Government to implement their Innovative Ideas.

**4. Virtual lab Nodal center:** In addition to offline practicals, our Institute has continued as Nodal Center (NC:200) for conducting online practicals on VLAB in collaboration with IIT Bombay. User score for virtual lab is more than 8000.

**5. Spoken Tutorials of IIT Bombay:** Our Institute has active local chapter for Spoken Tutorial of IIT Bombay since 2019. Around 1000 students have completed various courses. Our Institute has been awarded as “Active Center” and SPOC has also been awarded with “Active SPOC” title.

**6. Enhancement of e-learning resource utilization:** SWAYAM/NPTEL Courses: Till date, 643 students have successfully completed the courses and availed credit transfers.

**7. Faculty Development Program (FDP):** The Institute sponsors the faculty members to attend the FDP to enhance their professional and technical skills. Faculty attended the FDP organized by IIT Bombay through our remote center. They also regularly attend FDP organized by other institutes.

**8. Participative Decision Making :** Involving faculty members in the decision-making process, gives each employee the opportunity to voice their opinions, and to share their knowledge with others. It encourages a strong sense of teamwork.

**9. Surveillance System:** In the first IQAC meeting it was decided to upgrade the existing surveillance system. Accordingly improved Camera with high resolution and Night Vision were installed and surveillance system was upgraded.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** B. Any 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions                             | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website                               | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)          | <a href="#">View Document</a> |

## 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:**

In the last five years, our institution actively promoted gender equity through Gender Audit initiatives, fostering an inclusive campus environment.

- **Institute Leadership:** Our Institution proudly boasts a female Director, serving as a testament to our commitment to gender diversity in leadership positions. This representation not only inspires female students but also reinforces the value of gender equity within our administrative framework. With 50% of departmental heads being women, we actively strive to achieve gender parity in leadership roles. Recognizing the challenges of balancing career and family responsibilities, we support initiatives that facilitate the professional growth of women, including flexible work arrangements for nursing mothers.
- **Student Council Representation:** The selection process for our Student Council members is based solely on merit, ensuring that eligible female candidates are equally represented. This approach fosters gender balance and provides women with opportunities for leadership and participation in decision-making processes.
- **Gender Ratio:** The rising enrolment of female students surpassing male counterparts underscores our dedication to equitable educational opportunities and academic progress for all. This trend reflects our steadfast commitment to fostering gender equality within our Institution.
- **Sports and Co-curricular Activities:** We promote gender equality in sports by organizing equal matches for females, empowering their athletic prowess. In technical events such as the Smart India Hackathon, Pragma, Visio-Tech, and conferences, both genders exhibit their talents equally. Female students are actively encouraged to participate in the NCC Parade, fostering leadership skills and camaraderie among all participants. To reinforce gender equality, our Institution appoints one male and one female sport secretary to oversee sports activities. Our Institution celebrates the achievements of male and female students with the Mr. and Miss MGM titles, awarded annually at social gatherings. One male and one female student receive these prestigious honours. Every year, one female and one male student are chosen for the prestigious "Jewel in the Crown" award, in recognition of their exceptional achievements and contributions to the Institution.
- **Facility Provision:** We prioritize resources for washroom amenities to cater to female students. This includes increased availability of washroom facilities based on research indicating longer average restroom utilization time for girls. As highlighted by a British architect's observation that the average time spent by girls in the washroom exceeds that of boys, we recognize the importance of addressing this need. Therefore, our Institution has taken proactive steps to ensure that female students have sufficient access to washroom facilities, thereby promoting their

comfort and well-being on campus.

- **Support for Working Mothers:** We acknowledge the significance of aiding working mothers and have established measures like flexible work schedules to assist with breastfeeding and childcare duties, ensuring a supportive and accommodating environment for balancing work and family responsibilities.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** A. 4 or All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy document on the green campus/plastic free campus.                           | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                   | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)        | <a href="#">View Document</a> |

### 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:** C. Any 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

#### 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:**

Our Institution is dedicated to fostering an inclusive environment characterized by tolerance, harmony, and respect for diversity across various dimensions. We prioritize initiatives that promote inclusivity in cultural, linguistic, and socioeconomic aspects, ensuring equal opportunities for all members of our community.

- **Cultural Inclusivity:** Our Institution embraces cultural diversity by organizing festivals like "Mrudgandh," where students exhibit their cultural heritage through folk arts. For instance, a student from Maharashtra may showcase the vibrant folk dance of Haryana, while another student from Punjab might fascinate the audience with a traditional "Powada" from Maharashtra. These events cultivate appreciation and understanding among students from different regions, fostering cultural harmony and unity. Through showcasing diverse traditions and customs, students learn to respect and celebrate the richness of various cultures, contributing to a more inclusive and harmonious campus environment.
- **Language Diversity and Unity:** Valuing language diversity, we ensure equal access to educational opportunities for all students. Our annual social gatherings serve as opportunities for students from different states to present their festivals and cultures, contributing to the promotion of national harmony and unity through linguistic diversity. Additionally, many alumni from diverse linguistic backgrounds attend these gatherings, further enriching the cultural exchange. In a special event titled "Hum nahi Sudhenge," alumni participate in a unique drama performed in Hyderabad Urdu language style, showcasing the blend of languages and traditions that define our institution's inclusive culture.
- **Socioeconomic Inclusivity:** Efforts are made to encourage socioeconomic inclusivity through scholarships, financial aid programs, and internship opportunities for economically disadvantaged students. This commitment ensures equal access and opportunities for all, irrespective of economic backgrounds, promoting a level playing field for every student.
- **Uniform Policy for Socioeconomic Diversity:** To reflect the socioeconomic diversity of our

student body, we have implemented a compulsory uniform policy. This policy ensures inclusivity and equal treatment for all students, regardless of their financial circumstances, fostering a sense of unity and belonging among students. To uphold this policy, every faculty member, including the Director, ensures that all students adhere to the uniform display guidelines. This collective effort reinforces the importance of uniformity and equality within our academic community, promoting a cohesive and inclusive learning environment.

- **Curricular Content and Awareness:** Our curriculum includes subjects such as the Constitution of India, Business and Human Rights (BHR), and Universal Human Values. These subjects promote awareness and understanding of gender-related issues and human rights principles, enhancing our efforts towards inclusivity and social responsibility. By educating students on these topics, we aim to instil values of equality, justice, and respect for human dignity, preparing them to contribute positively to society. Through these initiatives, we are committed to creating an inclusive environment where every individual feels valued, respected, and empowered to thrive.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

#### **1. Participatory Decision-Making for Organizational Excellence:**

Participatory decision-making stands as a cornerstone for organizational success, fostering inclusivity, innovation, and collective ownership. In our institution, this ethos is not merely a philosophy but a lived reality, manifesting through a robust framework of participative structures and empowered faculties. Herewith, we are highlighting our Institutional best practices:

In our Institution, decision-making transcends hierarchical boundaries, embracing inputs from every echelon of the organizational hierarchy. The Institutional Head leads by example, recognizing that effective decision-making is not the prerogative of a select few but a collaborative attempt. Through inclusive practices, we harness the diverse expertise and perspectives within our Institution, thus enriching the decision-making process.

At the core of our participatory model are various functional cells, each entrusted with specific responsibilities and empowered to make decisions autonomously within their domain. These cells including the Admission Cell, College Development Committee, Academic Cell, Internal and External



Examination Cell, Training & Placement Cell, Institutions Innovation Cell (IIC), SWAYAM and NPTEL Cell, along with Students Council Committee, Anti Ragging Committee, Grievance Redressal Committee, Internal Complaints Committee (ICC), SC/ST Cell, NSS Cell, Library Committee, Purchase & Disposal Committee ensuring efficient operation across diverse facets of Institutional functioning. Because of this instead of working under supervisory control and instructions everyone enjoys working with peer pressure resulting into a healthier environment.

Our Institution advocates for a culture of autonomy and responsibility among faculty members, empowering them to drive all kind of changes at the operational level. Faculty members are encouraged to voice their needs and ideas, whether for academic resources, equipment procurement or to be part of research related events and organizing other extra-curricular and co-curricular events for the institute. This decentralized approach not only accelerates decision-making but also foster a culture of ownership and initiative.

Our Institution prioritizes the professional development of faculty members, recognizing their pivotal role in shaping the academic landscape. Through generous funding and support, faculty members pursuing higher studies are equipped with the resources to attend National and International conferences, enriching their scholarly pursuits and nurturing a culture of continuous learning.

Our dedication to academic excellence is the seamless integration of faculty-driven initiatives into the Institutional culture. The establishment of state-of-the-art research laboratories, equipped with cutting-edge technology such as CNC Lathe, CNC Milling Centre, CMM, Robotic Arm, 3D printer, PCB Machine, IBM Blade Servers, exemplifies our dedication to nurturing a favourable environment for research and innovation.

Our participatory decision-making model extends beyond routine operations to embrace not only strategic planning and policy formulation but also it makes us work as a cohesive group with team spirit. All the stakeholders are involved right from curriculum development, inclusion of skill development initiatives & general development of departments.

Mentor-Mentee assignment leads to good networking amongst Faculty & Students enhancing involvement of every individual faculty in the progress of their students.

By soliciting inputs from all stakeholders, including faculty, staff, students, alumni, industry experts and administrative personnel, we ensure that decisions are informed, inclusive, and aligned with the Institutional Vision-Mission and values.

## **2. One Faculty, One Alumni : Alumni Engagement for Student Success**

At our institution, we have implemented a groundbreaking initiative called "One Faculty, One Alumni," which exemplifies our dedication to leveraging alumni connections to enhance student opportunities and experiences. This initiative embodies our commitment to fostering meaningful relationships between faculty members and individual alumni, resulting in tangible benefits for our student body.

"One Faculty, One Alumni" is designed to facilitate personalized partnerships between faculty members and alumni, creating a network of support and opportunity for our students. Through this initiative, faculty members are paired with alumni who have expertise relevant to their academic disciplines and career interests.

Our alumni engagement activities include a wide range of initiatives aimed at enriching student learning and professional development. For example, alumni have facilitated field training opportunities, conducted workshops on relevant topics such as sustainable development, and provided valuable insights into industry trends and practices. Through collaborations with alumni, we have been able to offer diverse internship opportunities for our students. These internships provide hands-on experience in real-world settings, helping Students Bridge the gap between theory and practice and enhancing their employability upon graduation.

In addition to internships, alumni have played a crucial role in organizing skill enhancement programs for our students. These programs cover a variety of topics, including technical skills, communication skills, and professional development, ensuring that our students are well-prepared for the demands of the workforce.

One of the flagship initiatives under "One Faculty, One Alumni" is the execution of industry-aligned programs. Through partnerships with companies like Infosys, our students have the opportunity to gain valuable certifications in areas such as programming, data structures, and database management, enhancing their credentials and increasing their chances of securing employment.

The impact of "One Faculty, One Alumni" has been profound, with numerous success stories highlighting the benefits of alumni engagement for student success. Students participating in this initiative have reported increased confidence, improved skills, and enhanced job prospects, demonstrating the tangible impact of alumni involvement on their academic and professional trajectories.

Going slightly beyond, we have established the Alumni Interaction as a Mentor (AIM) initiative undertaken by our Institute. In this initiative 5-6 students are assigned to one alumni of their Department for mentoring them about their Career, Academics, Technical projects, Employment and Higher education. Interaction is established between 5-6 students of SY, TY and Final year to concerned alumni through E-mail and they seek career guidance over the mail or through personal chats or through video meetings.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |

### 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:**

### 360-Degree Development of Students

Our Institutional culture lies in the belief in nurturing holistic development of the students bringing out the best existing within every individual. We recognize that academic excellence alone is not sufficient; hence, our approach encompasses a 360-degree development model that addresses various dimensions of a student's growth.

#### **Academic Development:**

Academic excellence is of the prime importance, so our commitment is to a rigorous implementation of curriculum with engaging teaching methods and innovative learning resources. With a well planned academic calendar, regular schedule is executed. To complement the regular learning, additional lectures, seminars and value added courses are the part of teaching learning process. We also provide access to e-learning materials such as Infosys Springboard, SWAYAM NPTEL and Virtual labs, supplementing traditional classroom instruction.

Through dynamic classroom experiences, interactive discussions, and hands-on learning opportunities, we equip students with the skills and knowledge needed to excel academically. Our faculty members are dedicated mentors helping students to reach their full potential.

With a robust feedback mechanism conducted twice a year, we collect and act upon student input to continually enhance our teaching and learning processes and the services on practice.

**Skill Development:** Recognizing the fundamental importance of equipping students with practical skills and nurturing their inherent talents, our teaching learning process is meticulously crafted to integrate skill development modules tailored to industry needs. Our Institution offers aptitude enhancement programs aimed at helping students to become successful professionals.

As soft skills play a central role in career advancement, Institution places significant emphasis on cultivating essential interpersonal skills such as communication, teamwork, and leadership. Through a variety of engaging platforms including workshops, seminars, and practical exercises, students are provided with ample opportunities to enhance their soft skills.

To facilitate for successful career outcomes for our students, we have a comprehensive training and placement program. This initiative focuses on enhancing employability skills and securing placements in reputable organizations. We subsidize 30% of the placement training fees for every student.

To encourage students for being self employed and become the entrepreneur, we have recently added Innovation and Incubation Centre to our Institution.

**Intellectual Development:** Through various initiatives aimed at bridging the gap between theoretical knowledge and practical applications, collaboration with industries such as Infosys, TCS, Intel, and others is done to offer invaluable opportunities to students. These partnerships facilitate internships, guest lectures, and industry sponsored projects, providing students with firsthand exposure to industry operations and challenges.

Frequent industrial visits to renowned companies across various sectors are organized providing the students, with firsthand insights into industry operations, processes, and best practices. Industrial visits also offer opportunities for networking and mentorship.

Our Institution offers a wide array of e-learning resources to enrich the learning experience. Through platforms such as Infosys Springboard, Intel Unnati Lab, e –Yantra Lab and Virtual Lab, students gain access to supplementary materials that complement traditional classroom instruction. These resources are carefully designed to empower students to explore course content at their own pace and convenience, facilitating a more personalized and flexible approach to learning.

**Physical Development:** A sound mind needs sound body for efficient performance. So the physical health is paid attention, annual check-up camps are organized. Regular sports matches are a special feature of our physical development program. Organized within the college, these matches serve as platforms for students to showcase their athletic prowess, camaraderie, and sportsmanship. To ensure the smooth conduction of events, dedicated sports secretaries, one male and one female, are selected.

Furthermore, recognizing the importance of skilled guidance in sports, we provide access to specialized coaches, offering expert training and mentorship to students, helping them refine their techniques and achieve their athletic goals. With proper guidance, students are empowered to unlock their full potential and excel in their chosen sports.

Our Institution has an expansive playground equipped to support various sports and recreational activities, from football and cricket to basketball, providing the space for students to engage in their favourite sports.

**Emotional Well-being Initiatives:** In addition to physical health, we prioritize the emotional well-being of our students. Counselling services, one to one mentoring, mindfulness workshops, and stress management programs are offered to support students' mental health and resilience,

**Cultural Development:** Cultural development at our Institution flourishes through rich trends of events such as the annual social gathering JHANKAAR, the vibrant Freshers' welcome AROHAN, Send-off UDAAN and the alumni reunion AGMAN. These gatherings serve as platforms for students, alumni, and faculty to celebrate diversity and forge lasting connections. Through participation in the cultural clubs and activities, students cultivate creativity, collaboration, communication skills, and organizing skills enhancing their overall learning experience and personal growth.

#### **Sensitization towards social issues:**

Sensitization towards social issues is a core aspect of our Institution's culture, manifesting through various impactful initiatives:

Our students engage in visits to orphanages and old age homes, where they interact with children and provide support. These visits promote understanding and compassion while raising awareness about the needs of vulnerable populations.

Institution actively participates in the Unnat Bharat Abhiyan, a national initiative aimed at rural development. Through community engagement and sustainable projects, students contribute to improve the rural living, addressing issues such as education, healthcare, and environment.

We extend financial assistance to students facing medical emergencies. During natural disasters or crises, our Institution provides both financial aid and moral support to affected communities. Whether through fundraising initiatives, relief efforts, or volunteer work, students actively contribute to rebuilding and supporting affected areas.

**Sensitization towards environmental challenges:**

Through various initiatives and programs, our Institution aims to raise awareness about pressing environmental issues and inspire actions towards conservation of nature and understanding our responsibility.

We organize regular awareness campaigns to educate students, faculty, and the wider community about environmental challenges, such as climate change, pollution, deforestation, and biodiversity loss. With workshops, seminars, eco-friendly initiatives, and educational materials designed to inform and help individuals to make environmentally conscious choices.

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

#### Additional Information :

Institute taking efforts to strengthen the quality of education by

1. Institute-Industry Collaboration
2. Start up through student innovation clubs
3. ICT enabled facility and modern pedagogy
4. Skill enhancement training through SWAYAM-NPTEL courses, Infosys Springboards and skill development training conducted through Training and Placement Cell.
5. Institute sponsors faculty members to attend the Faculty Development Program for enhancing their professional and technical skills.
6. Involvement of stakeholder in academic activities
7. Feedback mechanism to monitor quality
8. Staff welfare policies
9. Counselling and mentoring of students for overall wellbeing.

### Concluding Remarks :

#### Concluding Remarks:

MGM's College of Engineering, Nanded is functioning since 1984. Over a period of time we have proven systems to take care of curricular aspects with qualified and experienced faculty holding decision making positions in the University.

We work for continuous improvement. An effective teaching learning is evolved taking care of planning, implementation and feedback mechanisms, giving scope for individual's creativity. Institute takes efforts to enhance student skills to cope up with changing environment and expectations of corporate world.

Research culture is encouraged through sponsorships for higher education, attending conferences and organizing faculty development programs. Attempts to get the research grants from funding agencies are encouraged.

Development of library as learning resource is paid special attention. We have surpassed even the desirable norms of AICTE, in terms of number of books and titles.

Our functioning is student centric. Students are given support through various committees like Placement Cell, Grievance redressal Cell etc. A well structured, organized guidance and counseling system is in place. The teaching-learning process is reinforced through industry oriented value added courses.

The Governance of the Institution is transparent and participative. Delegation of authority at appropriate levels is taken care of. e-Governance is taken up on a growing scale as a strategy.

Optimum utilization of financial and other resources is planned and implemented. Formation of Internal Quality Assurance Cell (IQAC) has led to structured monitoring of the operational quality of Institutional functioning. The college is working towards preparedness for the implementation of NEP(National Education

Policy).

The Institute tries to inculcate values and ethics amongst students by organizing programmes like celebration of national festivals, important days and ecofriendly practices to conserve energy and keep environment green and clean. Honesty, Transparency, Continuous improvement and inculcation of human values are attributes of the best practices followed in our Institute. We are committed for 'Bringing out the Best' in our students.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|------|------|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :14</p> <p>Remark : As per clarification received from HEI, and excluding courses which are part of the regular university curriculum, thus DVV input is recommended.</p>   |         |         |         |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
| 1.2.2     | <p><b>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</b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>897</td> <td>957</td> <td>1132</td> <td>1109</td> <td>311</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>448</td> <td>217</td> <td>320</td> <td>120</td> <td>761</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id. 1.2.1, thus DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 897 | 957 | 1132 | 1109 | 311 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 448 | 217 | 320 | 120 | 761 |
| 2022-23   | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
| 897       | 957  | 1132    | 1109    | 311     |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
| 2022-23   | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
| 448       | 217  | 320     | 120     | 761     |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
| 1.4.1     | <p><b>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</b></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>  |         |         |         |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.1     | <p><b>Enrolment percentage</b></p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p>  |         |         |         |         |         |     |     |      |      |     |         |         |         |         |         |     |     |     |     |     |



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 282     | 263     | 232     | 237     | 295     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 282     | 263     | 232     | 237     | 295     |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 360     | 360     | 360     | 360     | 420     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 408     | 408     | 411     | 414     | 441     |

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 139     | 119     | 121     | 116     | 128     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 85      | 109     | 55      | 65      | 84      |

**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:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 144     | 144     | 144     | 144     | 158     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 204     | 204     | 205     | 207     | 220     |

Remark : As per clarification received from HEI, and values for the metric id. 2.1.2.2 should be in ratio of the data for the metric id. 2.1.1.2, according to the state reservation policy, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 90      | 90      | 90      | 90      | 121     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 92      | 70      | 72      | 68      | 88      |

Remark : As per clarification received from HEI, supporting documents for this metric are not provided, thus number of the full time teachers as provided values for the extended id. 2.2 be considered, thus DVV input is recommended.

#### 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)

##### 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)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 6.40    | 6.40    | 1.40    | 3.20    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 15.00   | 0       | 0       |

Remark : As per clarification received from HEI, and only grants for research projects / endowments in the institution to be considered, thus DVV input is recommended.

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

##### 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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 20      | 09      | 07      | 23      | 19      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 17      | 08      | 08      | 23      | 19      |

Remark : As per clarification received from HEI, and academic year to be considered, thus DVV input is recommended.

**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:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 10      | 17      | 22      | 10      | 9       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 14      | 12      | 05      | 05      | 08      |

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 5       | 15      | 8       | 2       | 8       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 12      | 08      | 05      | 05      | 05      |

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV

input is recommended.

**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.*

**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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 5       | 5       | 5       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 02      | 03      | 00      | 00      |

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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 :09

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|---------|---------|---------|---------|
| 21.07546 | 20.0472 | 7.657   | 50.86   | 161.76  |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20.49   | 19.64   | 07.46   | 49.54   | 160.55  |

Remark : As per clarification received from HEI, thus DVV input is recommended.

**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 : 712

Answer after DVV Verification: 702

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 217.547 | 189.147 | 249.723 | 257.727 | 362.267 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31.65   | 8.65    | 1.61    | 49.49   | 157.05  |

Remark : As per clarification received from HEI, and expenditure incurred on maintenance of physical facilities and academic support facilities only to be considered, thus DVV input is recommended.

**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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

**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**

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. 3 of the above  
 Remark : As per clarification received from HEI, thus DVV input is recommended.

**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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 126     | 200     | 152     | 118     | 139     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 126     | 200     | 152     | 118     | 139     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 402     | 447     | 399     | 465     | 514     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 378     | 443     | 375     | 331     | 366     |

Remark : As per clarification received from HEI, and values for the metric id 5.2.1.2 should be equal to the data 2.6.3.1, thus DVV input is recommended.

**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**

**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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 3       | 1       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|   |   |   |   |   |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 1 |
|---|---|---|---|---|

Remark : As per clarification received from HEI, and excluding participation certificates, thus DVV input is recommended.

**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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 202     | 0       | 0       | 947     | 1354    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 02      | 01      |

Remark : As per clarification received from HEI, and number of the sports and cultural programs conducted to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20      | 13      | 6       | 20      | 27      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05      | 04      | 04      | 04      | 11      |

Remark : As per clarification received from HEI, and according to maunual financial support of less than 5000 rs per faculty per year should not be considered, thus DVV input is recommended.

**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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 19      | 16      | 45      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17      | 18      | 10      | 17      | 13      |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68      | 65      | 66      | 77      | 75      |

Remark : As per clarification received from HEI, thus DVV input is recommended.

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per clarification received from HEI,DVV input is recommended.

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**



Answer before DVV Verification : B. Any 3 of the above  
 Answer After DVV Verification: C. Any 2 of the above  
 Remark : As per clarification received from HEI, thus DVV input is recommended.

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
|---------|---|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
| 1.1     | <p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1535</td> <td>1580</td> <td>1546</td> <td>1542</td> <td>1770</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1523</td> <td>1555</td> <td>1527</td> <td>1441</td> <td>1550</td> </tr> </tbody> </table>  | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1535   | 1580   | 1546   | 1542   | 1770   | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1523   | 1555   | 1527   | 1441   | 1550   |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 1535    | 1580  | 1546    | 1542    | 1770    |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 1523    | 1555  | 1527    | 1441    | 1550    |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 2.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 98<br/>           Answer after DVV Verification : 96</p>   |         |         |         |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 2.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>74</td> <td>72</td> <td>69</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>69</td> <td>69</td> <td>65</td> <td>88</td> </tr> </tbody> </table>   | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 80     | 74     | 72     | 69     | 87     | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 69     | 69     | 69     | 65     | 88     |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 80      | 74  | 72      | 69      | 87      |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 69      | 69  | 69      | 65      | 88      |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 3.1     | <p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>282.27</td> <td>232.30</td> <td>274.61</td> <td>347.06</td> <td>554.90</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>281.69</td> <td>321.90</td> <td>274.42</td> <td>345.74</td> <td>552.15</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 282.27 | 232.30 | 274.61 | 347.06 | 554.90 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 281.69 | 321.90 | 274.42 | 345.74 | 552.15 |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 282.27  | 232.30  | 274.61  | 347.06  | 554.90  |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |
| 281.69  | 321.90  | 274.42  | 345.74  | 552.15  |         |         |        |        |        |        |        |         |         |         |         |         |        |        |        |        |        |