



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BABASAHEB NAIK COLLEGE OF ENGINEERING

KARLA ROAD KAKAD DATI TQ. PUSAD DIST. YAVATMAL
445215

www.bncoepusad.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Janata Shikshan Prasarak Mandal(JSPM)'s Babasaheb Naik College of Engineering (BNCOE), Pusad is a pioneer institute in the category of self financed colleges in Maharashtra state. The institute is assiduously pursuing the goal of improving the quality of technical education as envisaged in its vision and mission statements.

The college has accomplished several benchmarks like an A grade college, twice NBA accredited, Latest ISO certification, National awards for engineering design, UGC/AICTE grants worth greater than Rs 50 Lakhs,etc. Many students have been placed in University Merit List since inception. The college not only has impressive infrastructure, it also hosts a sophisticated academic life and equally cheerful social life in the campus. In spite of being situated in remote and backward area, the placement scenario at our campus is also very encouraging.

Our highly qualified and proficient faculty strives to inculcate the intricacies of engineering, soft skills and professional ethics among students thereby contributing excellent technical manpower to our Nation & abroad. Our alumni have a global presence and they have been acclaimed by the recruiters' world over.

Vision

To become the preferred provider of quality, state of the art, technical education that satisfies nation's requirement of excellent technical man power.

Mission

To improve continually our teaching learning process, enhance research activities to meet needs of students, industries and society and to emerge as a leading technological center.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Various UG Engineering Courses Civil, Mech., Electronics & Tele Communication, and Computer Sc. & Engg. Accredited Two times by NBA.
2. Received UGC recognition for 2(f), 12(B).
3. "A" Grade rating by Govt. of Maharashtra.
4. Permanent affiliation by Sant Gadge Baba Amravti University (SGBAU) Amravati, Maharashtra.
5. Recognized Research Center in Civil , Electronics & Telecom., Computer Science & Engg. & Mechanical Engineering recognized by Sant Gadge Baba Amravati university.

6. Well qualified and dedicated faculty with 19 Ph.Ds. and 15 more are pursuing.
7. Consistently good results with large number of university rankers
8. Strong placement with the distinction of “Only Institute in the region where major companies like Cognizant, Bosch, Tech Mahindra, Triveni Turbines recruited our students.
9. Strong community engagement activities through a vibrant N.S.S. unit with 200 members (highest number of students in engineering colleges affiliated) having won awards and accolades at the state level .
10. Adequate infrastructure for curriculum, co-curricular and extracurricular activities which include Sports/Professional bodies/clubs.
11. Enriched, Resourceful and Digitalized Library with adequate books, journals & e-learning resources.
12. Availability of well equipped Auditorium with Capacity of 800 persons.
13. Residential (for 350 Girls and 986 Boys) premises.
14. Democratic participative governance with representation of students, staff & faculty at various levels with strong work ethics, commitments to quality, positive morale and willingness to recognize weakness and make improvements.
15. Faculty involvement in BOS, curriculum design, development and Implementation of affiliating University.
16. Good number of publications in National & International Journals & Conferences and patents.

Institutional Weakness

1. Geographical disadvantage as Institute is located in industrially backward and rural region.
2. Students from rural background weaker in communication skills.
3. Comparatively lesser inclination of students towards higher studies after graduation.
4. Less industry institute interaction and Low industrial consultancy in the branches other than Civil Engineering.
5. Low placement in core companies.
6. Inadequate Research resources and funding for research scholars.
7. Rigidity of academic structure & curriculum.

Institutional Opportunity

1. Scope for exploring worldwide alumni base involvement in academic & placement activities
2. Getting academic autonomy for increasing employability skills to cater to the demand for qualified engineers in view of ‘Make in India’ drive.
3. Obtaining research and other funding because of status of 2(f), 12(B) affiliation of UGC.
4. Producing more number of Ph.Ds from the Institute.
5. Rapidly growing Indian Economy.
6. Scope for consultancy in Rural development.
7. Scope for Community Services.
8. Scope for Entrepreneurship Development.
9. Unnat Bharat / Unnat Maharashtra.

Institutional Challenge

1. To enhance the employability of the students
2. To sustain fluctuations in varying industry demands for engineering graduates.
3. Increased trend in migration of student population to big cities.
4. To improve industrial consultancy and funded research projects.
5. To incline the students towards entrepreneurship rather than jobs.
6. Improving consultancy.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute is being affiliated to Sant Gadge Baba University, Amravati, follows the curriculum designed and developed by university. Considering the requirement of industries in global scenario teachers practice different techniques to achieve the set outcomes for each course and overall attainment for each programs. Faculties are encouraged to participate in Faculty Development programs organized by the various Bodies and Institutions to enhance their knowledge.

To minimize the gap between Industry and Institute and to give insight to students about actual functioning in industry students are given platform to work and interact with industry through Internship, Industrial visits and field projects. Students are facilitated with different add on training programs and certificate courses in institute to make them updated with current industry scenario. Value added courses for students are added and delivered by academicians and industry experts.

To develop the skills of the students to gain success in the global competitive world various skill development programs, short term courses, expert lectures and workshops are conducted in the institute. As per University curriculum advanced and enriched courses are offered as Electives in UG and PG Programs

The faculty members of the institute are included in various bodies of the University such as Board of Studies and participate in workshops / seminars on curriculum development and modification in the syllabi. For the upgradation of syllabi feedbacks obtained from various stakeholders are analyzed and the concerned HODs convey the proposed upgradations to the Board of studies through the Principal and representative members.

Teaching-learning and Evaluation

The institution has highly experienced and qualified faculty. Intensive efforts are undertaken to serve students of different back grounds and abilities, through effective teaching-learning processes. The emphasis of Teaching-Learning is on nurturing global competencies and inculcating value system among students. The institution follows the academic calendar which includes details like commencement and end of session, expected schedule of University External Examinations, dates of internal tests, display of attendance and internal marks, co-curricular and extracurricular activities, etc. A mechanism has been devised to assess the learning levels of the students on the basis of first internal test, English knowledge test and interaction. Special programs are organized separately for slow and advanced learners. Student centric methods used to enhance the students learning experience include tutorial for mathematical subjects, seminars and projects on current technological scenario, in plant training, extra and co-curricular activities, etc. In addition to traditional method of teaching, the faculty members adopt innovative methods of teaching such as model based learning, explanation of the concept through simulation, power point presentation, e-resources, etc. The institution has

well-defined mechanism for redressal of grievances with reference to internal evaluation including feedback. The institution has mentor-mentee scheme for providing personal attention and counselling. Redressal mechanism of external examination evaluation is defined by the University. Each program offered by the institution has clearly stated learning outcomes in terms of program outcomes, program specific outcomes, and course outcomes. Attainment of program outcomes, program specific outcomes and course outcomes are evaluated using direct and indirect methods.

Research, Innovations and Extension

We have believed that research and education go hand in hand. The research grants have increased steadily in R&D activity and the total external funding has crossed Rs. 50 lakhs, in the last five years, one major and two Minor research projects were taken up with a funding of Rs. 8.59 lakhs and Rs. 4.6 lakhs, respectively, resulting in 57 and 211 papers being published in National conferences/International conferences and International Journals, respectively. Further, 6 patents have been accepted. 43 MoUs were active in the last five years. 19 Faculty members have completed PhD in the last five years and 15 faculty members are pursuing Ph.D. Nine senior faculty members are presently guiding 15 Ph.D students. To reorient faculty for advanced knowledge, 41 workshops/Seminars/Training Programs were conducted. The students are empowered with creativity and innovation through exposure to various activities like Seminar, Workshop, Internships, and Conferences etc being organized through various student bodies. 25 awards were received from recognised bodies for extension activities. Many Faculty members also serve as reviewers for various reputed Journals and Conferences. NSS unit of BNCE, with a strength of 200 students, is a force to reckon with a vision of providing engineering solutions to masses rather than mere social work. For each of the student chapter, dedicated faculty coordinators along with students organize various educational, cultural and social programmes. These activities have brought fruitful engagement among the faculty, staff and students by improving the relationship of student, faculty and society.

Infrastructure and Learning Resources

The institute has sufficient infrastructure and space to accommodate all academic, administrative, co-curricular, extracurricular activities and amenities to support quality education and learning.

Each department of the institute has well furnished and sufficient number of classrooms, seminar halls with ICT facilities, well equipped laboratories, tutorial rooms and workshops. Computers have internet, Wi-Fi and LAN facilities. The institute has a high class language laboratory, a grand auditorium, staff quarters, hostel facility for boys and girls, cafeteria and RO water plant. There is a separate sports department with state-of-the-art facilities like 16 station Multigym, power gym, facilities for indoor and outdoor games and a Yoga centre. The central Library of the institute is automated through Integrated Library Management System Software (LIBSYS), a sufficient number of books, e-books, e-journals and data base is safely hosted in adequate space. The campus is fully networked with optical fiber cable connectivity having a Band width of 75 MBPS (lease line) internet connection. 822 computer and laptops are available as a computing facility where as 400 computer are connected with Wi-Fi and LAN. Campus has 11 KV Substation connected with express feeder with two transformers and a standby Diesel Generator. Institute has established a system with well devised procedures for maintaining and utilizing physical, academic, and support facilities.

Student Support and Progression

All efforts of the institute are directed towards 'student centric' activities such as curricular, co-curricular, extra-curricular, and their endeavors & progression in careers.

The institute promotes active participation of students through various student chapters, for social, cultural (Annual social gathering, Music club/orchestra, Dance, Youth festival SPIC-MACAY etc.), games & sports activities. In this context there is a regular interaction of students with Principal, Dean-Students affairs, Director Phy. Education, NSS Officer, HODs and faculty by encouraging them with flexibility in academic activities.

The institute has vibrant Training and Placement cell that caters to the service of students in career guidance & counseling, soft skill development, entrepreneurial skills & personality development to enhance their employability and invites companies for campus placements.

The Institute addresses and extends support for student grievances regarding university examinations, bank loans, various types of scholarships etc. and also helps socio-economically weak & meritorious students by offering scholarships in tuition fees & hostel accommodation.

Personal counseling cell addresses emotional, anxiety and other such issues of freshers and other such students. Competitive examinations guidance cell has developed e-resources and study material that is referred by the students fruitfully and crack competitive exams.

Worldwide Alumni base attached to their alma mater by extending their support for its development.

Gender sensitive issues are addressed through Women Grievance redressal committee and anti ragging committee for freshers. As such our institute continuously strives to extend all support to the students to progress in their profession and explore their potential.

Governance, Leadership and Management

Institute's governance is decentralized with various bodies, committees, councils, cells, departments covering all the stakeholders' representation in the teams with team spirit to achieve its Vision and mission. All the teams oversees all academic matters based on inputs received from all stakeholders and Implementation of the resolutions to the letters and spirit as per the plan enumerated by the committees not only to achieve the vision and mission and goals of the institute but also in building the organizational culture and serving the society.

The institute conducts internal and external financial audits with approved chartered accounts regularly and display on the college website regularly. Funds/grants received from various sources are well maintained & audited with clear policy of Mobilization of funds and Resources optimal utilization

The professional acumen of top management has resulted in unique synergy between Management, Principal, Deans, HoDs and faculty for continual improvement in quality policy with perspective/Strategic plan as envisaged and monitored through the Quality Management Systems such as ISO 9001:2008, and IQAC with e-governance in areas planning and development, Administration, Finance & Account, Student Admission & support Examination.

The institution has effective welfare measures for teaching staff, supporting staff and students with Grievance

Redressal Mechanism. The Institution has Performance Appraisal System for teaching and non-teaching staff with faculty's self appraisal and students' feedback about faculty as components for appraisal.

Recently Established IQAC: Aims to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance with the defined functions and strategies.

Institutional Values and Best Practices

Institution has conceptualized its role for gender sensitization, knowledge sharing and women empowerment. An established cell opens up a genuine dialogue among scholars, activists, faculty, staff and students through talks, discussions, counselling and consultation on a routine basis.

Institute is environment cautious and effectively contributes to energy conservation, optimum utilization of resources in its lush green campus. A special camp for fitting "Jaipur foot" to Divyangjans is arranged every year other than facilities available on campus.

Institution is sensitive towards its locale .We are Technical service providers for "Jalswarajya project", aquifer management and grey water treatment. Career counselling programmes are taken for school students within 100 km periphery. The institution is sensitive about values and shoulders the responsibilities by educating all to abide by the rules as a first step, followed by creating a very reasonable environment prompting realization of responsibility.

Value Added Courses serve as a platform to bridge the gap between the curriculum and the industrial needs. State-of-the-art knowledge & skill training enhances the placement opportunity for students .Institute also motivates student, to outshine in curricular, co & extracurricular accomplishments by providing incentives, awards, facilities in academic, technical, cultural and sports activities.

The journey of the institute in the last 34 years is denoted by its overwhelming aspiration to reach the quality benchmark objectives like, NBA accreditation which has been achieved twice, ISO 9001-2015, and A grade. More than 10,000 alumni are placed not only in every corner of India but almost everywhere globally at top positions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BABASAHEB NAIK COLLEGE OF ENGINEERING
Address	Karla Road Kakad Dati Tq. Pusad Dist. Yavatmal
City	Pusad
State	Maharashtra
Pin	445215
Website	www.bncoepusad.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Hameshbabu Nanvala	07233-245229	9764996777	07233-246316	principal@bncoepusad.ac.in
Professor	K.Ravi	07233-245309	9420182009	07233-245052	bncoenaac@gmail.com

Status of the Institution	
Institution Status	Private and 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	
Date of establishment of the college	01-06-1983

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-05-2013	View Document
12B of UGC	07-05-2013	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2017	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Karla Road Kakad Dati Tq. Pusad Dist. Yavatmal	Rural	10	42471.87

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	HSSC or Diploma	English	552	519
UG	BE,Mechanical Engineering	48	HSSC or Diploma	English	768	486
UG	BE,Electronics And Telecommunication Engineering	48	HSSC or Diploma	English	492	154
UG	BE,Electrical Engineering	48	HSSC or Diploma	English	276	197
UG	BE,Computer Science And Engineering	48	HSSC or Diploma	English	552	267
UG	BE,Information Technology	48	HSSC or Diploma	English	216	39
PG	ME,Civil Engineering	24	BE or BTech	English	36	7
PG	ME,Mechanical Engineering	24	BE or BTech	English	36	3
PG	ME,Electronics And Telecommunication Engineering	24	BE or BTech	English	36	1
PG	ME,Computer Science And Engineering	24	BE or BTech	English	36	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	15				30				90			
Recruited	12	0	0	12	30	0	0	30	62	8	0	70
Yet to Recruit	3				0				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				10				0			
Recruited	0	0	0	0	8	2	0	10	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						118
Recruited	117		1		0	118
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	36	0	0	36
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	0	0	7	0	0	0	0	0	19
M.Phil.	0	0	0	20	1	0	0	10	0	31
PG	0	0	0	26	1	0	50	1	0	78

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	11	0	0	0	0	0	0	0	0	11
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	27	5	0	32

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	11	0	0	0	0	0	0	0	0	11
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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	23		0		23

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1225	0	0	0	1225
	Female	437	0	0	0	437
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	25	42	57	48
	Female	9	16	18	26
	Others	0	0	0	0
ST	Male	5	7	12	4
	Female	1	2	3	1
	Others	0	0	0	0
OBC	Male	40	82	127	138
	Female	16	31	19	52
	Others	0	0	0	0
General	Male	39	69	115	127
	Female	18	37	29	54
	Others	0	0	0	0
Others	Male	45	88	82	84
	Female	23	32	15	41
	Others	0	0	0	0
Total		221	406	477	575

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 388

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	10	10	10

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1679	1949	2011	2126	2179

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
276	366	366	366	366

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
574	603	594	374	323

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
73	110	112	122	123

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
123	189	188	186	164

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 39

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
275.44	408.58	421.43	438.38	324.68

Number of computers

Response: 723

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute being non-autonomous institute follows the curriculum prescribed by the SantGadge Baba Amravati University. The institute has developed elaborate mechanism for effective curriculum delivery and monitoring. Each program offered by the institution has clearly stated learning outcomes in terms of program outcomes (POs), Program Specific Outcomes (PSOs) and course outcomes (COs). The POs and PSOs are statements that describe what students are expected to know and able to perform or attain by the time of graduation. These relate to the skills, knowledge, and behavior that students acquire through the program.

Prof.-in-charge Academic prepares academic calendar for each semester in taking into account all University prescribed holidays and expected schedule of University External Examinations. Academic calendar is circulated to all the departments and also posted on institute website for wide dissemination amongst all stake holders. It is ensured that activities mentioned in the academic calendar are rigidly followed .

Each subject teacher prepares teaching plan and submits it to the Head of the Department at beginning of each semester. HoD obtains the actual status of syllabus coverage of each subject teacher at regular intervals and discusses methods to ensure syllabus is completed on time through extra classes, etc.

Attendance and Internal test marks of each subject are displayed on notice board at the end of month and students whose performance is unsatisfactory are advised to attend classes regularly or improve their academic score. The results of internal tests are shown to students and common mistakes done are highlighted by concerned staff member. At the end of semester, student's feedback, course exit survey (one in semester) and program exit survey (once in year for final year student) is taken to evaluate the attainment of CO's, PO's and PSO's. Result analysis of student performance in University examinations for each subject is carried out and subjects in which majority of students having poor performance is discussed in staff departmental meetings to find ways for improving the score. The Head of department also discusses with individual faculty members in private for any specific point based on student's feedback form or grievance or complaint made by student/ parent and attainment of CO's, PO's and PSO's.

The institute also implements Point Based Appraisal System (PBAS) as per UGC guidelines to review academic, administrative and research performance of each faculty members annually.

The student's association in each branch conducts internal deliberations under the guidance of faculty advisor and decides the range of activities including expert lectures, training programs, field visits, etc. to be conducted at beginning of each semester. We also comply to the recommendations of ISO: 9001-2015 standards. The institute thus ensures that academic quality and curriculum delivery is implemented with total quality control and dedication by following above mentioned measures.

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 38.89**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	9	11	11

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 0**1.2.1.1 How many new courses are introduced within the last five years****File Description****Document**

Details of the new courses introduced

[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 10

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 10.35

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
316	137	212	134	197

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:****1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

The institute being affiliated to Sant Gadge Baba University, Amravati follows the curriculum prescribed

by the University and has little scope to add or modify contents into it. However to integrate the cross cutting issues such as Gender, Environment and sustainability, Human values and professional Ethics into curriculum the institute does the following;

Integrating Cross Cutting Issues Relevant to Gender:

- Awareness workshops, seminars, invited lectures such as Expert lectures of Advocates and police officials are conducted to aware the girls about the constitutional rights and rules their security and safety in social livings.
- Gynaecologist Expert lectures, Medical check-up and rubella vaccination programme are arranged in the Institution.
- Girls and Boys participate in various co-curricular activities such as paper presentation, group discussion, quiz and debate competition, project model competition, cultural events etc. Both Girls and Boys are made members of various academic, curricular and extracurricular activities.
- Women Cell is established in the Institute to look into the problems of girl students. This cell evaluates, assists and supports our institute to implement a policy of zero tolerance in campus for gender-based violence and harassment with the view of getting rid of the culture of impunity.
- The institution has provided helpline numbers, complaint boxes and installed CCTV cameras in different areas in view of safety and security of girls

Integrating Cross Cutting Issues Relevant to Environment and Sustainability, Human Values and Professional Ethics into the Curriculum:

- Subjects on Environmental Studies, Non-Conventional energy System, Water Resources Management are included in the curriculum to make student aware on environmental issues.

List of Subject:

1. Environmental Pollution & Rural Sanitation (7CE05)
2. Environmental Engineering (8CEO2)
3. Advanced Waste Water & Industrial Waste Treatment (8CE04)
4. Water Resources Engineering – I (6CE03)
5. Environmental Management (6FECE05)
6. Non-Conventional Energy Systems (7ME05)

- Subject on Professional Ethics are taught as per curriculum to build up moral and ethical values among students.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 3

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 03

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 5.78

1.3.3.1 Number of students undertaking field projects or internships

Response: 97

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.5

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	7	16	25

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 50.2

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
216	283	259	374	635

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
552	732	732	732	732

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 69.41

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
157	211	192	293	366

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institution has devised mechanism to access the learning levels of the students. Slow learners and advanced learners are identified on the basis of:

- Performance in the First internal test
- At the end of first semester, test is conducted to access the language skills in English and special remedial course is devised for the next semester.
- Course faculty interaction in classroom.

For slow learners:

- Depending on the numerical strength of slow learners, remedial classes for specific topic/course are arranged & personal attention is given by course faculty for specific doubts. Critical topics are re-explained for improving performance.
- Slow learners who are not able to grasp the teaching in regular classes, are assisted by revising of important concepts. Extra assignments are given to these students to strengthen their learning.
- Simplified learning material and handouts are provided to those students who have difficulty in understanding the course.
- Classes are conducted to motivate and improve the mental ability of students.
- Additional classes for teaching Foundation English are conducted.
- Extra lectures are scheduled for the students directly admitted to the third semester through lateral admissions. Their academic loss due to admission procedural delay is compensated through these extra lectures.

For advanced learners:

- The advanced learners are encouraged to pursue further knowledge in their area of interest by recommending reference books, research papers, internet resources and hobby projects to consolidate their talents further.
- Many additional support systems in the form of training programs for some specific area not covered in syllabus but useful for career opportunities, aptitude and logical reasoning test, seminars, technical paper contests, etc. are conducted to provide opportunities to advanced learners for adapting to technical challenges they will face in future.
- The institution encourages advanced learners to participate in inter-collegiate events such as Technical Paper Contest, Model Competition, Software Competition, Techno-quiz, etc. by paying 50% TA/DA to the participants and 100 % to those who secure prizes.

2.2.2 Student - Full time teacher ratio

Response: 13.65

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.06

2.2.3.1 Number of differently abled students on rolls

Response: 01

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

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

Response:

The syllabi of Engineering programs of Sant Gadge Baba Amravati University, Amravati(SGBAU) are designed and structured to provide sufficient scope for experiential learning, participative learning and problem solving methodologies through the suitable set of practical, project and seminar. Moreover, the syllabus is regularly updated to keep pace with the technological developments. For example, recently SGBAU has updated its Electronics and Telecommunication Engineering program to include new subjects like Object Oriented Programming, VLSI Design, etc. along with introduction of Skill Development Labs to adapt to the changing needs of the world. The institute aligns itself to achieve the goals of University

syllabus by careful selection of the experiment list for the practical which mimics the real world condition as closely as possible. Following efforts are undertaken for enhancing the students learning experiences.

- For mathematical subjects, tutorials are conducted regularly to enhance problem solving skills of the students.
- Seminars and projects are chosen based on current technological scenario along with the specific interest areas of the students. In mini projects and final year projects, students develop prototype solutions for engineering problems. They learn by collaborating with each other. Student seminars provide them opportunity for self-learning and improving their presentation skills.
- The students are encouraged to undertake in plant training at various industries during their vacation period to know practical aspects of engineering. Industrial visits are also arranged. This gives an opportunity to the students to know about real-world applications of the courses being studied by them.
- In students' Technical associations, Professional societies and Clubs, the faculty member acts as a facilitator and helps students for developing their organizational abilities, leadership qualities, time and financial management, and Inter personal communication.
- The institution provides necessary infrastructure to students to watch video lectures through SWAYAM PRABHA (Study Webs of Active Learning for Young Aspiring Minds) channels in library and internet resources to pursue studies in their area of interest. Faculty and students are encouraged to use NPTEL and other open source digital courses. Every departmental library has a collection of digital resource contents in the form of CDs and DVDs.
- The institution also conducts activities like Threshold (National level technical paper contest) and Zeal (Technical model/game playing/software competition) to encourage students to participate in academic and cocurricular activities.
- Additionally, various departments conduct a number of activities like seminars, debates and elocution on current issues, group discussions, and quizzes. Such activities improve the confidence level, oratory skills and knowledge prowess of students. Students' enthusiasm, involvement and willingness to participate make learning more student-centric.
- Students have access to e-journals and e-books.
- Guest lectures are arranged by inviting experts from industries, government organizations, alumni, etc.
- The institution has MoUs with industries and other institutes. This collaboration indirectly helps in improving the employability skills of the students.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 98.63

2.3.2.1 Number of teachers using ICT

Response: 72

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 23.99**2.3.3.1 Number of mentors****Response:** 70**2.3.4 Innovation and creativity in teaching-learning****Response:**

Institution has a relatively high proportion of senior faculty having teaching experience of more than 20 years. It has ensured that faculty members are continuously upgrading their knowledge skills by participation in Short Term Training Programs, seminars, research paper presentations, patent filing, acquiring higher degree qualifications etc. The faculty members are also encouraged to participate in workshops on teaching methodologies to improve teaching learning process. The institution provides modern teaching- learning aids like LCD projectors, Computers with internet facility in the classrooms, charts and models, etc. In addition to traditional method of teaching (“Chalk- and –Talk”), the faculty members adopt following innovative methods of teaching to increase the efficiency and effectiveness of the teaching learning process:

- Explanation of concept through Model
- Use of Power point presentation techniques
- Simulation software such as MATLAB, ANSYS, CATIA, Pro-E, LabVIEW, Virtual Labs etc. are used for teaching concepts effectively.
- Creating multimedia supplements for case studies
- Use of Open Educational Resources such as National Program on Technology Enhanced Learning (NPTEL), MIT courses, spoken tutorials, etc. for lecture preparation.
- Providing on-line study material to the students: Students’ email groups are formed. Faculty members use it to email lecture notes, assignments and answer their queries.
- Institution has subscribed E-journals and E-books.

In addition to these methods, faculty members refer educational websites, forums, blogs for lecture preparation. Seminars and Guest Lectures are conducted by inviting the eminent persons from academia and industry. Workshops on latest technology are conducted.

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 100.53

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 9.23**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
18	18	13	13	11

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response:** 22.29**2.4.3.1 Total experience of full-time teachers**

Response: 1627

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

Response: 3.63

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	06	06	06

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Departmental meeting of faculty members of each department is conducted at regular intervals under guidance of Head of Department to review various academic parameters including internal evaluation, University result analysis, students' feedback (formal and informal), etc. The quality of the internal test papers and evaluation techniques are also analyzed and necessary recommendations are passed on to the concerned teacher to modify the quality of questions to inculcate the culture of higher level thinking.

For theory subjects, three internal tests are conducted at dates specified in academic calendar. Additional test is conducted for improving the performance of students. Attendance of the students is also taken into consideration for calculation of internal assessment marks.

Assignments are conducted for each course to improve the performance of the students.

At the end of semester, students' feedback for each course is taken, analyzed and discussed in the departmental meeting where good performance of faculty is appreciated and faculty with below par performance are instructed to improve their performance by taking suitable measures.

The performance of students in internal tests is conveyed to students and parents through mentor.

From last three years assignments have been introduced in addition to the internal tests.

Recently, the institution has introduced an online internal test based on multiple choice questions with the provision to convey the score immediately after the conduction of test.

On-line entry of internal assessment marks: Institute has provided the facility to fill-up online internal assessment marks and practical examination marks of the students as per the directives from the SGB

Amravati University.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institute follows the regulations of SGB Amravati University. The institution organizes orientation program for the first year students to make them acquainted with the rules and regulations of the affiliating university, examinations, evaluation process, extra-curricular activities, etc.

The institute has developed a systematic approach of internal assessment. For theory subjects, three internal tests are conducted at dates specified in the academic calendar. Additional test is also conducted if performance of students is not to the mark or student is on leave at the time of test due to curricular / extracurricular / co curricular activities like NSS participation, Paper presentation contest at other institutes, in plant training, etc. and average of performance of best two tests is taken for internal marks calculations. Additionally, home assignments are given to the students for improvement. Attendance of the student is also taken into consideration for calculation of internal assessment marks.

The results of tests are displayed on students' notice board within 10 days of conduction of test and answer books of tests are circulated to students in class-room by the faculty teaching that course along with discussion of correct answers. There is well defined mechanism to address the students' grievances, if any.

For practical, weightage is given to timely performance and submission of practical work. An experiment conducted by the student is written and submitted for evaluation in the next practical slot. The faculty member checks the journal and asks few questions to judge the student's knowledge of concepts and assigns grade/marks for that experiment. Review of the progress in the students' project work is taken regularly. Students' seminars and projects are evaluated by a panel of three experts constituted by the Head of the department.

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

Response:

Our Institution is affiliated to Sant Gadge Baba Amravati University(SGBAU). We do not have autonomy in conduction of external examination and abide by regulations of SGBAU. Redressal of grievances is permitted by the University only for end semester theory examinations. The mechanisms for redressal of grievances with reference to internal evaluation (at the institutional level) are as follows.

- Students are made aware of the assessment methods at the beginning of the semester.
- The assessed answer sheets of internal tests are given to the students and performance is discussed by the course faculty. This exercise ensures: (i) providing a feedback to the students on the mistakes committed; (ii) providing an opportunity to learn the subject more accurately and adequately; (iii) transparency in the evaluation system.
- Students having grievances with the internal evaluation process can directly discuss their doubts

individually with respective faculty members.

- Students can also approach the Head of the Department (HOD), in case of any grievances.
- The institution has set up a Students' Grievance Redressal Cell (SGRC) headed by the Principal. If the student is not satisfied with the decision by the HOD, he/she can approach to the SGRC.

The mechanisms for redressal of grievances with reference to external examination (at the University level) are as follows.

- Paper setting, conduction of examination, evaluation and declaration of results is done by SGBAU, Amravati.
- Students can apply for revaluation within 10 days of declaration of the results by the SGBAU. It has recently introduced online system for dealing with examination related grievances.
- Students can also apply for photo copy of their answer sheets, which are provided by the University. If the student has grievance after receiving photo copy of answer sheet, then he/she can apply for revaluation.
- The Institution acts as facilitator to the students for examination related grievances.
- In cases where grievances are not resolved, the institution approaches university and try to provide necessary information for quick settlement of students' grievances.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Prof.-in-charge Academics prepares the draft of academic calendar for each semester in consultation with Principal. It includes all specific details like commencement and end of session, expected schedule of University External Examinations, all university prescribed holidays, dates of internal tests, display of internal test marks, annual social gathering, technical paper contest and other academic activities. The tentative schedule is first distributed in HOD's meeting and after thorough discussions, academic calendar is finalized. Academic calendar is circulated to all the departments and also posted on institute website for wide dissemination amongst all stake holders. The administration ensures that, the activities mentioned in the academic calendar are rigidly followed.

The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members prepare the teaching plan for their respective courses before the commencement of semester, indicating the topics to be covered and maintains Faculty Course Assessment Record (FCAR). Timetable in-charge of each department prepares the timetable as per the guidelines prior to the commencement of the semester. A copy of time-table is uploaded on the college website and displayed in the respective department notice boards. Personal time table is issued to each course faculty.

The detailed schedule of each internal test is prepared as per the academic calendar and displayed on the departmental notice boards and also circulated in the classrooms well in advance.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

- Each programme offered by the institution has clearly stated learning outcomes in terms of program outcomes (POs), Programme Specific Outcomes (PSOs) and course outcomes (COs). The POs and PSOs are statements that describe what students are expected to know and able to perform or attain by the time of graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme. The COs are the learning outcomes that the students imbibe at the end of each course.
- Course faculty prepares COs. Course objectives and Course Outcomes expected from the course are communicated to the students by the respective course faculty during the commencement of course in every semester.
- POs and PSOs are published on the website of the institute and are displayed at prominent places in each department.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The course outcomes (COs) are produced based on the requirement of the programme outcomes (POs). Each CO is mapped to PO. The PO is then mapped to Programme Educational Objectives (PEO). Attainment of CO is evaluated using the direct and indirect methods. Direct method is based on students' marks which involves the following assessment tools

1. Final exam
2. Internal Tests
3. Practical performance
4. Home Assignments
5. Project & Seminar.

Indirect methods include Student Exit Survey and Alumni Survey.

Throughout the semester, the faculty records the performance on each course outcome. Target is set for CO of each course. CO attainment is computed as follows:

Direct Attainment of CO in a course = Weightage of Internal Exam(IE) x Attainment of CO as % in IE + Weightage of External Exam(EE) Marks x Class Average Marks % in EE

Indirect Attainment of CO in a course = Attainment of CO through Course exit survey

Computation of Attainment of COs in a course = $0.8 \times \text{Direct CO Attainment} + 0.2 \times \text{Indirect CO Attainment}$.

CO attainment gap is then calculated. Based on the CO attainment gap, action is proposed to bridge the gap.

The program outcomes and Program Specific outcomes are assessed with the help of Course outcomes of the relevant courses. Additionally PO/PSO assessment is done through indirect method - Alumni survey.

The tools used for the assessment of COs/POs/PSOs and their frequencies are given below:

Sr. No	Assessment Tool	Descriptions	Mode	Fre
1	End Semester University Examination	The course outcomes are measured based on the results published by the SGB Amravati University.	Direct	On
2	Internal Tests & Assignment	<ul style="list-style-type: none"> • Course outcomes are measured based on the best two scores in the internal test • The assignments are provided to students • According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject. 	Direct	
3	Course Exit	To assess level of course attainment	Indirect	On
4	Program Exit Survey	<ul style="list-style-type: none"> • To assess level of POs/PSOs attainment • To understand the impact of training they have just completed • To understand the strength and weakness of various value added course, pre placement training imparted 	Indirect	On
5	Alumni Survey	In the survey, specific questions are prepared by keeping in the view to support the assessment of level of attainment of POs/PSOs	Indirect	On

2.6.3 Average pass percentage of Students

Response: 84.44

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2197

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 2602

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.31

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	00	00	00

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 13.7

3.1.2.1 Number of teachers recognised as research guides

Response: 10

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.02

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 03

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 829

File Description	Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Our Institute has created favourable environment with faculty support and incorporating suitable infrastructure for developing innovative projects at UG, PG and PhD level. In the initial phase, the institute sponsored many faculty members for pursuing M.E/M. Tech and PhD courses. Now we have staff members having PG and PhD qualifications from reputed institutes including IITs and NITs. The institute also provided TA/DA and registration fees to staff members for attending Workshops/ seminars and presenting papers in national/international conferences. It also provides partial financial assistance during filing of patents and is proactive towards purchase of equipment for research projects. Faculty members achieving doctorate degree are felicitated during annual social gathering and faculty members receiving awards are appreciated through prominent display of their achievements through flex board in the campus.

The Labs of major departments are recognized for research work by Sant Gadge Baba Amravati University. Presently instead of specific incubation centre, innovation is nurtured in various labs of the department depending on the specific area of research.

Due to continuous efforts of the faculty and environment provided, our institute has received grants of more than 50 lacs from AICTE through Modernisation of Labs through Removal of Obsolescence (MODROBS) scheme in various departments. One faculty member also received grants under UGC Major Research Project Scheme and two faculty member's proposals were accepted under UGC Minor Research Project Scheme. As a result, sufficient equipment and faculty expertise is available in few prospective area of research like through wall imaging, artificial neural networks, speech processing, Ad-hoc network, embedded systems, rural healthcare, water harvesting, etc. Moreover, Texas Instruments donated equipment worth one lac for development of Microcontroller Embedded, Analog and Innovation Labs. Our institute regularly conducts workshops and Short Term Training Programme (STTP) to disseminate the knowledge gained to the participants.

The faculty and students have filed six patents and two Post PG (PPG) category research work received AVISHKAR award at University Level and one PG project had received 1st prize AVISHKAR at University level. Students' projects from Mechanical Department received 1st prize thrice, 2nd prize twice and seven projects were shortlisted at IIT Bombay. Three UG projects received best ISTE Maharashtra State Engineering awards. Four projects of UG students participated in Texas Instrument Innovation Design Contest 2015 and reached quarter final round. Many faculty members have research publications in reputed journals, presented papers in reputed conferences both in India and abroad. Some of faculty members also serve as reviewers for various reputed journals and conferences. Many faculty members also delivered invited lectures in Workshops and STTPs conducted by the various institutes. These

achievements highlight the institute's capabilities for creating right kind of environment for innovations and effective transfer of knowledge to meet country's need for technological progress in spite of being located in remote area in backward district of Maharashtra.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 18

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	5	2	5

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 10

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 1.91

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	23	51	29	73

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.52

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	8	12	25	5

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institute is continuously exploring ways to help society and provide practical exposure to the students relating various social issues as well as motivating them to try to seek solutions to some of the issues

In association with Vasant Naik Prathisthan, Pusad, One-Day Workshop for Farmers is organized on 18th August every year, where new agricultural technologies and techniques are informed to farmers and progressive farmers with innovative practice and high yield are felicitated.

The college organises "Jaipur Foot Camp" every year to support differently abled adjoining population. This includes medical checkup and providing artificial limbs and calipers to the needy. On an around four thousand Divyang have been benefitted in the last decade.

Developed projects relating water harvesting and water pollution control

Developed some major projects involving students to improve production quality and quantity such as simulation models for Vasant Sahakari Sakhar Karkhana Ltd. ,Pophali and Babasaheb Naik Kapus Utpadak Sahakari Soot Girani, Pimpalgaon, Pusad, Dist:-Yavatmal.

Developed android mobile app(Life Saver) for blood donation which can save lives by immediately contacting group of volunteers having specific blood group.

Wi-Fi survey was done in local vicinity of pusad tahesil that include around 20 villages.

Developed some major projects involving students to improve quality of life of people

Rural healthcare project where ICT tools are used to alleviate the problems faced by rural population to access medical help

Mobile based remote monitoring of irrigation motor pump sets using several innovative techniques like miscalls, voice, calls, sms, etc

Human life detection under rubble during natural disasters

Automatic street lights controller with miscall feature for easy maintenance

Students have developed medical application for counting the RBC/WBC from human body.

The institute has a separate NSS unit with a capacity of 200 candidate under which many social activities are carried out throughout the year.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	00

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 21

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	05	04	02	05

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 16.44

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
410	200	200	213	600

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 43

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	10	6	10	8

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 7

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The infrastructure facilities provided by the institute are as detailed below:

- The college campus has sufficient space for all academic, administrative, co-curricular and extra-curricular activities
- Each department of the institute is well equipped with independent classrooms, laboratories, tutorial rooms, workshop and seminar hall etc.

Existing infrastructure of the institute:

Sr. No.	Particulars	Area as per AICTE norms (Sq.m.)	Total Area in S
1	Instructional Area	6830	10918.92
2	Administrative Area	1605	2190.61
3	Amenities	1500	14426.44
4	Circulation and others	2484*	14935.9
Total area		12419	42471.87

* 25% of (Instructional Area+ Administrative Area +Amenities)

Table shows the details of Facilities available in the institute for teaching Learning (Class Room and Laboratory):

Technology enabled learning spaces	Required Numbers	Available Nos /Qnt.	Required Area as Per AICTE Norms (m2)	PerArea A
Class room (UG)	27*	29	66 x 27 = 1782	2880.17
Class room (PG)	4*	4	33x4 = 132	183.5
Tutorial room	7*	8	33 x 7 = 231	305.48
Laboratories	56	65	66 x 56 = 3696	5547.58
Computer center	01	01	150	162.66

Seminar hall	05	06	132 x 5 = 660	905.27
Language Laboratories	01	01	66	85.9
workshop	05	07	200 x 5 = 1000	1627.80
Main library	01	01	400.00	804.90

Total =12492.62 sqm.

(* Required number as per AICTE approval process handbook 2017 -18 page no. 90)

File Description	Document
Any additional information	View Document

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

Response:

- The Department of Physical Education provides physical education to the students in various sports & athletics activities.
- The department has two full time Physical education faculties.
- The Department organizes various games and sports activities and supports students like coaching and other facilities for various events in which student participate throughout the year within the campus and represent the college at various events.
- College staff tournaments are also organized.
- The department has conducted more than 29 inter collegiate tournaments since 1988.
- Sufficient space is available in the campus for all indoor and outdoor games with flood light facility.
- The department is well equipped with state-of-the-art facilities like 16 station Multi-gym & a power-gym with a well equipped hall.
- **Indoor facilities are** - Badminton Cement courts 2, Table tennis halls -3.
- **Outdoor facilities** -Basketball cement court, Cricket, Handball, Football, Volleyball, Softball, Baseball, Kabaddi, Kho-kho, 2 Lawn tennis Court.
- **Flood light facilities-** Two Volleyball, Basketball & Lawn tennis courts.

File Description	Document
Any additional information	View Document

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

Response: 76.92

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 30

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

Description :

Library is automated using LIBSYS 4 Integrated Library Management Software since Academic Year - 1999-2000

From Academic Year 2000-2004- 3.2 version

2005-2007 -5.0 & 5.7.1 version

2008-2010- 5.7.2 version.

Since Academic Year 2010 LIBSYS 6.4 version fully is in use.

- Name of the ILMS software :

LIBSYS 6.4 is Local Area Network (LAN) based software.The LIBSYS 6.4 consists of the following modules such as Administrative, Acquisition,Catalogue, Circulation,OPAC & Serial Control.

- **Nature of Automation:** Library is functioning using all the major features available in the software fully.
- **Version:**Library is using LIBSYS 6.4 version
- **Year of Automation:**First time automation was done in Academic Year 1999-2000 with LIBSYS software.The Software version was updated with LIBSYS 6.4 in Academic Year 2010-11.

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

4.2.2 Collection of rare books, manuscript, special reports or any other resources

Library is having a collection of total 60,230 books belonging to the courses run by the college. These books Comprised of text books, reference books, books for book-bank, IS code, project report, Bound volume and technical CD's etc.

The collection of books also consists of many rare books. The rare books collection have some books which were published 50 to 60 years back. Many books from this collection are of international publishers. Till date the library collection is enriched with 235 rare books.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 11.19

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.09	1.53	2.95	28.93	21.45

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.83

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 123

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institute has a modern, eco-friendly, fully networked campus with optical fiber cable connectivity between all departments, Laboratories, Research Laboratories, Staff Quarters, Boys and Girls hostel buildings. Students use online Lab Manuals, resources of laboratories to solve problems, perform Developmental experiments and work on projects guided by faculty. Table shows details of IT updates.

Sr.No	Date of Updation	Nature
1	07/04/2010	Entire campus is connected through the
2	07/02/2008	High end server was purchased to provide the learning resource
3	2007-2008	ERP software was purchased, through which we can manage the route teaching and lea
4	18/01/2008	For security concern hardware Firewall NSA 4100
5	5/5/2009	Wired network extended in IT and Electroni
6	2009-2010	Wi-Fi survey was made in nearby villages in
7	2011-2012	Network was reconfigured with proper VLAN for easy management
8	2012-13	Wi-Fi connectivity was extended in Boys and
9	2012-2013	IP based CCTV Cameras were installed at entrance and ser
10	31/03/2012	Network was updated with high end Router
11	11/04/2012	Firewall was updated with NSA 4500
12	07/07/2017	The college has planning to provide the Wi-Fi Connectivity in entire c concern the proposal is already submitted to Jio Reliance ser
13	15/4/2018	The proposal of Jio Reliance WI-FI is sanctioned and the first phase installation is

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 2.32

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 19.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
46.34	55.47	63.98	116.39	78.66

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Maintenance Policy: General System / policy / procedure for maintaining and utilizing Physical, Academic and Support Facilities- Laboratories, Library, Sport complex, Computers, Classrooms, Corridors etc.

All the maintenance works/ activities are coordinated by the nominated Prof in charge in

Coordination with the below mentioned teams and put up any financial requirements to the Principal and get approval and ensure carry out all the maintenance work. The maintenance work is carried out in two steps:

1. Preventative maintenance
2. Break down maintenance.

The preventive maintenance is carried out by the in-house team and the break down maintenance is carried out by the external agencies, if required.

There is a separate Maintenance Department headed by a Civil Engineer and regular supporting staff for the maintenance of premises, plumbing and sanitation system.

Separate department and personnel are available for maintenance and repairing of electrical lines, 11 KV substation, power supply distribution and Diesel Generator Sets. Generator and power backup units are kept under separate area to prevent any damages due to unintended interference by anybody irresponsible. Electrical supply is ensured in the campus by continuous express 11KV Express Feeder line connected from substation and 160+200 KVA diesel generators.

A separate team of professors in charge and technicians under the guidance of Head of Computer department is looking central computing facility and internet/Wi-Fi/LAN maintenance.

In Library, maintenance of books, shelves, e-Journals, e-books, DVDs, CDs etc. is carried out by librarian and his personnel in consult with the professor in charge.

Laboratory equipments are serviced by the concern manufacturer, service personnel and laboratory technicians of the departments through professor in charge of the concerned laboratory and concern head of the department. Whenever necessary, the annual maintenance contract is done with the supplier. All the equipments are calibrated whenever required. The respective laboratory in charge decides about the calibration based upon retarded performance of the equipment /machine. Proper information is displayed

for each machine and other equipment in the laboratories for the sake of safety operation.

Cleaning of Campus and Classrooms/Seminar halls is carried by sweepers and supporting staff of the college.

There is provision for water supply from open well and bore well situated 1km away from campus and Water supply scheme is maintained and supervised by a committee headed by Prof in charge. Water is frequently tested with available equipments in Environmental Engineering Laboratory. Water purifier are regularly tested & inspected by servicing agencies.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 81.69

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1462	1584	1625	1668	1762

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 8.3

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
249	200	132	120	91

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 72.97

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1467	1657	1759	1486	765

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 3.54

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
88	115	95	12	28

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 21.71

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
156	185	184	73	16

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 1.2

5.2.2.1 Number of outgoing students progressing to higher education

Response: 7

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 97.89

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	17	05	2	08

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	05	2	08

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	0	00

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Student representative council (SRC), body is formed every year in the institute as per provision of Maharashtra University acts 1994.

The procedure of constituting SRC body is as under:

Nominations for Class Representatives (CR) satisfying the criteria are called from each department.

The criteria for CR are as follows:

1. He / She should be last year's topper (Considering both the semester).
2. He / She should not be a failure & readmitted student in same class.
3. He / She should not be ATKT student.
4. Topper student is nominated as CR after scrutiny.

Applications are also invited for boys and girls representatives in activities like NSS, Sports, Cultural & college magazine, etc.

The structure of Student Representative Council constituted as per Sant Gadge Baba Amravati University, Amravati norms is as under:

1. Principal - As Chairman
2. One faculty member, nominated by the Principal.
3. National Service Scheme Program Officer.
4. One student from each class, who has shown academic merit at the examination held in the preceding year and who is engaged in full-time studies in the college, nominated by the Principal.
5. Director of Sports and Physical Education.
6. Two lady student members selected as per university norms as LRs.
7. The Student members of this council shall elect, from among themselves, the Secretary and the President of the council.

Student Representative Council (SRC) shall be made every year, as soon as possible after the commencement of the academic year on a date to be fixed by the management Council. The term of office of the nominated Student members shall begin with effect from the date of nomination and shall extend up to the last day of the academic year. The Council shall meet at least once in every three months.

- The SRC activity plays a pivotal role in inculcating leadership qualities in students. It imbibes team-spirit in them. Students develop a sense of responsibility & belongingness towards institute and altogether it enhances their self esteem and dignity.

Activities of SRC

To represent students related issues.

To suggest and organize activities for student developments.

To organize sports and cultural activities.

To motivate students for participation in technical activities like National Level Paper Presentation etc

To support each dept. students forum activity. (IEI & ISTE student Chapter, MESA, CESA, etc)

To support NSS activity.

To celebrate various days like Teachers' days, Engineers' days etc

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	6	6	6

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

- Babasaheb Naik College of Engineering Alumni Association Pusad (BNCOEAAP) was formally established in 1994.
- One of the biggest assets of college is its wide, large and powerful Alumni base.
- The college has thousands of successful dotting in globe in developed nation like US, Australia, many European countries, Japan, China and all cosmopolitan big cities of country.
- It's proud to have over 10000 engineers, technologists, scientists, consultants, managers, businessmen and entrepreneurs.
- Our management Janata Shikshan Prasarak Mandal, Pusad has taken the decision to organize Silver Jubilee Alumni Meet of pass out batches every year. Silver Jubilee Celebration of graduated batches are as follows

S.N	Graduated Batch	Graduated year	Date of Silver Jubilee Celebration	venue	No of ALUMNI Attended Meet
1	1983-87 (First)	1987	17/02/2012	BNCOE Pusad	70
2	1984-88 (Second)	1988	13/02/2013	BNCOE Pusad	50
3	1985-89 (Third)	1989	01/02/2014	BNCOE Pusad	35
4	1986-90 (Fourth)	1990	13/04/2015	BNCOE Pusad	40
5	1988-1992(Sixth)	1992	17/12/2017	BNCOE Pusad	59
6	1989-1993 (Seventh)	1993	21/12/2018	BNCOE Pusad	100 Expected

- The BNCOE Alumni Meet also organized by our Alumni at different location namely Seattle (North America), Nigra Fall (USA), Delhi. Pune, Hyderabad, Rajasthan, Goa, Lonavala, Chikhaldara and Nagpur.
- The Chairman of National Board of Accreditation Committee expressed their positive remark on the strong alumni base of the college.
- Every year around 25 Alumni of different branches from their busy schedule visited the institution to express their gratitude towards college and assure to extend support in future.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 12

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	3	2	3

File Description**Document**

Number of Alumni Association / Chapters meetings conducted during the last five years

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Janata Shikshan Prasarak Mandal (JSPM) was established with the basic objective of taking quality technical education to the rural masses. Aligned with this objective, College has its own Vision and Mission which are decided by the governance of the institution after brainstorm session with all the stakeholders.

The governance of the institution is reflective of an effective leadership in tune with the following vision and mission of the Institution

Vision

To become the preferred provider of quality, state of the art, technical education that satisfies nation's requirement of excellent technical man power.

Mission

To improve continually our teaching learning process, enhance research activities to meet needs of students, industries and society and to emerge as a leading technological center. The governance & management of the institute, Principal, Deans, HODs and faculty work cohesively for the progress of the institute. The management and the Principal, Deans, Heads of the department jointly formulate the action plan for marching towards its vision of becoming center of excellence in technical education with the following policy guidelines and commitments.

Quality policy

- Imparting globally competent technical education.
- Imparting value added education.
- Creating an environment which will promote creativity & innovation among the students
- Develop research center for agro based industries and cater the needs of rural masses
- Updating faculty expertise and advancement of knowledge

Distinctive Commitment Characteristics of MISSION:

- To achieve the highest standard in imparting technical education
- To undertake the research of social values and national interests
- To develop and nurture technical qualities amongst the student & develop overall personality of the students
- To make the students into responsible citizens

Institute strongly believes in grooming the leadership at all levels of administrative hierarchy. Principal is the leader of Institute Administration and supported by Deans, HODs and other in charges of various portfolios and committees.

Every department is lead by Head of Department and he/she is responsible for all the activities in the department and ensures to deliver academics as per the quality policy

Class Teachers are nominated for effective control and counseling of students.

Various portfolios like, MR-ISO, University Exams, NSS, Alumni, Parent meet etc. are assigned to the faculty members along with supporting staff for effective implementation of various activities in the institution as per the quality policy Faculty who imbibe values in the education to develop themselves as role models for the students and to upgrade themselves continuously.

- To develop quality measures for the evaluation of various processes.
- To counsel the students about quality in various activities.
- To take initiative to associate themselves with eminent research organizations, academicians, professional bodies and industries.

6.1.2 The institution practices decentralization and participative management

Response:

The Institute delegate authority and provide operational autonomy to the departments and other units of the institution to work towards decentralized governance system and to promote culture of participative management.

The major decisions pertaining to the functioning of the Institute are taken by the management /Governing Body in LMC/CDC/IQAC meetings, in which all the stake holders are the members. The decisions are conveyed to the Principal and authority is delegated for implementation. Further the institute follows the decentralized governance system.

The department heads are authorized to take decision in the department level with full academic autonomy within the overall guidelines from Institute. Similarly, portfolios are assigned to the faculty members and supporting and technical staff.

The Institute promotes a culture of participative management which enables faculty, staff and students to voice their opinions and suggestions including constructive criticism in day to day functioning of the Institute.

All academic and administrative activities are decentralized and operational management decisions are taken based on discussion and deliberations in Principal's meetings with Deans, HODs, In-charge Heads, department meetings of HOD with Faculty, and various committee meetings comprising of faculty, staff & students. Minutes of such meetings are recorded.

This culture of participative management empowers members with freedom to express their opinions, assess pros & cons of a decision being taken for improvement and even while meeting the requirements.

Participative management allows collaboration & cooperation between departments and functionaries thereby improves the quality of accomplishment of task ahead.

The college consistently promotes a culture of participative management. All the stake holders viz. Parents, Students, Employers, Faculty and Staff have representation on the various statutory and designated bodies.

If, for statutory reasons a particular group is not formally represented in these bodies, an informal mechanism ensures that it is not left out of the decision making process.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Perspective Plan 2018-23

To improve continually inline with our vision and mission, the institution plans to achieve the following aims :

Sr.No.	Aim	Timeline
1	To attain NAAC Accreditation	2018-19
2	To form advisory bodies comprising of eminent alumni and industrialists at major cities in India and abroad.	2018-19 and 2019-20
3	To form registered alumni association	2018-19
4	To attain NBA accreditation for the third time	2021-22
5	To increase MOU with industry and academia every year.	2018-23
6	To strengthen alumni association every year	2018-23
7	Organising International Conferences every year	2018-23
8	To have MOUs with foreign universities	2018-23

NAAC

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organizational system is explained in the oraganizational chart uploaded herewith and governing body setup is mentioned below. As per university norms the college has established Local Managment Committee(LMC) / College Development Committee consisting of all the stake holders. Management take major decisions regarding development of the institution in the LMC / CDC meetings and directs Principal to execute the same. Principal and his team of Deans, HODs and staff works to achieve the set goals. The institution follows various functions and duties defined by affiliating university, DTE, Government of Maharashtra, UGC and AICTE. The functions of various bodies / committees, service rules, procedures, recruitment and promotional policies which this college is following are uploaded and also given links.

Grievance redressal mechanism

Institution ensures that grievances/complaints are promptly attended and resolved effectively through following mechanisms for promoting better stakeholder relationship.

To redress the genuine grievances of staff and students, college has constituted a grievances Redressal committee.

Students & Staff meet the Principal regarding their grievances.

An employee has to make an application of grievances through HOD which is submitted to Principal for redressal with the Grievance Committee.

Women Sexual Harassment Prevention Committee i.e. “Mahila Takrar Nivaran Samiti” is active in the Institute.

The grievances are also understood through the feedback given by the staff, students and parents.

All the grievances are forwarded to the grievance redressal cell for persual and accordingly the problem is addressed.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The following various bodies / cells / committees are exists in the institute.

1. Committee for SC / ST.
2. Minority Cell
3. Grievance redressal committee
4. Internal Complaint Committee
5. Anti Ragging Committee
6. OBC Cell
7. Local Managing Committee /College Development Committee
8. Student Representative Council
9. Examination Cell
10. Maintenance Cell
11. Condemnation Committee

The above bodies /cells /committees are fully functional with all concerned stakeholders with regular meeting, their minute, resolutions, action plans for effective implementation and also having systematic documentation as per the ISO 9001-2015 which exists from 2003 onwards.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The efforts are made by the college not only to enhance the professional development of teaching and non-teaching staff but also take effective welfare measures, namely the efforts and schemes are:

Encouragement to faculty members for qualification up gradation:

Faculty members get paid study leave with full or partial salary for 2 to 3 years for Ph.D /M.E. or M.Tech program as sponsorship basis and on QIP basis.

Updating domain knowledge: The faculty members attend various workshops, seminars and refresher courses to update their domain knowledge. Faculty members are provided with the financial sponsorship for the same.

Paper presentation / conference participation: Faculty is motivated to publish and present their work at International conferences/journals in India and Abroad. This gives faculty members an opportunity to

interact with other researchers and to get know the current research trends.

Organization of Conferences, Workshops, refresher programmes and Seminars: Faculty is encouraged to organize conferences, workshops, refresher programmes and seminars. This helps them to enhance professional skills such as leadership, team building, social skills, planning and documentation etc.

Encouraging faculty to take up various roles in professional societies (IEEE, IETE, CSI, ISTE): Faculty members work as the co-ordinators/branch counselors for various professional societies.

This gives them opportunity to build professional network. The professional development of the nonteaching staff is enhanced in following way:

Technical skill development: Seminars and workshops are conducted for technical skill development.

Soft skill development: Sessions are conducted to improve the interpersonal relations, social skills, communication skills, team building, improving leadership qualities for the non-teaching staff The welfare schemes available for teaching and non teaching staff

Employees Provident fund: As per the government rules maximum of Rs. 1800 is credited to employees PF account by BNCOE and the equal amount is contributed by the employee. 8.33% of JSPM's contribution of PF goes to PF pension scheme and remaining in employees PF. All eligible staff members have availed benefit of the scheme.

Gratuity is payable to the employees after 5 years of permanent service. All staff members are eligible for this benefit.

Maternity leave: 180 days of maternity leave is applicable with full pay.

Fee concession: Wards of teaching and non-teaching staff members studying in the institute get 50% fee concession.

Institute give advance of Rs. 50,000/- to 1,00,000/ towards Marriages of wards of Teaching and Non Teaching Staff and also Institute gives advance of Rs. 3,000/- to 5,000/- towards Festival celebration such as Deepawali and Ramzdan without interest for an year for supporting staff.

There is good faculty retention ratio due to good working environment, fair policies, and development opportunities, work culture and social welfare schemes has attracted Eminent faculty members.

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

Response: 10.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	10	09	20	19

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 6.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	3	6	5	10

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 23.01

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	23	29	05	25

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The college performance appraisal system consists of the following components:

Self-appraisal: The faculty submits self-appraisal report at the end of every academic year.

Student feedback on teaching: Every semester the students give feedback about their course teachers.

Staff Appraisal by the Head of the Department: At the end of every academic year, report of the contributions of the staff members in college activities and their performance is reported by the Head of the Department.

The outcome of the review of the Performance Appraisal Reports:

The self-appraisal report and the student feedback are analyzed by the HoD. Based on the student feedback, the HoD gives suggestions for improvement in teaching, if required. The self-appraisal helps to improve an individual's performance and his/her contribution to the institutional activities.

Staff Appraisal by the Head of the Department is reviewed by the Director and HRD committee. Staff members' performance is discussed and opportunities are created to improve the same.

Some of the major decisions on the basis of Performance Appraisal Reports are as follows:

To motivate and guide faculty members for quality publications

Given the difficulty faced by the faculty members in pursuing Ph.D., M.Tech programs along with their teaching responsibilities, it is decided to approve 2 to 3 years paid study leave to pursue Ph.D.

It is decided to provide incentives for quality publications and funded research in order to motivate faculty members for quality publications and research projects.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college has the mechanism for internal and external audit as per details given below:

- **Internal audit**

An internal approval system for all expenses is in place. Accordingly, every expense voucher is recommended by Prof. In-Charge of the committee / the Head of Department and approved by the Principal. All vouchers are audited by an Internal Auditor on a routine basis.

• External Audit

Books of accounts are prepared as per statutory requirement and audited annually by external qualified chartered accountants.

The accounts of the college are audited by chartered accountant regularly as per the Government rules.

The auditor ensures that all payments are duly authorized. The auditor conducts statutory audit at the end of financial year. After the audit, the report is sent to the Management for review.

An external auditor is appointed by the college which performs an audit of the financial statements of the college. The financial records of the College are audited after the end of each fiscal year and are certified.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

Before the financial year begins, Principal, LMC/CDC, Deans, Heads of Departments prepare college budget. College budget includes recurring expenses such as salary, electricity and internet charges, equipment and facilities maintenance cost, stationery and other consumables etc. It includes planned expenses such as lab equipment purchases, furniture and other development expenses. Budget is scrutinized and recommended by LMC./CDC

Accounts department monitor whether expenses are exceeding budget provision.

Statutory auditors are also appointed who certify the financial statements in every financial year.

The grants received by the college are also audited by certified auditors for their utilization.

The audited income and expenditure statement of academic and administrative activities of the previous five financial years from 2013-14 to 2017-18 is uploaded. The accounts are audited regularly, every year.

There are no major audit objections raised by statutory auditors.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 3.4

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.395	0.625	0.25	0.58	1.55

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college is self-financed and primary source of income is tuition fees received from the students. Fee regulating authority of State government approves the tuition fees

College receives grants in the form of support for various activities on submission of proposals to external agencies such as AICTE, DST, University for research, seminars, workshops, travel grants, lab development etc.

College also gets financial sponsorship/awards from Alumni for co-curricular and extra-curricular activities of the students.

The efforts made by the institution in securing additional funding and the utilization of the same for which a regular and systematic effort is taken to generate funding through various Research proposals.

The college has a separate Dean for Research and Development to guide the faculty to obtain grant and finance from various funding agencies.

Faculty members are encouraged and motivated to submit research proposals to various funding institutions. The Head of the Department encourages the faculty members regularly to submit proposal for organizing the FDP/ Seminar/ workshop to funding agencies.

The management ensures that the research fund is being used for the intended purpose only. And if require extra amount will be provided to get advanced version of equipments etc.

The members of faculty are encouraged to take-up consultancy services from various industries and organizations.

The institute has a policy to retain consultancy amount in the ratio of 70:30 to individual faculty member.

Audited statement and utilization statement are submitted to the concerned agency after the completion of the event.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Academic audit is a regular feature in the college for continuous monitoring of the students' performance and is being mentioned in the academic calendar.

Apart from this, the college regularly monitors the performance through:

- Monthly student's attendance
- Test Marks
- Assessment of program outcome after the internal and external examinations,
- Mentoring system (Teacher Guardian Scheme)
- Transparent evaluation procedures for internal assessment

The institution undertake Academic Audit or other external review of the academic provisions: with the inputs of the AAA the outcomes used to improve the institutional activities

The Institutional mechanisms are in place to continuously review the teaching learning process:

The following are few details of its structure, methodologies of operations and outcome,

- The institutional mechanisms are in place to continuously review the teaching learning process through well planned structure with methodology and its outcome
- Every month academic progress is reviewed by the Principal in the monthly Principal-HOD meeting on the basis of monthly academic data.
- Internal tests are evaluated & review of the teaching learning process is done. Identify Slow Learners and Advance learners
- Monthly review of student's attendance & reporting defaulters to parents is carried out.
- Review of University examination results is carried out.
- Review of progress of project work of BE students by the concerned dept HOD and evaluation is carried out by 3 senior faculty including is done.
- Review of usage of library by both students & faculty.
- Remedial and improvement classes for academically Slow Learners
- Appropriate measures Such as Motivate for paper presentations/project are taken for Advance learners and monitor their progress.
- The institution is planning to provide training to staff for effective implementation of the Quality assurance procedures as it is recently established the IQAC. it gives its impact some details, may enumerating from its implementation. Training the staff for effective implementation of the quality assurance procedures is provided through the guidance by the HODs/ conveners and interactions of staff in the respective meetings.

The impact of these procedures (method) may be seen through the smooth conduct of various activities, minimization of errors, and focus towards better quality.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Incremental increase in Ph.D. and M.Tech / M.E., placements, paper publications, Patents, Student University merits, participation presentation by students.

The Internal quality assurance mechanisms have been designed and formulated in such a way that the outcomes of the mechanisms will automatically fulfill the expectations of external regulatory bodies / quality assurance agencies.

The internal quality assurance mechanisms are framed in accordance with the requirements of National Board of Accreditation (NBA) and also NAAC.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 4

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	0	0

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Gender Equality Initiatives

Gender is a major concern in the policies of government and UGC. Acting on the directives of University Grants Commission (UGC), our institution has set up a cell, "Internal complaint committee" which deals with gender-based issues and to conduct gender sensitization programmes.

Initially conceptualized as a platform for women harassment redressing cell, it grew into a cell playing the role of a catalyst for gender sensitization, knowledge sharing and women empowerment. Contributing to the visibility of gender issues, the cell opens up an authentic dialogue among scholar, activist, faculty, staff and student through talks, discussions, counselling and consultation.

Through this cell every year different programmes and workshops are being arranged from last few years. Many workshops for self defense are also arranged for girl students. The events are summarized in 7.1.1(1)

An interaction session on "Role of Women in development" was arranged to motivate the girl students.

The workshop on “Prevention& Prohibition of Sexual Harassment of women’s At Workplace-Act 2013” was organized to make aware girls as well as the boys about the Act 2013. Every year International women’s day is celebrated with special talk by experts on different issues related with gender equality.

This cell evaluates, assists and supports our institute to implement a policy of zero tolerance in the campus for gender-based violence and harassment with the view of getting rid of the culture of impunity.

By considering the campus safety and security, our institution has provided police helpline numbers that women students and faculty could call in emergency. In the campus, complaint boxes are placed and CCTV cameras are installed in different areas. As a means of security at night proper lighting is maintained on campus. College has two separate girl’s hostels with-in staff quarter premises. Special 24 hrs security person is on duty on the hostel gate. Warden is appointed, timing for visitors and regulations for coming and leaving from the hostels are strictly followed. Medical checkup is done every year including rubella vaccination programme. Hygiene in hostels is assured with regular cleaning, RO filter and cooler, hygienically cooked food is served in the mess. Our institute takes efforts for promoting sports events for women. In every block separate common room is provided for girl students and staff. Girls’ common rooms are present in every block at following locations

Block	Room No
1	1313
2	2305
3	3211
5	5M05

By considering health issues of girl students cleanliness is maintained in girls wash rooms and common rooms. A sanitary napkin vending machine was installed at girl's common room as a part of an awareness and support campaign about menstrual health and hygiene of the women.

College has taken initiative to award appreciation letters and bestow public felicitation to

1. Parents having only girl child and are keen on their career development.
2. The girl child who is looking after her parents in their old age.
3. Judo expert girls training self defense.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.53

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 2390.75

7.1.3.2 Total annual power requirement (in KWH)

Response: 450000	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 30.67	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 10074	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 32850	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>7.1.5 Waste Management</p> <ol style="list-style-type: none"> 1. Solid Waste Management: - Solid waste is collected by bins provided at different locations in the campus. The food waste is used in bio gas plant available in the campus. Plant leaves and other garden waste are used for preparing compost. Newspapers are sold to local vendors. 2. Liquid Waste Management: - The waste water from the various departments is collected by a network of underground and open drains and disposed into a nallah adjacent to premises. Waste water from water closets is collected into septic tanks provided separately for various buildings. 3. E-Waste Management: - Out dated computers but in working condition are donated to nearby needy organizations.
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7.1.6 Rain water harvesting structures and utilization in the campus

Response:

7.1.6 Rain water harvesting structures and utilization in the campus

For rain water harvesting in the campus following schemes have been implemented.

1. *Bore well recharging method for hosted No.6.*

The total terrace area of hostel No.6 is approximately. 400 Sq.M. Around 2.24 lakh liter of water is available in one rainy season from the roof of hostel No. 6. A bore-well is located near the hostel; hence for rain water harvesting, bore well recharge method is implemented.

2. *Recharge Pit cum Bore Method.*

The water collected from the terrace of Civil and Mechanical buildings was channelized during the construction of building. A bore-well was available near the compound wall of college. This channelized water is used for recharging of ground water by a recharging pit cum bore method.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices

1. Plastic carry-bag free campus by prevention.
2. Office is using campus automation software & reducing paper use.
- 3 All CRT monitors are replaced by LCD

4. External main switch outside classrooms is in place for energy saving.
5. A solar water heater 2000 liters/day is installed at Girl's hostel.
6. Use of eco friendly Ganesh idols (without POP) are practiced and promoted.
7. LED Bulbs.
8. Green landscaping.

College has a natural advantage of a sliding picturesque landscape with buildings, play grounds and gardens at various levels.

Efforts have been put in to convert the barren hard strata into a lush green rich ecosystem.

Presently the campus has more than 700 trees which include Neem, Banyan, Tamarind, Pipal , Ahsok, Gulmohar , Acacia , Eucalyptus, Royal palm, Bauhinia Kanchnar, Karanj, Saptarni & Shishu.

The 160 shrubs include Exora, Bougainvillea, Madumalti , Maranta, Red aclifa, Cycus palm, Champak, Areca Palm, Alamenda, Legistonia , Nolina etc.

Herbs like Crotons, Erenthemum, Table palm, Dwarf Exora etc. are around 100.

College has taken initiative with the forest department for re-forestation of the hillock on the backdrop.

1000 sq feet of lawns and a mini nursery. New saplings are planted every year, which are well protected to grow in future.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.26

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.45652	1.38597	1.23980	1.11016	0.86012

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 9

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	03	2	1	1

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 9

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	01	01	01

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

7.1.18 College observes Birth and Death Anniversaries of National figures.

Ethics and values in life are deeply influenced by the ideals as well as idols of each ethnicity. College takes interest in observing birth and death anniversaries of our National heroes and provincial stalwarts with whom everybody can relate and get inspiration. Every year Independence Day and Republic Day are celebrated with fervor.

College observes birth anniversaries of Kranti jyoti Savitribai Phule (women's education) on 3rd of January, Swami Vivekanand on 12th of January, Netaji Subhashchandra Bose on 23rd of January, Chatrapati Shivaji Maharaj Jayanti on 19th of February ,Sant Gadgebaba (Our University is named after him) on 23rd of February, Mahatma Jyotiba Phule on 11th of April, Dr. Babasaheb Ambedkar on 14th April, Rashtrasant Tukdoji Maharaj Jayanti (Nagpur University is named after him)on 30th April .

Sudhakarrao Naik (Ex CM Maharashtra and founder secretary of the Managing body) death anniversary on 10th of May , Babasaheb Naik (the college is named after him) punya tithi on 26th of June.

Vasantrao Naik Jayanti (Ex CM Maharashtra and Founder President Managing Body) on 1st of July.

Lokmanya Tilak Punya tithi on 1st of August, Vasantrao Naik Punyatithi (Harit Kranti in the state) on 18th of August,Rajiv Gandhi Jayanti as Sadbhavna diwas on20th of August, Sudhakarrao Jayanti on 21st of August, Dr.S Radhakrishnan Jayanti as Teachers' day on 5th of September, Sir M Visvesvariya Jayanti as Engineers day on 15th September, Mahatma Gandhi (as Swachta Abhiyan) and Lal Bahadur Shashtri Jayanti on 2nd of October, Pt. Jawaharlal Nehru Jayanti as Children's day on 14th November, Indira Ghandhi Jayanti as Shakti Diwas on19th November, Dr. Punjabrao Deshmukh (Educationist) Jayanti on 27th December and Ma. Sarasvati Pujan on Vasant Panchami.

Vasantrao Naik Jayanti (Ex CM Maharashtra and Founder President Managing Body) on 1st of July.Lokmanya Tilak Punya tithi on 1st of August, Vasantrao Naik Punyatithi(Harit Kranti in the state) on 18th of August,Rajiv Gandhi Jayanti as Sadbhavna diwas on20th of August, Sudhakarrao Jayanti on21st of August, Dr.S Radhakrishnan jayanti as Teachers' day on 5th of September, Sir M Visvesvariya Jayanti as Engineers day on 15th September, Mahatma Gandhi (as swachta Abhiyan)and Lal Bahadur Shashtri Jayanti on 2nd of October, Pt. Jawaharlal Nehru Jayanti as Children's day on 14th November, Indira Ghandhi Jayanti as Shakti Diwas on19th November, Dr. Punjabrao Deshmukh (Educationist) Jayanti on 27th December and Ma. Sarasvati Pujan on Vasant Panchami.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The Institute maintains complete transparency in its financial, academic, administrative and auxiliary functions

The Institute maintains complete transparency in its financial, academic, administrative and auxiliary functions.

Financial transparency

The budgetary issues /allocations are finalised in the meeting of Local Management Committee (LMC) / College Development Committee (CDC), comprising of representatives of management, faculty, staff, students and alumni. All financial transactions of the Institute are audited every year.

Academic transparency

Academic calendar is prepared and displayed to all the students through notice boards. Sessional (internal) examination schedule is displayed for individual departments also. Students monthly class attendance and sessional marks are also displayed. Assessed answer sheets are shown to the students. Noteworthy suggestions and feedbacks by the students are considered in planning future academic pursuits. An ISO 9001-2015 academic audit is conducted regularly.

Administrative Transparency

We have a well defined organizational structure where upward & downward communication is through meetings. Meetings of LMC/CDC are conducted. Principal conducts meetings with head of the departments almost every week, subsequently in departmental meetings the issues are discussed and feedback is taken. Student's feedback is taken every semester and conveyed to the faculty for improvements.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE 1

1. Title

Advanced programmes for aptitude development for students.

2. Goal

Challenges due to brisk advances in Engineering have led Institute to develop well devised programmes for enhancing the aptitude of students by keeping least additional financial burden on the students.

The main objectives of the practice are:

- To improve employability skills of students.
- To help students prepare for better placements.
- To provide additional up-to-date inputs by inviting experts.
- To facilitate the students in attaining certifications, undergo internships and in-plant trainings.

3. The Context

- Most of the students belong to tribal and backward area and are economically weak.
- Limited exposure to students due to lack of major adjoining industrial belt.
- Students are limited to the local vernacular language.
- A thorough plan was made by -
 1. Identifying suitable programmes for different disciplines at appropriate levels.
 2. Incorporating additional time slots, infrastructure, equipments & facilities.
 3. Establishing a suitable feedback system.

4. The Practice

- Extensive training programmes are conducted for students from first to the last semester.
- MoU's on identified tracks beyond curriculum with Aptitude training agencies are signed.
- In-house initiatives have been equally trusted and updated.
- State - of - the art training facilities like language laboratory have been developed.
- The practices are managed at two levels.
 1. Advance programmes by external Agencies-
 2. Engineering departments identify the needs and provide advanced technical programmes.
 3. While Training and placement department looks into advance Interdisciplinary programmes.

B. In-house initiatives -

- Technical programmes at the department level by in-house experts.
- Personal counselling and CRT (common recruitment training) /soft skill training at central amenities.

Programmes at the department level

S. N.	Department	Advanced Programmes conducted

1	Civil	STAAD Pro , AUTO CAD
2	Mechanical	Pro-E , Autonex.
3	Electronics & Telecommunication Engineering	PLC & SCADA ,Android Technology, Embedded Syst Sensor networks ,Project development, Analog M simulation, analog design, VLSI and ASIC design, Scilab power microcontroller, Microprocessor Programming.
4	Computer Sciences & Engineering	PHP /My SQL, Big Data and Hadoop, Android app devel NET BEANS,NS-2
5.	Electrical (Electronics &Power) Engineering	Auto CAD , MATLab

Advanced programmes organized through external agencies for aptitude development for students.

1. **CRT** -GD,PI, aptitude test training.

2.**Technical** – Networking , structural analysis and ETABS, Concept Based Training on Welding , Fabricat
Handling System, Arduino, Android, Linux, Web Development, 3-D Printing, Microsoft Projects, Project Manag

In-house programmes for aptitude development for students.

CRT	Programme throughout the year for first year students to improve grammatical & spoken English training, GD, PI etc, programmes for all.
Soft Skills	Business correspondence, , Conflict management, Creative thinking, Decision making, Effective Etiquettes, Presentation skills, Time management, Developing joint ventures, Negotiation skills, etc.

Evidence of Success

- These programmes have helped many students to get placed.
- The quality of student projects and number of students getting industrial project has improved.
- Students are motivated to participate in technical project contest and competitions organized by premier intuitions.

6. Problems Encountered and resources required

Since all the students are made to attend the programmes, students are unable to manage with the regular curriculum.

- Adequate time management is necessary to balance the regular curriculum and additional programmes.
- The allocation of the lecture halls, auditorium and laboratories becomes quite challenging.
- There is a persistent need to purchase latest software and hardware to conduct the programmes.
- Identifying external agencies with suitable expertise and skill.

BEST PRACTICE 2

1. Title

Free of cost “Jaipur Foot Camp” for rehabilitation of differently abled rural population.

2. Goal

The institute organizes a free of cost camp every year (continued since 2007) between 16th August to 21st August every year marking the birth anniversary of Late Shri Sudhakar Rao Naik, Ex CM Maharashtra and founder secretary of the managing body. The main objectives are:

- Providing artificial limbs and callipers to the differently abled (divyang) population in the adjoining rural community.
- Make students realize the profoundness of the issue.
- Provide students and staff an opportunity to serve in various roles.
- To provide differently abled a hope to lead better life.

3. The Context

- Major adjoining population belongs to remote, tribal and backward areas who cannot afford huge expenses to get artificial limbs followed by regular medical check-ups and maintenance of their artificial limbs.
- Getting new & modern appendages, devises, facilities, is difficult for them.
- Facilities like appropriate diagnosis are rare in remote rural area.

Looking into these difficulties the institute took an initiative to support the differently abled rural population.

4. The Practice

- The college has a team of staff and student volunteers, local volunteers, Doctors and expert technicians.
- The limb technicians are from various NGOs.
- Institute provides material cost, making charges of all the appendages and callipers.
- The local orthopaedics work in the camp without any remuneration, as a service.
- For wide publicity of the camp the college drops pamphlets in adjoining area and provides coverage in the local news papers.
- Volunteers of the local village/area are identified who help in counselling the divyang and facilitate their travel.
- After check- ups the doctors provide advice to the expert calliper and appendage makers coming from Delhi. (NGO)
- The “Jaipur foot expert technicians” take the measurements, prepare casts and finally make the limbs and accessories for the differently abled.
- The children who get callipers and appendages grow every year and hence they require a regular change in the artificial limbs which they look forward to be provided by the institution.
- The women are equally encouraged to attend the camp.
- All the patients come back to take the appendages on the last day of the camp whereupon they take the trial of their artificial limbs, immediate corrections are made in appendages in case of any problems.
- Refreshment for the differently abled is available from time to time when they reach from distant places.

Evidence of Success

- Many differently abled have been benefitted.
- About 2500 differently abled have attended the camp in the last decade.
- The managing body has received an award for the social work being recognized by the Government of Maharashtra.(Shahu-Phule -Ambedkar -Samaj Puraskar)

6. Problems Encountered and resource required

- The activities every year require meticulous planning for mobilizing the patients.
- Providing ample budget for all artificial limbs.
- Additional financial provisions have to be made for transportation and information sharing.
- Updating and maintaining the facilities regularly requires resources.
- Many Doctors and volunteers have been involved in this Camp hence their availability & convenience has to be taken into consideration.
- Many remote places remain inaccessible due to difficult approach hence volunteers have to travel into interiors.

Note- Supporting documents for both the best practices are available on college website – MENU - Best Practices.

Link- <http://www.bncoepusad.ac.in/bncoe/#>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Institutional performance in one area distinctive to its vision, priority and thrust.

In early eighties Government of Maharashtra took a landmark decision of starting Engineering colleges in self financed category to provide best of the facilities in Engineering education at the doorstep of a vastly backward & rural population. Then education Minister Late Shri Sudhakarrao Naik, son of the soil, took the initiative to start Babasaheb Naik college of Engineering, Pusad.

The college was started as a pioneer institute in self financed category in the year 1983 in the aegis of already established & renowned society, JSPM , Janata Shikshan Prasarak Mandal, Pusad.

To become preferred provider of quality, state-of-the-art technical education and excellent technical manpower to the Nation is the vision of the organization. The outcome of this enterprise has been, more than 10,000 alumni placed not only in every corner of India but almost everywhere globally at top positions.

The journey of the institute in the last 34 years is denoted by its overwhelming aspiration to reach the quality benchmark objectives like AICTE, NBA accreditation, which has been achieved twice i.e. from 2005 to 2008 and from 2012 to 2015. Presently under an ISO 9001-2015 certification, and an “A” grade by the state government while nurturing successful professionals.

Institute is evidently keen while assessing the outcomes of programmes. Programme objectives work as the driving force for various activities like imparting sound basics of the Engineering discipline to students, followed by fostering the inquisitive minds to apply the acquired knowledge into practice. Impart appropriate skills to be employable. Influence their personalities for superior values and ethics, inherent positivity, enthusiasm and research orientation.

The backbone of all the achievements has been meticulous planning and execution keeping an eye on discerning details. The kind of the student attributes including their cultural backgrounds have eventually changed every decade. Earlier the college had many out of the state students; now most of the students are within the state. **In spite of all such variations, the desired outcomes like dominance of students in University merit positions, campus placements, their successful advancement in an industry, profession or entrepreneurship, have remained unfazed in all the programmes run by the institute. The throughput has engaged all the deviations across the time frame, making it the most accommodative and resourceful system which is truly distinguishing feature of this institute.** Our students have always fared well in the University examinations, 5 students have secured merit position in

summer 2015 University examination , followed by 9 in 2016 and as many as 12 students have achieved positions in 2017 University merit list to continue with our bright tradition.

The college has been very keen in various faculty development programmes. It has sponsored around 109 faculties to pursue their post-graduation and 16 have been sponsored for the doctorate. The college has amply represented university on various fronts including ample of faculty on Board of studies. The college has a very **high retention rate 56 faculty members have served for more than 20 years.**

Upgrading of laboratories, workshops, computing facilities and amenities from time to time has been a religiously ongoing process.

The institute hosts a very congenial environment which provides students with vast opportunities in developing not only technical skills but paving way in developing hobbies and interests through various technical , social , cultural societies and clubs. The college provides opportunities in activities in various fields like technical, interdisciplinary initiatives, music, fine arts, culture, sports and aesthetics, dedicating some time to fulfil social obligation through National Service Scheme activities and other college initiatives like service to physically challenged, etc to make them better human beings, confident individuals and thorough professionals.

Alumni chapters of the Institution have been established at various metros in India. Delhi, Chennai, Pune , Bangalore chapters are very active, while the alumni association of USA & Canada host programmes regularly. While the college also organizes Alumni meet at regular intervals for subsequent pass out batches.

The institute strives hard to swiftly get abreast with all the developments in industry and profession so as to remain relevant through achieving various quality benchmarks.

5. CONCLUSION

Additional Information :

All the above mentioned seven criteria's are explained in detail in quality indicator framework with detailed qualitative and quantitative metrics in the form of data required as per provided templates and documents needed are compiled in concerned criteria for the preparation of Self Study Report(SSR).

Concluding Remarks :

All the criteria wise achievements and accomplishments for the NAAC assessment and accreditations explained in a gist as above. The seven criteria's as prescribed by the NAAC are presented, detailing the core functions and key indicators with qualitative and quantitative metrics to achieve Vision and Mission of the institute. These criteria's mainly focuses on the issues that directly impact the teaching-learning process, the research-innovation process, the community, social, rural development and holistic development of the students. The institute's Self Study Report has been prepared articulating objectivity and self-analysis ascribed to the SWOC analysis for improvement. The adherence to the core values like contribution to the national development, fostering global competencies, inculcating the value system, promotion of the use of technology and the quest for excellence is clearly manifested by the remarkable performance indicators accrued over the span of 35 years for maintaining aspects of quality initiative, quality sustenance, and quality enhancements.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 11 Answer after DVV Verification: 03</p> <p>Remark : The HEI input updated as per HEI clarification</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 297 Answer after DVV Verification: 97</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : The HEI input updated as in again feedback report submitted by HEI is of 2012-13 and filled performa of teacher is also of AY 2012-13. DVV had requested 3 filled forms of each stakeholder, which HEI has not provided. so in absence of sufficient proof the DVV has updated the input</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed</p>																				
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1679</td> <td>1949</td> <td>2011</td> <td>2126</td> <td>2179</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1679	1949	2011	2126	2179	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
1679	1949	2011	2126	2179																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

216	283	259	374	635
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2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3000	3180	3180	3036	2748

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
552	732	732	732	732

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1438	1527	1538	1488	1357

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
157	211	192	293	366

Remark : The HEI input updated as per HEI clarification response. Moreover for AY 2013-14 the Number of actual student admitted has been updated to 266 equal to the seats reserved for reserved category as per HEI response in 1.2

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 4

Answer after DVV Verification: 01

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 123

Answer after DVV Verification: 72

2.3.3 Ratio of students to mentor for academic and stress related issues

	<p>2.3.3.1. Number of mentors Answer before DVV Verification : 120 Answer after DVV Verification: 70</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 1937 years Answer after DVV Verification: 1627 years</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>23</td> <td>19</td> <td>32</td> <td>46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	30	23	19	32	46	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
30	23	19	32	46																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>06</td> <td>06</td> <td>06</td> <td>06</td> </tr> </tbody> </table> <p>Remark : The HEI input updated as per HEI clarification response and attached document</p>	2017-18	2016-17	2015-16	2014-15	2013-14	04	04	04	04	04	2017-18	2016-17	2015-16	2014-15	2013-14	06	06	06	06	06
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	04	04	04	04																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
06	06	06	06	06																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 2192 Answer after DVV Verification: 2197</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the</p>																				

	<p>institution</p> <p>Answer before DVV Verification : 2710</p> <p>Answer after DVV Verification: 2602</p> <p>Remark : The HEI input updated as per HEI clarification response and attached document</p>																				
3.1.1	<p>Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>11.19</td> <td>2</td> <td>38.5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	11.19	2	38.5	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	11.19	2	38.5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	00	00	00																	
3.1.2	<p>Percentage of teachers recognised as research guides at present</p> <p>3.1.2.1. Number of teachers recognised as research guides</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification: 10</p>																				
3.1.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 03</p> <p>3.1.3.2. Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 829</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>3</td> <td>10</td> <td>5</td> <td>16</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	10	3	10	5	16										
2017-18	2016-17	2015-16	2014-15	2013-14																	
10	3	10	5	16																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	5	2	5

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 1

Answer after DVV Verification: 1

3.3.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 10

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	23	51	29	74

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30	23	51	29	73

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	3	3	3	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	00

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the 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/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	9	12	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
05	05	04	02	05

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1532	1832	1155	1070	1654

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
410	200	200	213	600

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	28	18	27	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
9	10	6	10	8

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	7	8	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	2

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 30

Answer after DVV Verification: 30

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : ≥ 50 MBPS

Answer After DVV Verification: ≥ 50 MBPS

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
34	54	59	93	56

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46.34	55.47	63.98	116.39	78.66

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1467	1657	1759	1755	1573

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1467	1657	1759	1486	765

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1679	1949	2011	2126	2179

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
88	115	95	12	28

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	15	4	2	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
19	17	05	2	08

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	15	4	2	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	05	2	08

5.3.1 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) 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:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	0	00

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
62	66	62	68	68

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	6	6	6

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

Answer before DVV Verification : 1 Lakh - 3 Lakhs

Answer After DVV Verification: 1 Lakh - 3 Lakhs

6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 387 1046 521"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>17</td> <td>17</td> <td>35</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 600 1046 734"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>10</td> <td>09</td> <td>20</td> <td>19</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	03	17	17	35	35	2017-18	2016-17	2015-16	2014-15	2013-14	03	10	09	20	19
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	17	17	35	35																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	10	09	20	19																	
6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1227"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>38</td> <td>36</td> <td>24</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>23</td> <td>29</td> <td>05</td> <td>25</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	60	38	36	24	37	2017-18	2016-17	2015-16	2014-15	2013-14	32	23	29	05	25
2017-18	2016-17	2015-16	2014-15	2013-14																	
60	38	36	24	37																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
32	23	29	05	25																	
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1675 1046 1809"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1888 1046 2022"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	3	2017-18	2016-17	2015-16	2014-15	2013-14	2	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	0	0	0	0																	

6.5.4	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit <p>Answer before DVV Verification : A. Any 4 of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 987 1046 1122"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1200 1046 1335"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	2	2	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	00	01	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	2	2	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	01	00	00	00																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1615 1046 1749"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1827 1046 1962"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>03</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	5	2	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	2	03	2	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	5	2	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	03	2	1	1																	
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony</p>																				

and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	2	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	01	01	01

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1500</td> <td>1590</td> <td>1590</td> <td>1518</td> <td>1374</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>276</td> <td>366</td> <td>366</td> <td>366</td> <td>366</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1500	1590	1590	1518	1374	2017-18	2016-17	2015-16	2014-15	2013-14	276	366	366	366	366
2017-18	2016-17	2015-16	2014-15	2013-14																	
1500	1590	1590	1518	1374																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
276	366	366	366	366																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>123</td> <td>170</td> <td>186</td> <td>180</td> <td>164</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>110</td> <td>112</td> <td>122</td> <td>123</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	123	170	186	180	164	2017-18	2016-17	2015-16	2014-15	2013-14	73	110	112	122	123
2017-18	2016-17	2015-16	2014-15	2013-14																	
123	170	186	180	164																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
73	110	112	122	123																	
3.1	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 39</p> <p>Answer after DVV Verification : 39</p>																				

3.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>275.44</td> <td>408.58</td> <td>436.50</td> <td>438.38</td> <td>324.68</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 461 986 573"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>275.44</td> <td>408.58</td> <td>421.43</td> <td>438.38</td> <td>324.68</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	275.44	408.58	436.50	438.38	324.68	2017-18	2016-17	2015-16	2014-15	2013-14	275.44	408.58	421.43	438.38	324.68
2017-18	2016-17	2015-16	2014-15	2013-14																	
275.44	408.58	436.50	438.38	324.68																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
275.44	408.58	421.43	438.38	324.68																	
3.3	<p>Number of computers</p> <p>Answer before DVV Verification : 723</p> <p>Answer after DVV Verification : 723</p>																				