



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MARATHA VIDYA PRASARAK SAMAJ'S KARMAVEER ADV. BABURAO GANPATRAO THAKARE COLLEGE OF ENGINEERING

**UDOJI MARATHA BOARDING CAMPUS, NEAR PUMPING STATION,
GANGAPUR RAOD
422013
<https://kbtcoe.org/>**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The **Maratha Vidya Prasarak Samaj** is one of the most prestigious centers of learning in the State of Maharashtra. It has been over 108 years that it has stood the test of time to become legend of unparalleled stature. History says that the credit for the birth of M.V.P. Samaj goes to the young, enthusiastic and devoted team of social workers and educationists who were inspired by the lives of Mahatma Jyotiba Phule, Savitribai Phule and Rajashri Shahu Maharaj of Kolhapur. It manages 487 educational institutes and it is one of the premier organization in the jurisdiction of Savitribai Phule Pune University. At present total strength of student is around 2,11,000. History says that the credit for the birth of M. V. P. Samaj goes to the young, enthusiastic and devoted team of social workers and educationists, Karmaveer Raosaheb Thorat, Bhausahab Hire, Kakasaheb Wagh, Annasaheb Murkute & Ganpat Dada More who laid the foundation of the Samaj. Adv. B. G. Thakare, Adv. Vitthalrao Hande & Dr. Vasantrao Pawar are major contributor of Samaj. They were the devotees who envisioned a culture and knowledge centric society. The motto of the Samaj is **“Bahujan Hitay Bahujan Sukhay”**, for the well being and happiness of the masses to kindle the social cause.

The MVP Samaj's K.B.T. College of Engineering was established in 1998 situated in 7.5 acres area in the heart of the Nashik city at approximately 2 Kms from CBS and 12 Kms from Nashik Road Railway station. The college is Permanently Affiliated to Savitribai Phule Pune University, Pune and Approved by AICTE, New Delhi. This institute is NAAC Accredited institute with 'A' Grade in 2017 and five of its courses are accredited by National Board of Accreditation (NBA). The Institute has excellent infrastructure having green building award also well-equipped laboratories, workshop and Hostel facilities. Each department has separate computational facilities along with LAN, Wi-Fi and necessary softwares. At present the college provides four-year courses leading to Bachelor's Degree of University of Pune in the following disciplines : Mechanical Engineering, Computer Engineering, Instrumentation and Control Engineering, Electronics and Telecommunication Engineering, Civil Engineering, Information Technology along with post graduate courses in MBA and Engineering.

Vision

To be internationally accredited, Multidisciplinary, and Multi-collaborative institute working on technology enabled platform fostering innovations and patents through state-of-art academic system designed by highly qualified faculty for the development of common masses at large.

Mission

To educate and train common masses through undergraduate, post graduate, research programs by inculcating the values for discipline, quality, transparency and foster career and professional development for employment thereby contributing to the development of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management and workforce dedicated to the welfare of common masses.
- Centrally located green campus.
- Adequate infrastructure as specified by statutory regulatory bodies.
- MOUs, collaborations, and training programs through Industry-Institute interaction.
- Excellent faculty retention.
- Accredited by NAAC with Grade 'A' in 2017-18.
- Five programs accredited by NBA in 2022-23 for three years.
- All UG programs are permanently affiliated to SPPU, Pune.
- Consistently above 50% campus placements.
- 39 faculty are PhD and NET-SET qualified.
- Excellent alumni connection.
- Mentorship scheme.
- Excellent academic performance.

Institutional Weakness

- Research and consultancy activities to be strengthened.
- Limited extension and outreach activities.
- International collaborations.
- Interdisciplinary research to be enhanced.
- Faculty and student exchange with Foreign Universities

Institutional Opportunity

- Establish a Research Centre.
- Attract funding for research projects.
- Increase number of PhD qualified faculty.
- Encourage students for extension and outreach activities.
- Collaboration with foreign universities.
- To become an autonomous Institute.

Institutional Challenge

- Placement in blue chip companies / core companies.
- Achieving NIRF ranking.
- Student progression to higher education.
- Attracting meritorious students.
- Creating Enterpreneurs
- Sponsred laboratories
- IPR

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to the Savitribai Phule Pune University (SPPU) and follows the curriculum prescribed by the SPPU covering cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. Institute faculty members are actively involved in designing and developing the curriculum of SPPU at various levels such as BOS, Subject chairman, Coordinators and members. The curriculum is implemented effectively adhering to the guidelines provided by BOS. Academic activities are planned and carried out by considering the Institute Vision, Mission, POs, and PSOs of different programmes. Faculty members adopt various teaching aids, effective teaching pedagogy, curriculum GAP identification and delivering content beyond the syllabus to create better learning environment. Institute provides e-learning facilities to the students and encourages self-learning for PO attainment. Institutes conducts various value addition courses, competitive examination coaching, aptitude and soft skill program and Entrepreneurship development program for overall development of students and enhance employability skills. Total 100 Add on / Certificate programs are being offered by institute and 49.51% students enrolled during the last five years having more than 30 contact hours. Overall 98% of students are involved in Project Based Learning, Internship, Project Work and Field work. The institution focuses on cross cutting issues by arranging various co-curricular activities. IQAC regularly monitors effective delivery of the curriculum and corrective measures are initiated through Academic and Administrative Audits (AAA) to minimize the deviations. Every department having Department Advisory Board and Program Assessment Committee to accelerate the various activities, required for expected outcome. To ensure the effectiveness of Outcome Based Education Programme Coordinator and Module Coordinator periodically monitors the departmental activities and evaluates different parameters. Institute has developed Learning Empowerment and Academic Development (LEAD) program for achieving academic progress as well as personal growth of students.

The feedback is collected from various stakeholders such as students, alumni, industry and parents. The action plan is prepared on the basis of suggestions and action taken report is communicated to IQAC. Institution has implemented 360 degree feedback system for enhancement of teaching-learning process and support facilities.

Teaching-learning and Evaluation

The institute follows student-centric teaching-learning pedagogy and is committed for imparting excellence in engineering education through effective teaching learning processes to ensure overall development of the students. The institute has well qualified, experienced and competent faculty (student-teacher ratio of 16.82, average teaching experience of 14.71 years and 33 faculties having Ph.D.). The academic calendar is circulated at beginning of academic year and institute is adhere with it. The various measures of teaching-learning and overall developmental activities are adopted to ensure quality engineering education.

The various pedagogical initiatives and teaching methods like active learning, ICT, e-resources, multi-collaborative learning, Moodle, Flipped/Google classrooms, real world problems, innovative teaching methods, video lectures, PBL, experiential and problem solving learning are applied, along with conventional methods. The students are encouraged for NPTEL and MOOC courses.

LEAD mentorship program is implemented to guide and support the students for overall development. Professional organizations like ISTE, ACCE, IEEE, IEI, CSI, SAE, ISHRAE boosts engineers, to provide

professional innovative mindset and leadership qualities. This helps to enhance the percentage of result unto 95.02% during last five years. The institute encourages for experiential, participative and problem solving learning methodologies through industrial visits, internships, surveys, field work, project work, and competitions like Hackathon, SAE etc.

After assessment special efforts are taken for weak and bright students. Weak students are assisted by providing course material, remedial classes, counselling by tutor/mentors. The bright students are encouraged for higher order 'thinking' and additional opportunities are provided to acquire advanced skills.

During the pandemic, numerous online workshops and training programmes have been organized by the Institute for up gradation of teachers and students.

The institute adheres with "Outcome Based Education" philosophy for measurement of attainment levels of Course Outcomes and Program Outcomes. The internal questions papers are set as per AICTE examination reform policy and assessment is done transparently and efficiently.

Research, Innovations and Extension

The Institute promotes research culture amongst the faculty as well as students by facilitating and motivating them to participate in research, innovation, consultancy and patenting activities. Research and Development Cell creates conducive environment for promotion of these activities in the Institute. Institute has taken initiatives to create ecosystem through R&D committee, Research & IPR policy, ED & Start-Up Cell, innovation cell, Design & Innovation Center (established in collaboration with Savitribai Phule Pune University and MHRD New Delhi) for execution of research, innovation and IPR related activities.

Institute organizes workshops, seminars, conferences and expert talks of eminent scientists and industrial persons for faculty and students to upgrade their knowledge of latest technology and development. Institute has organized 135 workshops/seminars/conferences during last five years.

Faculty members have received the grant of Rs 47.24 Lakhs from various Government and Non-Government agencies for implementation of research projects/schemes and earned Rs 22.76 Lakhs from consultancy work in last five years. Outcome of successful completion of research and consultancy work is reflected in research paper publications. Faculty members of the institute have published 127 research papers in renowned journals and published 95 books/book chapters/research papers in edited volumes and national/International conference proceedings during last five years. Institute has started collaborative research work with Indian Air Force for promotion of indigenization activities.

The institute has conducted 108 extension and outreach programs in the neighbourhood community for awareness of social issues and overall holistic development of students through various established clubs (NSS, Unnat Bharat Abhiyan, nature and social, financial literacy, astronomy, cultural, techno, sports etc). The institute has received 12 awards and recognitions for extension activities from government / government recognised bodies during last five years.

Institute has provided platform to the faculty and students for interaction with outside world by signing 65 MoUs, collaborations/linkages. The institute has provided seed funding for innovative projects of students.

Students have completed several smart projects and provided innovative solutions in Covid 19 pandemic situation also.

Infrastructure and Learning Resources

Institute is located in center of the Nashik City spread over 7.5 acre of Land with a built-up area of 23,639.52 square metres, The Institute has sufficient infrastructure that not only complies with regulatory body standards but also meets functional requirements. There are 34 ICT enabled classrooms, 7 tutorial rooms, 67 laboratories, 2 drawing halls, a workshop, a central library, a language laboratory, a canteen facility, and a playground.

The modern infrastructure enhances teaching and fosters a positive teaching-learning environment. The management shows a keen interest in developing and improving the institution's infrastructure to ensure the seamless operation of all academic, co-curricular, and extracurricular activities. The college has spent around 4% amount on infrastructure augmentation and around 30% amount on its maintenance. Every department has computer labs that are used for online exams, aptitude tests, project development, and competitions. In addition to the required number of classrooms and laboratories, the college also has staff rooms and seminar halls that are well-equipped for performing daily academic activities. All stakeholders have access to amenities including departmental libraries and computer centres. In terms of hardware and software, the institute's computing facilities are adequate with student-computer ratio of 2.4. Internet connectivity is available in campus via LAN over a 150 mbps continuous leased line and Wi-Fi facility is also made available 24 × 7. The college built several indoor and outdoor sports facilities, including an indoor sports field, a playground, a yoga space, and a gym acknowledging the value of physical activities. Additionally, there is a facility for uninterrupted power supply with a generator backup and a 24-hour purified drinking water supply.

The central library has a floor size of 730.88 square metres including a reading room that can accommodate 200 students. It includes an online public access catalogue where students and teachers can reserve books. All students and staff members have access to the e-journals via LAN, remote access, and multi-user capability. The institute has established processes and practices for using and maintaining its academic, administrative, and physical facilities.

While gardening, cleaning routine civil, and electrical maintenance are managed in-house by the appropriate sections of the college, sanitary services and campus facility maintenance are outsourced. Some of the campus's major amenities include the CCTV surveillance, firefighting system, a significant area covered with parking sheds, ATM, etc.

Student Support and Progression

The institute provides resources and instructional strategies that are needed for the overall development of students. From the institute, 73.14 % of students from different categories and sections have availed the benefit of various government Scholarship schemes in the last five years. The average result of final year students in the last five years is 95.02%.

For continuous improvement in student learning, the institute has regularly taken all required initiatives for the enhancement of Soft Skills, Language and communication skills, Life skills and Computing Skills. The institute has a dedicated Training & Placement Center (TPC) and an Entrepreneur Development Cell (EDC) that provides campus placement, entrepreneurship, higher studies, industrial training & visits, internships, projects

and competitive examination opportunities to the students. Average 50.95% of students have been placed in reputed companies in the last five years and last year 620 students successfully completed internships in different industries. Institute promotes various training certification programs to students for enhancing their career opportunities. In the last five years, the institute has conducted 106 training programs from which 4186 students are benefited and certified.

For sports activities the institute has enough infrastructural facilities like playgrounds and gymnasium. Students actively participate in various games and competitions at different levels and have won prizes at zonal and University levels. Every year the Institute organizes a mega cultural event "Fusion" and average 1840 students participate enthusiastically. Every program of the institute has a Student Association under which various educational, cultural and social activities are organized. The institute has a well defined mechanism for redressal of grievances of students through various committees formed as per the directions of regulating authorities.

The Institution has a registered Alumni association to strengthen the closeness and network among the alumni, faculty, and management. The Alumni Committee and Alumni Cell are very active under which every year alumni meet is conducted at college. Every department invites alumni to share their experiences with the juniors for motivating them in their future careers and helping them for placement and higher study. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on the existing curriculum, updates on emerging trends etc.

Governance, Leadership and Management

The Vision and Mission statement of the institute were framed considering needs socioeconomic condition and need for adequate technical skills.

The management including Governing Council, Local Management Committee, College Development Committee, Industrial Advisory Board (IAB), Principal and faculty focus on institutional goals. Principal provides effective leadership and administration for planning and implementation of academic, curricular and extracurricular activities. Institute constituted different committees to provide "decentralized administration". Predefined plans are implemented through active participation of faculty and students in various committees.

Consideration the suggestions from the stakeholder and performing environmental scan. The major objectives achieved during last five years are, permanent affiliation to Savitribai Phule Pune University, accreditation by NBA, establishing Centre of excellence and are included in the perspective plan are introducing recognized research Centre, future plans are autonomy of the institute, and foreign collaborations for higher studies and student placement. Better industry institute interactions.

The institution has effective welfare measures for teaching and non-teaching staff such as accidental insurance policy, MVP's Employee Welfare Fund, The College Teachers Society offers long-term loans, An institution's employees receive a gratuity, A faculty member are sponsored for higher education and receives reimbursement for attending local, state, and international conferences, Women's Empowerment Cell For eligible staff members, medical leave maternity leave as well as earned leave, In the case of patents, financial support to faculty.

The IQAC is functional and its main task is to mobilize and direct QMS in the institution. IQAC is coupled with NAAC, NBA to implement QMS and adhere to minimum quality standards set by the institute. Internal Quality Assurance Cell carries out activities that encompass all aspects of the Institute's functioning. It

monitors and review the teaching learning process, structures & methodologies of operations, and learning outcomes regularly and periodically. The Institute IQAC prepares, evaluates and recommends Annual Quality Assurance Report (AQAR), Self-Study Reports of various accreditation bodies (NAAC, NIRF, NBA), Stakeholder's feedback, AAA Audit, Action Taken Reports, New Programmes as per National Missions and Govt. Policies.

Institutional Values and Best Practices

The Institute has been strongly stood for, believe in and follows human values since its establishment and has contributed towards the betterment of the society through various activities and programs. The Institute has ensured the provision of an inclusive environment which is evident from the presence of tolerance and harmony among the students and staff members towards predominant cultural, regional, linguistic, communal and socioeconomic diverse environment in the Institute. In addition to the excellent academics, the Institute has constantly worked upon the holistic development of all the individuals. Institute has already consist of initiatives like use of alternate Energy, Green Campus, West Management, Disable friendly environment, Water conservation with regural monitoring by having energy and green audit

In line with its commitment towards the continuous quality improvement, the Institute has adopted many best practices. Among them are the LEAD (Learning, Empowerment & Academic Development) Mentorship Programme for students, which has its focus not only their personal and academic growth but also their physical and mental health through personalized mentoring during all the years of Engineering and Management Course. Another best practice - Progressive Technical & Management Education through Multi-collaborative Approach emphasizes and ensures the 360-degree development of the students through unique activities such as Smart Campus Project – Project based Learning Approach, Web-based Learning Platforms and Industry – Institute Collaboration which make them industry-ready in today's competitive environment.

The “Project Bandhan” initiative by the Institute has been making impactful contribution towards the betterment of underprivileged section of the society which aptly justifies the priority and thrust of the Institute and MVP Samaj Trust: “Wellbeing and Happiness of Masses”.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Maratha Vidya Prasarak Samaj's Karmaveer Adv. Baburao Ganpatrao Thakare College of Engineering
Address	Udoji Maratha Boarding Campus, Near Pumping Station, Gangapur Raod
City	Nashik
State	Maharashtra
Pin	422013
Website	https://kbtcoe.org/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Satish Ramrao Devane	0253-2571439	9833939858	0253-231701 6	principal@kbtcoe.org
IQAC / CIQA coordinator	Darshan Diliprao Kulkarni	0253-2582891	9545590553	0253-231701 6	iqac@kbtcoe.org

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

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Udoji Maratha Boarding Campus, Near Pumping Station, Gangapur Raod	Semi-urban	7.5	13467

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	HSC XII	English	60	46
UG	BE,Computer Engineering	48	HSC XII	English	60	60
UG	BE,Electronics And Telecommunication Engineering	48	HSC XII	English	60	60
UG	BE,Information Technology	48	HSC XII	English	60	60
UG	BE,Instrumentation And Control Engineering	48	HSC XII	English	40	37
UG	BE,Mechanical Engineering	48	HSC XII	English	120	64
PG	ME,Civil Engineering	24	BE CIVIL	English	24	11
PG	ME,Mechanical Engineering	24	BE MECHANICAL	English	24	6
PG	MBA,M B A	24	ANY GRADUATE	English	60	60

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	8				23				62			
Recruited	8	0	0	8	19	1	0	20	37	25	0	62
Yet to Recruit	0				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				25			
Recruited	0	0	0	0	0	0	0	0	12	13	0	25
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				50
Recruited	36	14	0	50
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				57
Recruited	42	15	0	57
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	0	0	13	1	0	7	4	0	33
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	0	0	42	34	0	82
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		9	13	0

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	1109	1	0	0	1110
	Female	653	0	0	0	653
	Others	0	0	0	0	0
PG	Male	77	0	0	0	77
	Female	94	0	0	0	94
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	20	21	26	18
	Female	13	11	12	17
	Others	0	0	0	0
ST	Male	7	3	8	5
	Female	4	6	3	3
	Others	0	0	0	0
OBC	Male	117	121	115	108
	Female	75	80	76	78
	Others	0	0	0	0
General	Male	55	68	85	85
	Female	45	60	53	53
	Others	0	0	0	0
Others	Male	26	28	31	25
	Female	17	19	15	17
	Others	0	0	0	0
Total		379	417	424	409

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>KBTCOE is adhering NEP-2020 with defined vision and mission to provide high quality technical education to develop human resources. Discussion among the faculty members were initiated on key principles of NEP like diversity of curriculum and pedagogy with technological innovations in teaching and learning encouraging logical decision making, and innovation critical thinking and creativity. In view of NEP academic programs may be redesigned and include multidisciplinary and interdisciplinary courses as electives, honoured courses, emerging areas in engineering offered by other department. Overall implementing suggestions given by NEP. The multidisciplinary orientation of the KBTCOE is also reflected in the publications of the faculty members and students research. KBTCOE regularly inviting experts from varying subjects in STEM. Through NSS, institute social responsibility, local community engagement and services provided by faculty and student through work, environmental education, value based education. Induction/orientation programs are being conducted on multidisciplinary perspectives in the area of engineering, planning, management, environment, values and society.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our University working towards national digital locker. Under the university, institute offers all repository for all academic awards under the digital India program. The institute already following the choice based credit system (CBCS) for all programs and will follow the process related to the ABC as directed and governed by Academic council of Savitribai Phule Pune University, (SPPU), Pune. The Institute will be formally registered in the ABC portal as soon as the resolution is being approved by the higher academic bodies.</p>
<p>3. Skill development:</p>	<p>This will help to enhance the employability of our graduates as per the current human resources requirements of industry. The value added programs are introduced by the KBTCOE for implementation of NEP. The institute also focusing on soft skill development of the students. The knowledge and skills will be increase wealth and well-being of individuals since they shall drive better jobs, better lives and promote social inclusion. The teaching, research and capacity development programmes in</p>

KBTCOE taken into account the imparting of skills to the students relevant and necessity in the changing context of engineering education. The university focuses on developing critical thinking skills to understand theory, analytical skills to carry out empirical studies and practical skills to support policy and planning. NEP 2020 envisages integration of vocational education in all institutions throughout school and higher education and calls for development of graduate attributes into undergraduate and post graduate education. Aligning to the proposal of NEP 2020, the Institute has made efforts in providing rich learning experiences to develop graduate attributes and enhance the employability skills of the students. As part of the curriculum, internship and field attachment programs are conducted to enable the students to acquire relevant work experience and employability skills like team work, planning, problem solving, communication and adaptability. In addition to this academic and software workshops helps the students in developing skills in academic writing, computer and relevant software skills respectively. The students are provided with the opportunity to participate in various activities such as Seminar presentation which help in developing presentation skills and communication skills, whereas, the activity of writing term papers help in enhancing their analytical skills and academic writing. Students are engaged in various curricular and co-curricular activities which helps in developing skills of problem solving, creative thinking, socio-emotional skills, leadership, multi-tasking and managing deadlines. Developing research capacities of scholars by encouraging them to engage in research in the area of vocational education, skill development and employability. Mandatory audit courses, electives, and honours courses has been introduced with the learning outcomes in terms of understanding the theoretical and practical of education, skill development and ability.

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

The institute is adhering the Indian culture and heritage and imparting advanced technical education along with inclusion of knowledge from ancient India to modern India to accomplish India's future aspiration about education, health, and environment. A number of students from various states like Bihar,

	<p>Jammu and Kashmir, Gujarat, Kerala, Andhra Pradesh etc. are taking education in our Institute. They are having diversified background, culture and communication medium. Hence while conducting the classes in English, sometimes demand from the students to explain course content in their mother language or national language. So faculty members explains course content in National/ local /mother language as far as possible. Under J&K scholarship scheme, students from Jammu, Kashmir and Ladakh are also getting admission in our Institute and initially they are facing little uncomfot and cultural tremor. For solely mingling of outside students, the institute organizes various orientation/ Induction, cultural programs and institute impetus to the students for participating in variety of cultural, scientific programmes and technical events. During the COVID-19 pandemic situation, the institute has accelerated teaching learning activities through online mode using various platforms. The Institute focuses on creating proficient engineers along good responsible citizen of India.</p>
5. Focus on Outcome based education (OBE):	<p>The institute offers 6 programs at UG level and 3 programs at PG level. The curriculum and activities of all these programmes are woven around outcome-based education. The skills and knowledge that they will acquire at the end of their programme of study will have specific outcomes. The KBTCE emphasis on a) theoretical understanding to internalize why things are done or a decision is taken; b) practicality emphasising on how to do things; and c) self-reflection emphasising on how to apply knowledge responsibly. All these programmes are designed to help students to demonstrate their learning and achievements in terms of knowledge, understanding, skills, attitudes, and values. All the programmes have well defined programme specific outcomes, course-specific learning outcomes and program educational objectives (COs, POs, PSOs and PEOs). The students of these programmes are assessed in the form of performance-based tasks and activities. Overall, the teaching-learning process in the institute is designed and developed around outcome-based education's philosophy and intent. The institute aims to prepare such researchers or train policymakers and educational leaders that can bring changes at the grass-root level. SPPU revise the curriculum after 4-5</p>

	<p>years periodically. The KBTCOE provides various experiential learning practices like practicals, internships, projects, industry visits etc. which encourages the students to focus on innovation, research and converting ideas for the benefits to the society. Apart from domain specific skills learning outcome at all levels ensure social responsibility and ethics as well as entrepreneur skills so that students shall contribute proactively to the economic, environmental and social well-being of the nation/society.</p>
<p>6. Distance education/online education:</p>	<p>Since inception, KBTCOE has promoted the usage of ICT enabled tools in the teaching learning process, as suggested in NEP as well. As a result, most of the classrooms are ICT enabled with overhead projectors and wi-fi connectivity. During COVID-19 period KBTCOE has provided online learning to students and able to provide training. Faculty members are uploading various learning resources such as articles, pre-recorded videos, YouTube links, assignments etc. on the respective Google Classroom on a regular basis and students are also responding to those very well. For completion of on line courses, the platforms like MOOCs, Coursera, NPTEL etc. are adopted by the faculty and students to enhance their knowledge in various subjects and software languages. The institute is well equipped with all the facilities for online teaching and learning facilities. These facilities include desktops, laptops, smart boards, projectors and an institutional learning management system, LAN and Wi-Fi internet connectivity, digital tools, and online library access. The faculty members efficiently exercises regularly various digital tools and apps for the online and blended learning mode. KBTCOE has adopted online platform for meetings, UG and PG level Examinations, project review Sessions, Departmental Advisory Board, Alumni Meet, various workshops, etc.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1934	1887	1726	1784	1853
File Description		Document		
Upload supporting document		View Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

Response: 144

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	119	124	126	129

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
271.40	254.5	303.06	391.68	363.67

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Maratha Vidya Prasarak Samaj's KBT College of Engineering is affiliated to Savitribai Phule Pune University, Pune (SPPU). Curriculum prescribed by the University of SPPU, Pune is adhered and each program develops an academic calendar based on the academic schedule of the SPPU, so as to implement the curriculum effectively. Moreover, the Institute has a plan of action to strengthen the teaching-learning process in the following ways:

1. Institute and Department prepare academic calendar aligned with the academic calendar of SPPU. The academic calendar envisages the planned execution of various events.
2. Head of the Department (HOD) collects course choices for the upcoming semester from all course teachers.
3. HOD finalizes course allotment considering the area of specialization of the course teacher. Course teacher prepares the course material and plans activities for the delivery of the course content as well as content beyond syllabus.
4. The Identified curriculum gaps are discussed in the Department Advisory Board (DAB) meeting. Academic monitoring is done through the Department Advisory Board (DAB), Programme Assessment Committee (PAC) and Internal Quality Assurance Cell (IQAC).
5. Term work is assessed based on the rubrics defined. Project based learning, Mini- Project and final year Project are significant contributory team works that has to be completed by students. Students have a compulsory project work for Semester II, IV, VII and semester VIII in which they complete their projects under the supervision of Guide appointed by the Department and/or experts from industry. For ensuring good quality project work, a "Project Assessment Committee" (PAC) constituting senior faculty members is appointed by the Department.
6. Department uploads academic calendar and course teachers uploads the teaching plan on Enterprise Resource Planning (ERP) software.
7. Experiments are conducted in the laboratories as per Lab manuals prepared.
8. Course teacher delivers the course content using various pedagogical initiatives and innovative teaching-learning methodologies including ICT based tools and NPTEL videos. It helps to improve students' involvement and learning. Students are consistently motivated for self-learning using online certification courses. Students associations and chapters of professional bodies organize guest lectures, workshops, trainings, competitions and TechFest including various technical and non-technical events.
9. Course teachers are motivated for participation in STTP/FDP/NPTEL/Swayam courses to enhance knowledge of recent trends and technologies.
10. Expert lectures and industrial visits are organized through Industry-Institute-Interaction to fulfill the gap between Industry and institute.
11. Attendance of students is monitored. Monthly attendance is displayed on notice board while parents of the students having poor attendance are notified through letters.

12. Unit tests are conducted as per academic calendar. Students are given assignments for practice.
13. Module coordinator meetings are conducted for smooth conduction of teaching activities and also monitoring the quality of unit test question paper with higher BT level.
14. LEAD mentoring sessions help for achieving academic progress as well as personal growth of students. Bright students are identified and encouraged for participation in various competitions. Weak students are identified and assisted by mentoring and conduction of remedial classes.
15. Students feedback for teaching is collected twice a semester and corrective actions are taken accordingly.
16. Parents-teachers meet is organized every semester. It helps to identify students challenges and convey and discuss students' progress with parents.
17. Examinations are conducted as per schedule of SPPU.
18. Result analysis is carried out and PO and PSO attainment is calculated that helps to provide input for corrective measures and improvements.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 81

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 27.55

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
823	418	522	405	362

File Description	Document
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Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Curriculum is designed by Savitribai Phule Pune University which includes various topics/chapters covering cross cutting issues relevant to **Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**. The institution takes care to focus on these issues by arranging co-curricular activities.

A. The curriculum has integrated environment and sustainability issues in few courses are as follows:

1. Environmental Engineering –This course highlights the aspect related to the different component of environment, structure and function of eco system, Natural resources, bio diversity and conservation, air, water, soil, chemical and noise pollution.

2. Building Technology and Architectural Planning- To develop building planning and architectural design, utilization of resources, how to use building byelaws, Residential Buildings and green buildings concept, rain water harvesting and waste management system.

3. Geotechnical Engineering: This course highlights the causes and remedial measures of landslide, soil properties, classification and its behavior under stress, interaction between water and soil and the effects.

4. Earthquake Engineering: This course evaluate seismic force-resisting systems and weigh their relative long term environmental impacts, the expected seismic damage throughout a building's lifespan and the environmental impact associated with that damage analyze and design .

5. AICTE has newly introduce the subject Environmental Studies in all disciplines to discuss about environmental pollution, science and technology associated with monitoring and control.

B. The curriculum has integrated Human Values issues is as follows:

1. Humanity and Social Science: To explore aspects of human values and to acquire the intellectual communication skills and develop characteristics that encourages personal fulfilment, meaningful professional life and responsible citizenship.

2. Information and Cyber Security: In this course students learn network and information security, malwares, how to protect the data using the different defense tools and investigation.

3. **Audit course -III (Road Safety):** Student are able to learn the rules and regulations regarding road safety, environment-friendly road transport.

C. The curriculum has incorporated Professional Ethics issues in few courses are as follows:

1. Democracy, Election and Governance: This course enable to introduce awareness about democracy, election and governance. The constitution of India is a sovereign socialist secular democratic republic and to secure to all its citizens: Justice, Social and Political.

2. Project based learning: To create awareness amongst students to follow professional ethics in the field of Engineering and Technology. Good ethical and professional practices are an essential parts of any reputed companies.

3. Indian Ethos & Business Ethics: RECOGNIZE Karma, Karma Yoga and discover its relevance in business setting, ILLUSTRATE the business ethical decision rationale derived from Indian Heritage Scriptures Ethical dilemmas in different business areas of marketing, HRM and Finance and ADAPT dilemma resolution interventions by referring to certain norms, theories and models of Eastern Management.

D. Gender equality issues as part of the curriculum is covered in co-curricular activities:

Institute organizes various programs to sensitize students about the gender equality, boys and girls work together in various curricular and co-curricular activities like Project, seminars, paper presentation, GD, PI, technical quiz, debate, etc. through departmental association activities.

The above-mentioned topics are covered related to cross cutting issues in a curriculum. All departments conduct various activities related to cross cutting issues under department association, Nature club and NSS.

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

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

Response: 98.14

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

Response: 1898

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 82.95

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
404	380	428	449	446

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
508	508	508	508	508

File Description

Document

Upload supporting document

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Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats)

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
165	168	168	163	167

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

2021-22	2020-21	2019-20	2018-19	2017-18
165	168	168	163	167

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

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

Response: 16.82

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 using ICT tools

Response:

Institution has adopted Outcome Based Education (OBE). Experiential learning, participative learning and problem solving methodologies are used for effective teaching-learning experience which are aligned with OBE. Academic activities are planned and executed using various pedagogies, innovative teaching methods and ICT tools such as Moodle, Google classroom, Mentimeter, Kahoot, Slido, Colab, etc.

Industry: Institute has signed MoUs and established training centres by collaborating with different industries for strengthening industry-institute interaction and bridging the gap between academia and industry. Students are exposed to experiential learning through industrial visits, internships, and expert talks. Moreover, real life industrial problems are undertaken as project by students in the final year and provide solutions for the same which enhances participative learning experience which helps them to become better learners and better engineers.

Faculty efforts: Faculty use innovative teaching methods, ICT tools, Virtual Laboratories for enhancing learning experience. Innovative teaching methods are used for participative learnings such as Think-Share-Pair, Crossword Puzzle, Development of models, Industry based case studies, Plicker's card activity, Simulations are used. Institute has smart classroom equipped with interactive board and projector for effective transfer of knowledge and skills. Institute is a Nodal Centre for Virtual Labs (VLabs) of IIT Bombay, IIRS, ISRO, Coursera, edX wherein students can experience the experiments remotely which has helped them in learning during COVID-19 pandemic situation. Faculty have developed e-content and uploaded on YouTube which is easily accessible to students.

Co-curricular efforts by the institute: Co-curricular activities fuel students learning by stimulating

innovative thoughts, improving their social skills, helps to enhance their leadership and teamwork qualities and developing better social relations. Each department has student association and chapters of professional bodies which provide platform to organize and participate in various co-curricular activities such as paper presentation, technical quiz and events, project competition. Experiential and participative learning is improved through co-curricular activities.

Projects, PBL: Institute encourages Project Based Learning (PBL) for students and provide infrastructure and guidance. Under PBL, students have developed projects on emerging areas like Electric Vehicles, Robotics, Automation, Artificial Intelligence and Machine Learning. Students are involved in research and consultancy projects undertaken by faculty. Problem solving skills of students are enhanced through PBL, research and consultancy projects. It also helps to inspire creativity and imagination of the students. PBL is helping our students to enhance innovative thinking and teamwork qualities. It allows them to engage in solving complex, ill-defined real-world problems, develop the skills relevant to their professional careers and gives an opportunity to work collaboratively on real-world problems.

Self-learning: Institute is a Nodal Centre for NPTEL in association with eminent organizations like IITs. Students are enrolled and completed various NPTEL courses for self-learning and learning of advanced technologies. They are enhancing their knowledge using e-sources like NPTEL videos, YouTube videos prepared by faculty members and other e-learning sources. Library has rich resources such as books, journals, proceedings, magazines to enhance self-learning. We conducts various activities such as Coffee Katta and library sessions to encourage use of library resources and share their learning.

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

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
115	119	124	126	129

File Description	Document
Upload supporting document	View Document

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

Response: 20.39

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	28	24	20	17

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

- The assessment is an important step in calculating learning outcome of students. The assessment mechanism is divided in two parts as direct and indirect assessment. Direct assessment is done in two ways ie internal and external examination. The various tools are adopted for assessment as mentioned below.

Internal Assessment	External Assessment
Unit Test	University theory exam (Insem, End Sem)
Term Work	Oral
Assignments	Practical
	Seminar
	Project

Internal Assessment:

The internal assessment process is carried out transparently for internal evaluation of unit tests, laboratory term work and assignments. An examination coordinator has been assigned to coordinate and communicate the examination activities. The evaluation process is well defined, based on the rubrics for internal assessment and communicated to students well in advance during orientation program and by respective faculty also.

Students are solving real world problem in assignment as the part of term. It helps to apply the knowledge

and skills learnt in classroom. It also boosts self confidence.

The schedule of Unit Test is included in academic calendar and communicated to student at the time of commencement of semester. The unit test question papers are framed using Bloom's taxonomy verbs and according to the course outcomes. It also reflects CO-PO mapping and performance indicators mentioned in AICTE examination reforms. Finally the quality of question paper is ensured by module coordinator. After evaluation of unit test answer sheets are shown to the students and marks obtained are displayed on notice board. If any grievances are raised by the students, are resolved by the course teacher.

Rubrics are defined for the assessment of term work and informed to students at the beginning of the semester. Continuous assessment of term work is carried out as per the rubrics framed. Term work marks are shown to the students during continuous assessment and at the end of the semester. Any grievances in internal assessment are addressed by the course teacher.

External Assessment:

End semester examination is conducted by the university. University has developed grievance redressal system in the examination section for timely and efficient resolution of grievances and it is administered by College Examination Officer (CEO) at institute level. After the declaration of university results, if students have grievances, then students can apply for photocopy and revaluation and/or rechecking of the answer book through examination section of the institute. The University schedule of application for photocopy and revaluation is informed by examination section to the students after the declaration of university examination results. The revaluation and/or rechecking is done by University efficiently and within time to satisfy the student's grievances.

The review of the projects of the final year students are taken in each month. Rubrics are framed to evaluate the project in two stages i.e. stage I at the end of seventh semester and stage II at the end of eighth semester.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Each programme of the institute has clearly stated outcomes in the form of program outcomes (POs) as given by NBA and course outcomes (COs) framed by University/concern faculty. The POs expresses the abilities imbibed in the students at the time of graduation and COs are the abilities imbibed in the students at the end of each course.

POs/COs for all programme offered by institute are stated and displayed on website, laboratory manual, project manual, HoD cabin, corridor, Department Notice Board, Department Laboratories and Department Library.

POs are defined from Graduate Attributes stated by Washington Accord whereas COs are provided by the university in the curriculum for each course. However, the course teacher may modify COs depending upon his content delivery in consultation with module coordinator. The COs are mapped with POs and PSOs. The POs and COs are communicated to the students at the commencement of every semester and academic year and also disseminated through display in classroom, laboratories and laboratory manuals etc. Faculty members of department plans and conducts activities to achieve the COs and POs attainment.

CO attainment: Two assessment methods are employed for attainment of course outcomes i.e. direct assessment and indirect assessment. The direct assessment is split up in to external assessment and internal assessment. The external assessment is based on university examination like Insem, Endsem, Oral, Practical, Seminar and Project Work whereas unit tests, assignments and internal term work come under internal assessment. The course exit survey is used as an indirect assessment tool to compute CO attainment. The guidelines are framed to use a proportion of 80% of weightage to external assessment and 20% weightage to internal assessment for computing direct CO attainment of a course. Further 90% weightage is given to direct assessment and 10% weightage is given to indirect assessment to compute overall CO attainment of a course. The program defines the target level of any course as the average marks obtained by the students in the last three university examinations of that course as recommended by program assessment committee.

PO attainment: Two assessment methods are employed for the attainment of program outcomes i.e. direct assessment and indirect assessment. Direct assessment PO is calculated using the overall attainment of COs and its mapping with POs. The program exit survey is considered for the indirect assessment of POs. Further, the overall attainment of POs and PSOs are computed by adding direct attainment and indirect attainment values in proportion of 80:20.

The continuous improvement: PO attainment is compared with the set target value. The targets value shall be raised if target is achieved, whereas if target is not achieved then set target is kept the same and POs and corresponding COs are analysed for the shortcoming and actions to be taken are planned accordingly for the same which should be followed in the next academic year.

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

2.6.2 Pass percentage of Students during last five years

Response: 94.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
462	522	484	492	477

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

2021-22	2020-21	2019-20	2018-19	2017-18
501	526	485	527	529

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 39.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.20	0	12.46	4.00	9.20

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

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3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institute has constituted a research committee for promotion and monitoring of research, innovation and development activities. This committee ensures smooth functioning and effective management of research & innovation activities at the institute and it facilitates the process of proposal submissions for availing the funding from different agencies. Institute has prepared research and IPR policy for smooth functioning of research, innovation and IPR activities. It encourages faculty to apply for research projects, incubation, and Design Innovation Centres. Institute grants the study leave to the faculty for research work and higher studies. It also reimburses conference registration fees, publication fees paid by the faculty. The institute also provides laboratory and library resources to carry out research and innovation activities effectively. Encouragement and support for the establishment of collaborations & linkages with industries and research institutes are provided to the faculty. **Faculty members have received the grant of Rs 47.24 Lakhs from DST, AICTE, SPPU etc for implementation of research projects and different schemes in last five years. They have also published research papers in the SCI/Scopus/UGC Care indexed journals/conferences.**

The institute has sanctioned seed funding of Rs 5 Lakhs every year for research/innovative projects of

students. Call for research and innovative project is floated on institute website and through ERP notice before beginning of the academic year. Shortlisted research and innovative projects (smart projects) are communicated by the department to the Dean (R&D). Dean (R&D) after discussion with Principal finalizes the projects to be funded for academic year. Demonstration of smart projects is exhibited at the end of academic year. Utilization certificates and statement of expenditure of projects are submitted to the account section through project guide, HOD, Dean (R&D) and principal for financial audit purpose. **Several innovative projects on the emerging areas (robotics, automation, Artificial Intelligence, electric vehicles, data science, data mining, 3D printing etc) are successfully completed by the students.**

Institute provides awareness, guidance and support to the faculty members and students regarding IPR. Fees for filling, examination and granting of patents, trademarks, copyrights etc shall be shared in 50:50% in 'Applicant' and 'Inventor' and benefits obtained after commercialization shall also be distributed in 50:50% in "Applicant" and "Inventor". Government fees required for filling, examination and granting of Patents, trademarks, copyrights etc are reimbursed to the inventor from external funded research project grant. **Four patents are granted and seven patents/copyrights are filed/published by faculty and students in last five years.**

Institute has established ED and Start-up Cell in collaboration with Center for innovation, incubation and linkages (CIIL) SPPU, Pune for creating awareness about entrepreneurship/start up. It supports feasible ideas of students through collaboration with CIIL, SPPU, Pune. Crazy laboratory and Coffee Katta activities enhances research thinking and reading habits of the faculty members and students and it help them for project work and paper publications.

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

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

Response: 135

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	36	41	23	7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 1.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	55	54	17	21

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 0.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	44	12	40	5

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institute has carried out numerous extension activities in the neighbourhood community for awareness of social issue and overall holistic development of students. It has established various clubs such as nature and social, financial literacy, astronomy, cultural, techno, sports and NSS for execution of extension activities.

Nature and social activity club is for environmental education, conservation and protection of biodiversity on the campus. Nature and social activity club conducts extension activities such as digital literacy, tree plantation, Swachh Bharat and Godavari Abhiyan, public awareness programs on traffic, air pollution, noise pollution, water conservation etc.

The institute has developed an e-community of farmers and customers named 'MVP KRUSHI BASKET' to encourage organic farming. The institute has provided active support to the 'Kumbhathon' initiative. This initiative is used to identify and address the challenges of cities in developing countries.

Institute has conducted 'Buildathon' at Gharkul Parivar Sanstha (home away from home for mentally challenged women). The objective of the 'Buildathon' was to increase visibility of activities done, products manufactured by differently abled women. Students of the institute have developed a website, product catalogue for the sanstha.

Institute has contributed in 'MahaKaavach', a initiative for Contact tracing of COVID-19 affected people by Government of Maharashtra and Maharashtra State Innovation Society. Covid vaccination and blood test drive have been conducted by the institute in association with health department of Nashik Municipal Corporation. Students have developed PLC based automated E-Trolley for serving food and medicines to the covid patients of medical college and hospital. Project Divyang has been conducted for development of skills like leadership, corporate communication, time management, customer behaviour and logistics.

Institute has conducted vehicle pollution check up activity for neighbourhood community and also developed automatic vehicle washing system.

Ganesh Festival is celebrated every year by the institute. During this festival, green environment awareness activities like 'Shadoo Mati Murti Workshop' and 'Ganesh Murti Sankalan' are conducted.

National Service Scheme (NSS) cell has been established in the institute to cultivate a social and civil responsibility among the students. NSS has conducted extension activities like food distribution and mask distribution, tree plantation, blood donation, AIDS awareness, safety road rally. Institute has donated pens, beds, vegetables, oil to Anath Ashram, Nashik.

Cyber security campaigning and awareness programs are conducted by the students in the neighbourhood community and also conducted workshop on 'Bag making'. Institute invited Energy Swaraj Yatra to campus to provide awareness regarding climate change issues among the students.

Institute has conducted sessions for preparation of GATE, GRE/TOFEL/IELTS for pursuing

ME/MTech/MS programs under AICTE-Prerana Scheme. 25 students of this scheme are pursuing MS program in reputed universities at abroad. Several students are pursuing MTech/ME program and remaining are selected as practising engineer through campus placement. Social problems related to water management system, drainage system and energy conservation have been addressed and proposed solution under Unnat Bharat Scheme.

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

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

Response:

[Final]

The motto of our institution is 'Bahujan Hitaya, Bahujan Sukhaya' for the welfare and happiness of the common masses. The institute has conducted several extension activities in line with the motto to address social issues and these activities are appreciated by the different government/government recognised bodies. A summary of awards and recognitions received for extension activities from government/government recognised bodies is as follows

Institute has been recognized for establishment of Institution Innovation Council (IIC) as per the Norms of Innovation Cell, Ministry of HRD, Govt. of India on 21st November 2018 by AICTE and MIC. Alumni of the Institute and Founder Revamp Moto, Mr. Pushkraj Salunke raised 1 Cr against 1.5% Equity at Sharktank. Institute has received certificate of appreciation for 'MahaKaavach', a initiative for Contact tracing of COVID-19 affected people by Government of Maharashtra and Maharashtra State Innovation Society.

Nashik City Police has appreciated institute for supporting the cause of 'Gender Equality and Women Safety' on 24th February 2019 and 'Run for Traffic Safety & Communal Harmony' on 18th February 2018 on the occasion of Nashik Marathon (an initiative by Nashik City Police).

National Space Society (USA) Nashik India Chapter has recognized our Institute for conduction of world space week (4th-10th October 2018). Renowned scientists have conducted interactive sessions on

advancement of space research during this week. The Institute has provided wonderful opportunity for students to showcase their talent as writers in annual magazine 'Abhivyakti'. Institute motivate them to write and read the articles, poems and stories. Savitribai Phule Pune University, Pune has awarded third price to 'Abhivyakti' in 2021.

Computer Society of India, National Headquarters, Chennai has awarded certificate of Institutional Accreditation to the institute. CSI Student Branch is accredited to engage in knowledge sharing, technology promotion and skill up-gradation. Institute has participated in eduspire Admission Expo' 19 and received a token of gratitude from Sakal Papers Pvt. Ltd.

Gandhi Research Foundation has recognized our institute for successful organization of 'Gandhi Vichar Sanskar Pariksha' in 2018-19. Institute received the certificate for outstanding performance in Blood Donation activity conducted on the occasion of National Sports Day in 2018.

Grampanchayat Dari and Belgaon Dhaga have appreciated the institute for exceptional work in NSS activities. Students of the institute have contributed to the Government of Kerala for Chief Minister's Distress Relief Fund.

AICTE has awarded the grant of Rs 9.5 Lakhs for encouraging and training of SC/ST students for GATE/GRE/TOFEL/IELTS examinations under Prerana Scheme. The institute has successfully implemented this scheme during 2019-2022.

A grant of Rs 50,000 has been awarded to the institute for Unnat Bharat Abhiyan by Ministry of Human Resource and Development, Govt of India. Thus Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. Social problems pertaining to water management system, drainage system, rainwater management and energy conservation have been addressed and proposed solution under this Abhiyan.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 107

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	20	28	16	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:

Response: 64

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The institute has more than sufficient number of classrooms and well equipped laboratories to meet the norms and criterias said by AICTE to maintain the continuous excellent quality of academic programs in the campus.

The college has an exhilarating ambience of lush green spread over 7.5 acres of land with all the required physical infrastructure of most sophisticated and international standards to make the teaching learning activities more fruitful to meet the current and future needs of the courses .

Classrooms: college encompasses a sufficient number of well-furnished, well ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes. The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access is given.

Laboratories: All laboratories are well equipped with state of the art equipment and facilities. All the laboratories are established as per AICTE and SPPU norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are also utilized for technology learning & training as a part of teaching contents beyond the syllabus. Labs have sufficient licensed software and open source tools to cater the requirements of curriculum & industry enabled teaching. Workshop is one of the important facilities which helps to develop and enhance technical hand skills required by the technician in any industry. Our workshop imparts basic knowledge of various machines and tools and their use in different manufacturing industries irrespective of branch. The workshop experience would help to build the understanding of the industrial job along with time and skills requirement of the job.

Gymnasium: This facility is available in the area of 90.39 sq.mt. with new and modern equipment.

Cultural Activities: Cultural Club is set up with musical instruments Tabla and Casio. Every year we conduct a cultural event called "Fusion."

Yoga/Meditation Space: For the mind relaxation, students perform yoga and meditation.

MVPS-Armstrong Robotics Laboratory: It is expanded in the area of 336 Sq.mt. The lab has provided a platform to execute the real time customer projects of Armstrong machine builders pvt ltd. from testing till the customer FAT. It provides internships to our students and helps in placement also. It helps to develop projects and do research in the robotics domain and also assists in conducting practicals related to the robotics domain.

In addition to this, for extracurricular activities, the institute has multiple seminar halls. These halls are regularly used for conducting local / national / international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc. Separate tutorial rooms are there in the college campus for tutorial lectures, doubt clarification and special remedial classes for weak

and needy students. For the various sports activities, we have an athletics ground. It is also used for Cricket, Running, Throwing, Football, Kabaddi etc. Basketball courts and volleyball courts are also prepared. In addition to this, a Lawn Tennis court is prepared. For indoor games, sufficient space is available for badminton, table tennis, chess and carrom.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 29.99

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
75.28	78.54	80.39	139.91	101.08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Central Library: All Central Library operations are computerized using Library Management Software in Sack Info 2.5 ERP and provide access to the collection through OPAC. Library OPAC is a searching key to our entire collection of books and its location and status. Library implemented barcode technology for circulation through LMS. With the use of Sack Info 2.5 Software, it has completely automated all operations in order to give the user community superior, more immediate, and better services. The installed software offers features that help libraries handle their housekeeping tasks, such as the purchase of books and other materials, the construction and upkeep of their catalog database, the circulation of their holdings, etc.

The library has 13109 titles and 39847 text and reference books that cover all major fields of Science and Engineering. It covers an area of 730.88 sq.m. with a reading room and an ample study space. Reading room capacity of the central library is 200 Students. Excellent Resources are available for self-learning at the Central library.

Central Library promotes reading and writing hobbies among our faculties and students through literature of different languages and different forms, Competitive examination etc. The literary club of the institute has started a “Coffee Katta” for faculties and students in Central Library in order to promote the discussions on research and review of books and print journals. Activities under this club are carried out on every Friday between 3.00pm to 5.00pm.

Subscription to e-resources:

- Subscription of international renowned databases like IEEE-ASPP, ASCE, ASME, Springer, ELSEVIER, J-Gate, DELNET, Knimbus.
- Access to e-journals in order to encourage online learning- Library has 19671 national / international journals.
- Access to NPTEL Video/E books (10708 Title Video & 21564 Title E books)
- Access to Kindle E books (Available: 10)
- Access to daily newspaper (Available :16)
- Membership of National Digital Library
- Local chapters of NPTEL, EdX and Coursera (access to free certifications)
- The digital library provides access to E-Resources, E-Books, NPTEL Videos, Faculty video lectures, Newspaper clippings and Question Papers through below ftp server, Knimbus Digital library platform and DSpace institutional repository.

Year wise Books Purchasing Details:

Sr. No.	Year	Total Book Qty	Total Book Amount in (Rs)
1	2021-22	429	432434.00
2	2020-21	211	165370.00
3	2019-20	225	236465.00
4	2018-19	2727	2044546.00
5	2017-18	206	621879.00
		Total	3500694.00

Year wise Print Journal Subscription Details:

Sr. No.	Year	Total Journals	Yearly Subscription in (Rs)

01	2021-2022	35	112913.00
02	2020-2021	69	188902.00
03	2019-2020	58	168625.00
04	2018-2019	75	191069.00
05	2017-2018	61	167155.00
		Total Cost	828664.00

Year wise E-Resources (E-Journal) Subscription Details:

Sr. No.	Year	Name of the E-Resources	Total No of Journals	Yearly Subscription in (Rs)
01	2022	IEEE-ASPP, ASCE, ASME, DELNET, J-GATE, Knimbus	18950	1304545.00
02	2021	IEEE-ASPP, ASCE, ASME, Springer, Elsevier, DELNET, J-GATE, Knimbus	19271	2174402.00
03	2020	IEEE-ASPP, ASCE, ASME, Springer, Elsevier, DELNET, J-GATE, Knimbus	5435	1855765.00
04	2019	IEEE-ASPP, ASCE, ASME, Springer, Elsevier, DELNET, J-GATE	5435	1763083.00
05	2018	IEEE-ASPP, ASCE, ASME, Springer, Elsevier, DELNET, J-GATE	5205	1602638.00
			Total Cost	8700433.00

Daily usage of Central Library: Averagely 150 (Per Day) member's usage of library resources.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

IT facilities have been updated on a regular basis. Also, new IT equipment has been purchased as per the requirements.

In session 2017-18, For software upgrade, Microsoft campus license. (144 Qty.) was purchased. In addition to this, 01 switch with 8 ports was purchased for the network extensions. New 02 dome cameras and 03 Bullet cameras were purchased.

In session 2018-19, 20 DELL Optiplex 5060 desktop (with i5, 4GB RAM, 1 TB HDD) was purchased to set up an Embedded System & Internet of Things (ES & IOT) laboratory. This Lab is used for IOT based practicals and project work. For software upgrade, Microsoft campus license. (144 Qty.) was purchased. In addition to this, 01 switch with 8 ports was purchased for the network extensions. New 02 dome cameras were purchased.

In session 2019-20, 79 DELL Optiplex 5070 desktop (with i5, 8GB RAM, 1 TB HDD) was purchased to upgrade existing computer laboratories. For software upgrade, Microsoft campus license. (144 Qty.) was purchased. In addition to this, 01 switch with 8 ports was purchased for the network extensions. New 09 Bullet cameras were purchased.

In session 2020-21, 01 Lenovo Rack Server SR530 (with Intel Xeon silver 4208 processor,64GB RAM, 2.4 TB HDD) was purchased. It is used for the various servers such as ERP server, Quick-Heal Server, RFID server etc. For software upgrade, Microsoft campus license. (144 Qty.) and Windows Server Standard 2019 (1Qty.) was purchased. In addition to this, 01 switch with 8 ports was purchased for the network extensions. New 08 Dome camera and 02 Bullet camera were purchased.

In session 2021-22, Dell T40 Tower server (with Intel Xeon E-2224G Processor,3.5 GHZ, 4 Core,32 GB RAM, 2TB HDD) was purchased to upgrade the server facility in the Server Room. This is used for the upgradation of the new college website. In addition to this, 2 new switches (with 8 ports) were purchased for the network extensions. For the software upgrade, Microsoft Office 365 A3 licensed software (80 Qty.) was purchased. For the security upgrade, sophos xg330 firewall was purchased. New 02 CCTV Bullet cameras are also installed to keep an eye everywhere.

Overall every year, our computer laboratories were upgraded or new laboratories set up for new requirements.

At present, we have 804 computers, 29 laptops, 31 wifi Access Points, 7 3D printers, 95 printers (Laser, Dot Matrix, Color, All in One), 12 Scanners, 2 plotters, 49 LCD Projectors, 66 LAN switches, 173 CCTV with 10 NVR and 07 wifi-cameras. 3 desktop servers (with i5, 8 GB RAM and 2 TB HDD) are used for the Moodle, FTP and DSpace Server. In addition to this, for the battery back-up we have 34 UPS in which 30 UPS with 10 KVA, 3 UPS with 7.5 KVA and 1 UPS with 5 KVA.

Our campus has internet connectivity with sufficient bandwidth. Speed of the internet is 150 Mbps.

File Description	Document
Upload Additional information	View Document

4.3.2 Student – Computer ratio (Data for the latest completed academic year)	
Response: 2.5	
4.3.2.1 Number of computers available for students usage during the latest completed academic year:	
Response: 775	
File Description	Document
Upload supporting document	View Document

Other Upload Files	
1	View Document
2	View Document
3	View Document
4	View Document
5	View Document
6	View Document
7	View Document
8	View Document
9	View Document
10	View Document
11	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)
Response: 70.01
4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
196.12	175.95	222.68	251.76	262.59

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 87.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
1893	1547	1622	1621	1334

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 11.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
205	185	267	244	115

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 50.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
201	275	289	294	284

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

2021-22	2020-21	2019-20	2018-19	2017-18
569	526	485	527	529

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 90.32

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	22	15	13	20

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	24	18	14	22

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 10

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	3	3

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 18.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	11	36	34

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The Institute has a duly registered Alumni Association for building strong bond between alumni and institute. NDMVP College of Engineering is a registered Alumni Association under the societies registration Act 1860. It was registered on 21st March 2004, to The Registrar of Society, Nashik Region, registration no: Maharashtra/8854/2004. It gives support to the students through interaction, guidance and placement. The mission of the association is to reach, engage and serve all alumni and current students by networking with one another to foster a life-long intellectual and emotional connection between the alumni

and institute.

Objectives of the alumni association:

- To maintain and update the database of all the alumni of the institute and to interact with them.
- To utilize the rich experiences of all alumni of institute for the benefit and progress of the current students.
- To provide guidance to the current students in their endeavor for better employment and higher studies.
- To promote the campus placements through the alumni working in reputed industries in India and abroad.
- To get the valuable advices of the Alumni in the overall development of the institute.

The Alumni Association contribution through various means:

1. Alumni Portal: Institute has hired professional Alumni network services from Alma-shines Technology Pvt. Ltd. The objectives of alumni portal are

- To facilitate two way communication between institute and alumni
- To promote a lifelong relation and act as a forum for the exchange of information among members.
- To have a strong alumni network and connectivity which will help in providing placement and other opportunities for the present and past students of our institute.
- To create interest and motivate alumni to participate in the progress of the institute and make them contribute towards the enhancement of alma mater.
- To update with monthly institute newsletter, alumni achievements, institute growth and along with sharing alumni golden memories of Fusion, NSS and other activities.

1. Alumni meet: MVPSs KBT College of Engineering has a tradition of inviting alumni for Annual Alumni Meet. In this meet, alumni get chance to reconnect with Alma mater. This is the best platform for networking and sharing their experiences, new trends and current happenings in engineering field.

1. Alumni Interaction: Alumni of M.V.P.S.s K. B. T. College of Engineering give inputs to aspiring Engineering graduates. They are invited as resource persons at various events, guest lectures etc. As a member of Department Advisory Board, alumni also contribute for the development of department by giving valuable inputs. They provide inputs and share their experiences regarding skills, recent technologies and trends about corporate world, application of knowledge and industry working culture.
2. Campus Placement: Alumni come to campus as recruiters for their companies and also recommend and promote MVPSs KBT COE to their employers for campus placements.
3. Internship/ Project/In-plant training: Alumni provide opportunities regarding internship/ project/ in-plant training in various industries to the students.
4. Alumni portal <https://alumni.kbtcoe.org> User ID: guest@kbtcoe.org Password: pass@1234

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

MVP'S, KBTCOE has distinctive characteristics which are satisfied through its mission in the sense that the Institute empowers its students through core values such as Persistence, Achievement, Responsibility and Kindness and many more.

The governance within Institute consists of Governing body (GB), Local Management Committee (LMC) /College Development Committee (CDC), Principal are important leader who frame and Implement the policies which are in tune with Vision and Mission of the institute which in the governance of the Institute as a whole.

Under the above umbrella of GC, LMC / CDC and Principal, various institutional practices are executed & monitored with help of IQAC, Academic Monitoring Committee, and various institutional Committees. The LMC/ CDC and Governing body conduct meeting in a year in order to have effective implementation of the policies to monitor the value addition in the academic possesses and ensure that the Institute moves ahead with all the planning.

The Principal holds meetings regularly with Academic Monitoring Committee and reviews the processes and plans of each department. All the decisions, policies and planning to improve the quality are reviewed and discussed. The Head of departments conduct regular meetings with the staff. The decisions, policies and planning are further reviewed by the LMC/CDC and the Governing Body.

Dean academics prepares a well-planned academic calendar before the commencement of each semester, which lists down all the curricular, co-curricular and extra-curricular activities which are in line with Vision and Mission of the institute. Dean R & D demonstrate capability to create ecosystem of Research and Development in Institute, Dean Faculty ensures to enhance faculty development with respect to teaching and learning through programming and consultation, Dean Students looks into formation of student council, Student discipline, Anti-ragging Grievances and action for the same, Dean Alumni develop and implement Alumni Relations strategy, Dean Industry Institute Interaction and Consultancy take cares to Develop and establish consultancy policy, Dean Information Technology aids to transform teaching by ushering in a new model which links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning, Dean IT ensures to create ecosystem for institute students for learning opportunities and the use of open educational resources and other technologies, Training and Placement Officer works as a Liaisons with industry, Identifies and provides for training needs of students & arranges campus interviews, Entrepreneurship Development Cell and Startup Cell coordinator organizes Entrepreneurship Development Programmes for the benefit of students.

The Institute maintains effective co-ordination and monitoring mechanism with departments and various committees, IQAC monitors the functioning of all the committees relevant to teaching-learning, student's

enrichment and overall development of the institute to identify areas of improvement and suggest the necessary action plan. Alumni contribute to effective functioning of IQAC. There are various central committees in the institute, the coordinator of the committees, plan development activities and ensure their timely execution and this reflects effective governance which are in tune with Vision and Mission of the Institute.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Institutional governance is managed through various administrative bodies. Institute follows a democratic and participatory approach of governance for achieving its goals. The institute has a well structured administrative and academic setup under the guidance of visionary & supportive management.

In order to fulfill socioeconomic condition, adequate technical skills, management provides effective leadership and administration for planning and implementation of academic, curricular and extracurricular activities. Principal & authorities essentially form different committees to provide “decentralized administration”. Predefined plans are implemented through active participation of faculty and students in various committees. Due to these factors, Institute has very good staff retention ratio, able to pay regular salaries without deduction during covid-19, management has adopted promotional policies as per the norms of SPPU, Pune , AICTE and Government of Maharashtra.

Practicing outcome base education, use of higher order bloom’s taxonomy, innovative teaching learning process, use of blended learning, producing e learning material to enrich academic and technical skill by creating more than 1000 videos by staff, more than 10000 e-books made available to students, more than 60 IEEE courses made available to students, development of e- learning resources, which indicates our efforts for consistently improvement in quality and standard of education and to achieve excellence in **Quality of Education, which results in to 5 programs accreditation by National Board of Accreditation for 3 years.**

In order to strengthen **Industry Institute Interaction**, under the mentor ship of governing council members, the institute signed MoU’s with industries in the respective areas for sponsored projects. Institute established MVP- ARMSTRONG Laboratory in campus, set up automatic vehicle washing station in collaboration with FOX Automation Pvt. Ltd, Nashik, Established Centre of Excellent with Megger (India) Pvt Ltd.

For **strengthening the research culture**, the institute established R & D Cell to recognize, carry research work and reward, Seed money of Rs 5 Lakhs is sanctioned by Local Management Committee every year for research and innovative projects of students.

In order to train the students to become entrepreneurs, institute has **strengthened start up cell** along with **Entrepreneur development cell**. Students participated in Industry 4.0 at ABB Industry, Institute received supply order of life extension of hydro buster from Air force, Nashik. During Nashik kumbhamela institute had set up Kumbhathon, for solving social challenges Institute created Nashik Entrepreneur ecosystem in collaboration with TCS foundation, Our students set up their own start ups like Vesatogo, Revamp.

The institute has strengthened **alumni association** by introducing separate web portal "ALMASHINE" to interact with alumni, provides facilities like registration, share milestones achieved by them and their feedback. They are leverage for guest lecturers/internships/placements activities and are invited as member of committees such as Department Advisory Board.

Institute has adopted E-Governance in Administration to provide a hassle-free environment for the overall administration of the institution.

Along with these, institute has regular practice of conducting practical oriented courses, Skill based learning, effective use of e-learning platforms hence improvement in results.

T & P department conducts training for foreign languages and soft skill courses resulted in improvement in placement

Institutes Research and innovative culture results in improvement in Paper publications, patents.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Effective Welfare Measures

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

In our Institution Staff welfare is given foremost importance. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below:

MVP Samaj's Sanstha has adopted the Accidental Insurance Policy, Group Insurance for Teachers, In the event of death, MVP Members' nominees are compensation of 1.25 lakhs Member of College Teacher, Medical checkup facility for staff above 40 years Society can avail benefits of getting Loan, Children of faculty members will receive a 10% discount on school entrance fees up to grade 12, Faculty members are sponsored for higher education, reimbursement given to staff for attending local, state and international Conferences, respectively, Against patent, 50% of the amount will be reimbursed in case the principal applicant is College and inventor is Faculty, Medical Leave & Maternity leave for eligible staff members, Faculty members are eligible for Earned Leave, Gym is also accessible for the staff., Internet and free Wi-Fi facilities are also available in campus for staff, Faculty development programs(FDP) for faculty members on regular basis, Gratuity for the employees of the institution., Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum.

Faculty Performance Appraisal and Development System

The goal of the department and institute in assessing its faculty is to determine their effectiveness for employment, to identify and correct inefficiencies within the operating systems of the institution. The faculty appraisal system is a three-fold process including the following assessment elements:

1. Faculty Assessment by Principal
2. Faculty Assessment by HOD
3. Student Feedback

Faculty Assessment by Principal

The principal assessment aims to focus on supporting, evaluating and developing teacher quality and strategic use of resources with their alignment for professional development. 20 % of principal assessment score will be considered for final performance appraisal.

Faculty Assessment by HOD

The purpose of this assessment is to provide staff with administration's perspective on issues pertinent to staff performance. Head of the department will carefully review faculty input from assessment report filled by staff, comments regarding the effects of the work environment on job performance, the fitness and clarity of the job description to the tasks confronting the faculty member. 40 % of HOD assessment score

will be considered for final performance appraisal.

Student Feedback

Heads of the department will administer the feedback questionnaire to students for academic Programmes. 40 % of student feedback score will be considered for the final performance appraisal.

Final Performance Appraisal Score Formula

Following formula for faculty rating evaluation is used

Good Performer: Above 70 %

Average Performer: 50 to 70 %

Poor Performer: Below 50 %

System of Nonteaching Faculty Appraisal

Non-Teaching staff performance appraisal system has been carried out annually on the basis of Professional competence and contribution in Organizational Development activities.

Effectiveness of faculty performance appraisal system is measured at the end of academic year. Institute encourages participation of faculty in FDP's, STTP's, workshops, seminars, conferences, NPTEL, Coursera courses and motivates to use outcome based teaching pedagogy strategies for continuous improvement in grade of each performance appraisal activity. Opportunities and support for conduction of social, extension and extra-curricular activities are provided to the faculty for enhancement of the grades in concerned performance appraisal activities.

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

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

Response: 15.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	78	2	11

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 72.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	127	130	115	111

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	42	25	43	44

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Strategies for mobilization and optimal utilization

Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

Sources of funds are as follows:

1. Fees: Fees from students are charged as per the Shikshan Shulka Samiti (SSS) report and government norms. .

2. Govt. / Non Govt. / Other Grants: Some part of fees in terms of Scholarship received from Government, similarly few grant received from DRDO, AICTE, DIC Unnat Bharat Abhiyan Department of Science & Technology Ministry of Human Resource Development (MHRD), SPPU, Pune etc

At the beginning of every financial year, every department submits budget requirements to the institute. Head of the departments prepares budget reports, based on information provided by various lab in-charges and submit it to the institute. Budget is proposed by Principal in Governing Council and Local Management Committee/ College Development Committee, and is approved by them. For said procedure, the institution is having qualified practicing Chartered Accountant as internal and external auditors who audit the accounts annually. After the audit, the report is sent to the management for review. The auditors are appointed by MVP Samaj Santha.

The governance structure of MVP Samaj sanstha has always ensured the smooth working of the institute. Budget requirements under recurring and Non-recurring heads are collected from all the departments; thereafter requirements are added for the entire Institute and administrative. At institute level consolidated budget requirement are prepared and it is placed before the Local Management and Governing Body. The Sanctioned budget is informed to the respective department for utilization. Supplementary allocations are made available in case required by Sanstha. Regular internal and external audits are conducted and the make sure that the mobilization of the resources is being done properly.

Irrespective of the expenditure against each head for that financial year, the Institute allocates budgetary provisions as per the percentage decided. Unutilized funds may be used for other heads or can be forwarded to the next financial year.

The funds are allocated for planned and unplanned activities, infrastructural and lab equipment to fulfill the requirements as per revised curriculum. Budgetary controls are exercised by Principal and accounts.

Special considerations are made to accommodate unforeseen requirements. There has been no budget crunch that has affected the teaching learning process and effective functioning of the institute.

Funds allocated are intimated to department heads and respective section in-charges. The major institute level work such as infrastructural development/ upgradation including civil and support infra, common utilities, housekeeping etc. are taken care by Sanstha Office.

The procurement procedure for lab consumables, equipment, upgradation is initiated by purchase section in consultation with departments.

Budget is prepared in March whereas the syllabus revision, Admissions and fees allocation is done in June/ July. So there may be some deviation in utilization and budgeted amount.

It is ensured that the staff salary, upgradation and maintenance, infrastructure buildup and academic activities are upheld and improved for the benefit of all the stakeholders.

The audited statements of accounts of the institution are made available on the Institution's website.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

MVP'S, KBTCOE, Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning. It monitors and review the teaching learning process, structures & methodologies of operations, and learning outcomes regularly and periodically

The IQAC has been performing Improvement in quality of teaching learning with OBE Philosophy by adopting 360-degree Feedback mechanism i.e. regular inputs to all concerned based on feedback from stake holders providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak, Students and staff give their feedback and suggestions.

The Institute IQAC prepares, evaluates and recommends Annual Quality Assurance Report (AQAR), Self-Study Reports of various accreditation bodies (NAAC, NIRF, NBA), Stakeholder's feedback, AAA Audit, Action Taken Reports, New Programmes as per National Missions and Govt. Policies.

Institute and Department prepares academic calendar aligned with the academic calendar of SPPU. The Head of the Department allotted courses to all teachers after collecting course choices and accordingly Course teacher prepares the course material, plans activities for delivery of the course content, content beyond syllabus, curriculum gap to attain mapped COs-POs in concerns with module coordinator and same is approved from DAB and upload teaching plan aligned with academic timetable on Institute ERP. Various pedagogical initiatives are taken by course teacher to delivers the course content.

According to syllabus of SPPU, experiments are conducted in the laboratories, Lab manuals are prepared for courses involving term work, practical and/or oral. Lab manuals are updated time to time as per requirement.

Along with traditional teaching aids like chalk and board, presentation, course teacher follows various innovative teaching-learning methodologies including ICT based tools and NPTEL videos to improve

students' involvement and learning. Students are exploring e-learning facilities. Industrial visits are organized to make students aware of industry culture and reduce gap between industry and institute. Trainings and workshops are organized for hands-on practice. Module Coordinator verifies quality of unit test question papers with respect to blooms taxonomy level of the associated CO. Students association and chapters of professional bodies arrange guest lectures, competitions and TechFest including various technical and non-technical events.

Course teachers are motivated for participation in STTP/FDP to become aware and gain knowledge of recent trends and technologies. Industry and academic experts impart theory and practical knowledge. Course teachers are motivated to enroll and register NPTEL/ Swayam courses. During academics, attendance of students is monitored and less attendance letters are issued to parents. Students are given home assignments based on real time problems for practice. LEAD mentoring sessions help for achieving academic progress as well as personal growth of students. Bright students are identified and encouraged for participation in various competitions. Weak students are identified and assisted by mentoring and conduction of remedial classes, and also encouraged to participate in various activities with bright students. Students' feedback for teaching is collected twice a semester and corrective actions are taken accordingly. Parents-teachers meet is organized every semester. It helps to identify students' challenges (if any) and convey students' progress with parents. Result analysis is carried out, PO and PSO attainment is calculated that helps to provide input for corrective measures and improvements.

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

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)/ membership of international networks
3. Participation in NIRF
4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equality Promotion Program:

The Institute has inculcated Gender Equality and Sensitivity through various initiatives, activities and programs to create a safe, secure and healthy atmosphere in the campus. The objectives behind implementation of such programs are to promote education which would be sensitive to the needs of all genders and various sections of the society. To ensure that the students of all the genders are given equal opportunities to education, the staff members ensure an equal participation and involvement while forming teams and groups in almost all the activities including, sport events, cultural events, project groups, seminar groups etc. Furthermore, to maintain gender balance in various departments, the Institute ensures the provision of equal opportunity during the admission process irrespective of the gender. To create a safe, secure and healthy environment the Institute has taken following initiatives:

A. Women Redressal Cell:

- The Women Redressal Cell of the Institute deals with all the issues and grievances faced by the girl students and the female faculty members.
- The cell, through its periodic meetings and sessions addresses the issues raised by the girl students and female faculty members.
- The Cell conducts various programs that emphasize gender equality, empowerment and rights of the women.

B. Internal Complaints Committee:

- The Institute has a cell and well-defined mechanism to resolve the issues of sexual harassment of students and staff members
- Various sessions are organized to instil the strong sense of morality and values to promote the cordial relationship among male and female counterparts.

C. Safety and Security Measures:

- The security personnel carefully safeguard the campus round the clock.
- The institute also has employed lady guards by considering the requirement of the girl students and

female staff.

- CCTV cameras have been installed all over the campus to improve and ensure the safety.
- All the students are strictly instructed to wear the Identity Cards which are colour coded.

D. Staff Grievance Redressal Committee:

- The committee and its mechanism aim to reinforce the Organization's commitment towards providing a fair and equitable environment and work opportunities to all the employees.
- Grievance Redressal Process provides the faculty members with an easily accessible mechanism for settlement of their grievances.

E. Counselling & Mentoring:

- Every student of the institute has been assigned with a Mentor. The mentors are the faculty members of the respective department who carry out meeting on regular basis.
- The institute also has counselling facilities for those students who seek moral support and care.

F. Common Room:

- A Common Room well equipped with Table, Chairs, Facility to take Rest, Wi-Fi, Drinking Water, and wash rooms exclusively for girls is available in the institute.

G. Day Care Facility Contacts:

- For the benefit and support to the female employs with toddlers, the institute has maintained a centralized record of the Day-Care Center Contact Numbers which are in the vicinity of the Institute.

The Institute celebrates and organizes various national and international commemorative days, events and festivals. The details & proof of these events are provided in the attached document and weblinks.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Institutional efforts/initiatives in providing an inclusive environment

Maratha Vidya Prasarak Samaj (MVP Samaj) is one of the most prestigious centres of learning in the state of Maharashtra. The MVP Samaj trust has become a legend in the field of education with single motto: "Bahujan Hitay, Bahujan Sukhay" which means "Wellbeing and happiness of common masses". As the Institute is the part of the trust the Institute has been following same guiding principles and policies to create desirable environment. The Institute has also taken following initiatives for this purpose:

A. Welcoming/Friendly Environment:

The Institute has employees and students from diverse backgrounds (Social, Gender, Religion, Caste, Languages, Geographical Region etc.) who work and live in friendly environment.

B. Fusion: The Cultural Event

The various programs under this event such as Days Celebrations, Dancing and Singing Shows, Fashion Show etc. marks the proud display of diverse culture and traditions of the society.

C. Admissions & Recruitment as per Government Reservation Policy:

The Institute has been strictly following the Government Reservation Policy while admitting new students and recruiting new employees.

D. Celebrations:

The Institute celebrates the birth & death anniversaries of Great Indian Personalities irrespective of their geographic region, language, religion, caste or cultural background.

E. Special attention towards SC / ST Students:

The institute provides a special attention towards the development of SC/ST students

F. College Hostel:

The Institute has Girls' Hostel wherein the girl students from diverse backgrounds are encouraged to live together in harmony and friendship.

G. Holidays:

The Institute provides holidays on the important festivals/days/events of all the religions.

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

In addition to preparing the students through an excellent academic foundation, the institute is constantly working upon the development of students as a better citizen of the country. In this regard the institute organized numerous events & activities. The institute takes following efforts for the sensitization of students and employees to the constitutional obligations (values, rights, duties and responsibilities of citizens):

A. Election and Voting:

The Institute has organized camps for voter registration for its staff and students in association with the local government authorities.

B. Guest Sessions:

The Institute organizes various guest sessions for students and staff members for the purpose of awareness of constitutional obligations, values, rights, duties and responsibilities of citizens.

C. NSS Activities:

The students participate in NSS activities every year thereby learning about the duties of responsible citizens and social responsibilities.

D. Blood Donation Camps:

The Institute organizes blood donation camps every year, thereby contributing constructively to the society.

E. Monetary & Non-Monetary Support to Students:

The staff members of the institute provide monetary & non-monetary help in the form of books, special counselling etc. to the needy students.

F. Special Activities:

The Institute organized special activities such as raising flood relief fund, Buildthon, COVID-19 relief work etc.

G. Visits:

The Institute has also organized visits to NGOs working for social welfare to promote awareness about the duties and responsibilities of citizens.

H. Academics:

The Institute encourages students to opt for the Honour Courses / Special Credit Courses on ethics, human values, Human Rights and constitutional obligations.

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

7.2 Best Practices

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

Response:

Best Practice-I

A. Title of the Practice:

LEAD (Learning, Empowerment & Academic Development) Mentorship Programme

B. Objectives of the Practice:

To provide

1. Mentee (student) gets an opportunity to associate with an experienced professional from his/her chosen career
2. Guidance in learning process and their development so as to make best use of facilities and resources made available to Mentee by the Institute
3. personal support to the Mentee through ups & downs of academia to reinforce a sense of resilience

C. The Context:

The students at the Institute come from diverse socio-economic, cultural and regional backgrounds. Such situations may create a lot of stress especially among the hostelite students who are away from their family for the first time. Simultaneously, the students undergo various issues such as selection of specialisation, adjusting into the new environment. The Institute has come with the LEAD (Learning, Empowerment & Academic Development) Mentorship Programme as a solution to these challenges.

D. The Practice:

- The Institute has systematically defined the outline of the LEAD Mentorship Programme into 06-Phases for every year as follows:

First Year:

- 1st Phase – Expectations from the Institute, Induction Program
- 2nd Phase – Friend Circle, Interests, Attendance, Classroom Experiences
- 3rd Phase – Syllabus, Course Outcomes, Library Experience, Other Challenges
- 4th Phase – Course Work, Semester Plan, Challenging Areas
- 5th Phase – Difficulties, Enjoyment & Hobbies, Resources
- 6th Phase – Academic Goals for the Semester

Second Year:

- 1st Phase – Selection of specialization, Career Opportunities, Interests, Hobbies

- 2nd Phase –Sports Interests, Stress, Social Media
- 3rd Phase – Values, Ethics, E-Learning Resources, Other Problems
- 4th Phase –Academics & Challenges, Motivations
- 5th Phase –Informatic Platforms, Skill Development
- 6th Phase – Research, Soft Skills, Internships

Third Year:

- 1st Phase –Academics, Anti-Ragging, NSS
- 2nd Phase – Weekly Plans, Exercise, Extra Curricular Activities, Expert Talks
- 3rd Phase – Internships, Mini Projects, Seminars, Library
- 4th Phase –SWOT Analysis, Skill Development, Career Opportunities
- 5th Phase – Professional Networking, Placements, Higher Studies
- 6th Phase –Competitive Examinations, Sponsored Projects

Fourth Year:

- 1st Phase – Internship Experience, Career Plan, IPRs, Patents, Copyrights etc.
- 2nd Phase – Leadership Skills, Trainings, Self-Learning Platforms
- 3rd Phase – Academic Planning & Projects, Placements
- 4th Phase – Inspirations & Role-Model, Effectiveness of Mentor-Mentee Model
- 5th Phase – Placement, Research, Employability Skills,
- 6th Phase –Development during the last 04-Years of Engineering, Suggestions

E. Evidence of Success:

The programme's success can be easily observed through following events:

- Better examination results

- Lesser dropouts
- Better quality Internship Projects, Research Paper Publications
- Better placement record, Entrepreneurs
- Development of strong Alumni Network
- Increased number of students opting for higher education, competitive exams
- Improved number of students opting for e-learning & self-learning platforms

F. Problems Encountered & Resources Required:

The successful implementation of LEAD Mentorship Programme requires the committed teaching staff who have a dire desire to help students over and above their teaching hours. As the Institute has just the same quality of staff members, the programme has been smoothly implemented. Some of the students don't open up at first and used to have a reserved nature, however as the time passes the staff members build a relation of mutual trust and care. The programme faced challenges during COVID-19 lockdown period. However, these challenges were successfully tackled through online meets.

Best Practice-II

A. Title of the Practice:

Progressive Technical & Management Education through Multi-collaborative Approach

B. Objectives of the Practice:

1. To make students industry ready by bridging the gap between academics and industry expectations
2. To enhance the collaboration among Institute, Industry and Learning Platforms to provide progressive education
3. To promote the participation of various stakeholders in the development of curricula and improve the student-development

C. The Context:

Today, the students who are completing their education are not industry ready and face grave problems in securing employment in the wake of fierce competition and dynamic environment. The online learning platforms which are posing competition to brick & mortar educational institutes, have been becoming prominent day by day with increasing number of students opting less expensive yet equally effective online courses. In such scenario, providing progressive technical and management education through multi

collaborative approach has become the need of the hour.

D. The Practice:

1. Smart Campus Projects: Project-based Learning Approach

Final Year students and faculties of various branches of engineering are invited with their research and innovative ideas in the areas such as robotics, IoT, Automation, Solid Waste Management, Rain Water Harvesting, Fire Protection System, Water Management, Agricultural Technology etc. The ideas are then finalized by institute R&D cell coordinator along with head of the institution and department project coordinators. In the next step, the actual work starts with the financial support of MVP Samaj Trust. The students are guidance and support by the internal and external project guides.

2. Web-based / Online Learning: Turning competition into partnership

The Institute actively fosters self-learning by motivating students to enrol and complete courses on online platforms like Coursera, NPTEL, EdX, IIRS (Indian Institute of remote sensing), IIT(B) Virtual Lab for Practical's etc. Information about the registration of the mentioned courses is disseminated to the students through mentors and subject teachers. The students effectively took the benefit of this Web-based / Online Learning platforms even during COVID-19 pandemic.

3. Industry Institute Collaboration: A Strategic Partnership

The Institute has collaborated with Armstrong Machine Builders Pvt. Ltd. to set up one of the most advanced MVP-Armstrong Robotics Laboratory. Similarly, the Institute also has collaborated with Fox Solutions Pvt. Ltd. to set up MVP-Fox Automation Training Centre. Apart from this, the institute has 72 MoUs through which various activities are carried out.

E. Evidence of Success:

The success of Progressive Technical & Management Education can be understood by the number of collaborations the Institute has maintained and their utilization for the benefit and development of Staff and Students of the Institute.

1. To the Students

- Improved knowledge of current industry practices and the opportunities
- Industry Readiness
- Placements, Internships, Training Programs, Industry Visits, Expert Talk, Project Guidance through MoUs
- Certification Courses through e-learning platforms

2. To the Institute

- Set-up of Strong Industry Network
- Improvement in Teaching-Learning Practices
- Utilization of available resources for student development

3. To the Industry

- Industry ready Employees (Managers and Engineers)
- Resource sharing through MoUs
- Involvement in Academics to develop expected skill sets & knowledge

F. Problems Encountered & Resources Required:

- Focus and dedication of involved students and staff members from regular teaching-learning hours
- Regular review and follow up of students during various activities is needed to have desirable outcomes.
- Sometimes, the activities face limitations such as time and resources constraint.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Project Bandhan: Institute Social Responsibility & Extension Activity

(Wellbeing and Happiness of Masses)

The Priority & Thrust:

“Bahujan Hitay, Bahujan Sukhay” which stands for Wellbeing and Happiness of Masses, is the motto of Maratha Vidya Prasarak Samaj Trust and as MVP Samaj’s KBT College of Engineering, Nashik which is one of the 488 educational units run by the MVP Samaj Trust, has provided tremendous priority and thrust in Institute Social Responsibility and Extension Activity. The “Project Bandhan” can aptly be considered as the result of this institutional priority and thrust towards contribution in the betterment of masses.

The Necessity:

The Melghat tribal area of the state of Maharashtra has been infamously known for the highest number of child deaths due to malnourishment. The tribals of Melghat have been residing in inaccessible regions for years together. Due to inadequate livelihood and limited means of living, they could not even think about the amenities we enjoy. However, they possess artistic sense and they have their own essence of art. Bamboo Rakhi is one such medium to showcase their arts and create the bond of empowerment. In absence of proper opportunity, their dexterity could not bring subsistence for them. Hence the Institute in association with Sampurna Bamboo Kendra Lavada, Melghat started a social project titled “Project Bandhan”. Conservation of environment, employment generation – thereby providing financial security and a holistic approach of skill development through active student participation is the key to success of Project Bandhan.

Project Bandhan Activity: Design & Execution

The Project Bandhan activity can be divided into 04-Phases namely:

1. Awareness
2. Business Activity
3. Revenue Generation
4. Follow-Up

1. Awareness Phase:

- The project starts with the creation of awareness about the philosophy behind the establishment of Project Bandhan among the students of the Institute
- The students are then divided into small groups and assigned with various functions such as Logistics, Finances, Distribution, Presentation, Demonstration, Conduction of Workshops, Establishment of Stalls, Formal and Informal Communication, Intra group and Intergroup Coordination.
- The groups are assigned with the responsibility of conduction of Project Bandhan activities into the assigned segment of Nashik area.
- The group members identify the number of schools, industries and prominent market places in these geographic regions and create awareness about the Project bandhan.

2. Business Activity Phase:

- Members start working on marketing of the DIY (Do It Yourself) Raakhi Kit into the schools & the establishment of the Melghat Raakhi stalls into the prominent marketplaces and corporate organizations' premises
- Scheduling of the formal meets, presentation and demonstration of use of eco-friendly DIY Raakhi Kit and Workshop for the students with the permission of school authorities is carried out.
- The members also take care of the readymade eco-friendly Raakhi sale.

3. Revenue Generation Phase:

- The revenue is generated from the 03-segments namely Schools, Corporate Organizations and Stalls in the market places.
- More aggressive marketing activities are undertaken in those geographic regions where the sales are not up to the mark.
- The students make restless efforts to generate maximum revenue during the Rakshabandhan period.

4. Follow-up Phase:

- In this phase the students are asked for self-reflection about the experience of the Project Bandhan, learnings, challenges faced, mistakes committed preventive measures and their suggestions to make this social project more successful in future.

The 360° Impact:

The "Project Bandhan " which was started as a social responsibility activity now has grown to a full-blown social project attracting the attention of nation-wide masses and media. The scale of the growth can be understood by the fact that in the year 2018, the Prime Minister of India, Mr. Narendra Modi invited the tribals from Melghat to tie the Bamboo Made Raakhi on the occasion of "Raksha Bandhan ". The 360° impact can be understood from the following events:

1. For Tribals of Melghat:

- The Institute has contributed more than Rs. 20 Lakh to the welfare of tribals of Melghat through Project Bandhan and part of this revenue is utilized to start Maharashtra's 1st Gram Dnyan Vidyapeeth in Melghat area.
- 10 – Villages, 100 – Families and counting, have been provided with financial security through employment generation thus helping the people in poverty alleviation and fighting the issues such as Malnourishment.

- The Raakhi product from Melghat now has a market not only in India but across 50 Countries of the Globe.
- The students being in contact with the consumers, they know the expectations and preferences of consumers. Accordingly, they provided the suggestions to the Raakhi Makers, which helped them in the crucial modifications in the existing product and development of the new product such as DIY Raakhi Kit.

2. For Institute Students:

- The Project Bandhan presents an opportunity to the students for learning skills and competencies required for employability and entrepreneurial capabilities such as Leadership, Team Work & Coordination, Project Management (Time and Resources Management), Communication Skill, Presentation Skill, Critical Thinking Skills, Consumer Behaviour etc.
- As a result of Project Bandhan activities, the students enhance their awareness and engagement with values, ethics, duties and responsibilities.
- The Project Bandhan has helped students to change their perspective towards the underprivileged section of the society and to contribute to the positive social change.

3. School Children

A simple activity such as preparation of Raakhi from eco-friendly DIY Raakhi Kit has been serving as a seed of innovation, creative thinking and sensitivity towards environment at such an early age among school children which could have an enormous impact in the form of development of responsible professionals and entrepreneurs in later stages of their lives contributing in the development of progressive and holistic society.

4. The Environment & Society

The Project Bandhan activity is in alignment with the “National Bamboo Mission” of the Central Government which compliments the conservation of environment and poverty alleviation through the effective marketing of Bamboo Products. The marketing of eco-friendly Raakhis which are made from bamboo tree parts including bamboo seeds in place of synthetic raakhis would help in conservation of the environment and wellbeing of society in the long term.

The Project Bandhan has assisted students in respectful cultural exploration, engagement, acceptance and collaboration as members of an inclusive social community.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- One of the largest education trust in Maharashtra
- Trust facilitates education covering all sectors of education from pre-primary to higher education in arts, commerce, science, technical, hospitality, medical, pharmacy, agriculture etc. spread over from tribal to urban area.
- Nearly 75% of education literacy in Nashik district is contributed by this trust.
- Institute believes in trust philosophy of working for common masses which resulted into project Bandhan, Kumbhthon, Mahakavach like benchmarks.

Concluding Remarks :

Institute has been endeavouring for past 24 years fulfilling with our Trust Mission to develop the common masses to a competency level with good values to face challenges of continuously changing world for benefits of the society.

With legacy of Ethics and Values of more than 108 years, approach of trust towards education is Holistic and Inclusive which indeed helps the sustainable growth in Academics. Harmonious relationship is maintained among the faculty, students and management which remains the key to success.

The vision of the founder members to educate the common masses for their well-being and happiness to kindle the social cause. Our students who are the grooming, responsible future citizens are trained holistically inculcating ethical values, self-motivation, social awareness and to enhance employability skills through campus recruitment and training programs. The systematic and well planned efforts of the Institute in this regard are reflected in activities conducted throughout these years that resulted in owning lot of recognitions and credentials.

Institute Governance consists of the Involvement of all stakeholders to play a considerable role from strategic perspective to monitoring regular activities of Institute. The academic infrastructure is equipped with state of the art facilities to enhance the quality of teaching learning process. Adequate budgetary provisions are made to maintain and augment the existing Infrastructure. Institute has well established organizational structure to execute smooth functioning of administrative and academic processes.

Institute also use a Platform Alma Shine to connect with Alumni, which brings their expertise back to the alma mater with the help of expert talk and mentoring. Industry connect is a key to get practical exposure for our students, Institute collaborated with Industries and Professional Chapters to thrive the excellence in Engineering Knowledge.

The IQAC continuously monitors academic and administrative aspects. The institute Best practices have enabled different types of learners to adopt them for 360° development.

With all credentials and experience demonstrated over these years in technical education so far and in line with future challenges in engineering education, institute is working continuously for more industry interaction, quality certification and develop new frontiers in research and education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : 100 Answer After DVV Verification :81</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1763</td> <td>1086</td> <td>737</td> <td>492</td> <td>469</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>823</td> <td>418</td> <td>522</td> <td>405</td> <td>362</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1763	1086	737	492	469	2021-22	2020-21	2019-20	2018-19	2017-18	823	418	522	405	362
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1763	1086	737	492	469																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
823	418	522	405	362																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1898 Answer after DVV Verification: 1898</p>																				
1.4.1	<p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>404</td> <td>380</td> <td>428</td> <td>449</td> <td>446</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	404	380	428	449	446	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
404	380	428	449	446																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

404	380	428	449	446
-----	-----	-----	-----	-----

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
508	508	508	508	508

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
508	508	508	508	508

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats))

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
165	168	168	163	167

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
165	168	168	163	167

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
165	168	168	163	167

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
165	168	168	163	167

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

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

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

115	119	124	126	129
-----	-----	-----	-----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
115	119	124	126	129

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	28	24	20	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	28	24	20	17

2.6.2 **Pass percentage of Students during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
462	522	484	495	477

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
462	522	484	492	477

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
501	526	485	527	529

Answer After DVV Verification :

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

501	526	485	527	529
-----	-----	-----	-----	-----

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20.23	4.75	7.70	4	10.54

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.20	0	12.46	4.00	9.20

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	36	41	23	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	36	41	23	7

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	55	54	17	21

Answer After DVV Verification :

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

37	55	54	17	21
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3.3.2 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	44	13	40	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	44	12	40	5

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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:

2021-22	2020-21	2019-20	2018-19	2017-18
32	20	30	17	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	20	28	16	12

3.5.1 **Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:**

Answer before DVV Verification : 65

Answer After DVV Verification :64

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78.86	80.19	82.74	160.35	101.87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
75.28	78.54	80.39	139.91	101.08

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

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

Answer before DVV Verification : 804

Answer after DVV Verification: 775

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
192.53	174.29	220.21	231.30	261.79

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
196.12	175.95	222.68	251.76	262.59

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1637	1514	1271	1118	1177

Answer After DVV Verification :

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

1893	1547	1622	1621	1334
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5.1.2 **Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
205	185	267	244	115

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
205	185	267	244	115

5.1.4 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
201	275	289	294	284

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
201	275	289	294	284

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
569	526	485	527	529

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
569	526	485	527	529

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	22	15	13	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	22	15	13	20

5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
14	16	0	15	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	3	3

Remark : AS PER HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	11	36	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	11	36	34

6.2.2 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	78	2	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	78	2	11

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
154	191	187	176	182

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
75	127	130	115	111

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
107	99	99	100	102

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	42	25	43	44

Remark : AS PER HEI

6.5.2 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

7.1.2 **The Institution has facilities and initiatives for**

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

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

Answer After DVV Verification: A. 4 or All of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1934</td> <td>1887</td> <td>1726</td> <td>1784</td> <td>1853</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1934</td> <td>1887</td> <td>1726</td> <td>1784</td> <td>1853</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1934	1887	1726	1784	1853	2021-22	2020-21	2019-20	2018-19	2017-18	1934	1887	1726	1784	1853
2021-22	2020-21	2019-20	2018-19	2017-18																	
1934	1887	1726	1784	1853																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1934	1887	1726	1784	1853																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 144</p> <p>Answer after DVV Verification : 144</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>119</td> <td>124</td> <td>126</td> <td>129</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>119</td> <td>124</td> <td>126</td> <td>129</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	115	119	124	126	129	2021-22	2020-21	2019-20	2018-19	2017-18	115	119	124	126	129
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115	119	124	126	129																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
115	119	124	126	129																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
271.40	254.48	303.06	391.66	363.66

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
271.40	254.5	303.06	391.68	363.67