



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MAULI GROUP OF INSTITUTION'S COLLEGE OF
ENGINEERING AND TECHNOLOGY, SHEGAON**

MGICOET, SHEGAON, KHAMGAON ROAD, SHEGAON

444203

www.mauligroup.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MGI-COET is established in 2011, and managed by Late Purushottam Hari (Ganesh) Patil Shikshan Sanstha, Shegaon. It is spread over 12 acres of land. The institute envisages to provide quality education and research in the field of engineering and technology and to groom the students for serving the society with sound engineering knowledge, and high moral values. The institute offers five Undergraduate and two Post graduate Programs in the field of engineering and is affiliated to S.G. B. Amravati University, Amravati. All the departments have well equipped laboratories and class rooms with ICT tools and e-resources. NPTEL local chapter of the institute is leading to offer online courses to the students. Institute also has Remote center of IIT Bombay, for conduction of online faculty development programs.

The focus of the institute is on the overall development of the students through effective curriculum delivery, industry oriented trainings, sports, co-curricular & extracurricular activities, and cultural activities. The institute is one of the preferred institutes in the region for the students due to their results in the University and placements in the industries. Our students are disciplined and cultured which is recognized and appreciated by many of our recruiters.

The institute has developed many linkages with industries and academic organizations. Few research projects have been initiated in collaboration with the reputed multi-national company and CTARA, IIT Bombay. The institute has established solar PV plant of 40 kW which reflects the consciousness towards clean environment.

Vision

"To be premier Institute in Technical Education and Research producing socially responsible and globally acceptable professionals".

Mission

The institute is committed:

1. To provide quality technical education through effective teaching-learning process.
2. To promote research culture, industry institute interaction and entrepreneurship activities.
3. To produce responsible engineers to serve the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Supportive, committed and visionary leadership continuously striving to excel in the academics and administration through participative and transparent management.
2. Outcome based active teaching-learning processes using adequately equipped laboratories and physical

resources.

3. Qualified, experienced faculty and supporting staff working enthusiastically with 'Students First' approach.
4. Disciplined and cultured students as recognized and appreciated by many of our recruiters.
5. Strongly focused to overall development of students through co-curricular & extra-curricular activities, effective mentoring and soft-skill training programs.
6. Active training and placement cell with full-time officer.
7. Eco-friendly, clean and green campus with the essence of spirituality conducive for education.
8. Effective student support system and governance through customized ERP- 'Drona'.
9. Encouragement and strong support for entrepreneurial activities of the students.
10. Financial support and scholarships to the economically poor students.
11. Transport and hostel facilities for the boys and girls.

Institutional Weakness

1. Less flexibility in designing and revising course curriculum due to affiliated status of the institute.
2. Located in rural and industrially under developed region.
3. Lack of research funding from Government and non-Government agencies.
4. No PG Programme in Mechanical, Computer and Civil engineering and no full time Ph.D. programme in any discipline.
5. Relatively less progression of students to higher studies and entrepreneurship due to their poor family background.
6. Placement opportunities available for the students in core companies are relatively less as compared to IT and other sectors.

Institutional Opportunity

1. Internal revenue generation through consultancy projects, training and testing facilities.
2. Involvement of alumni for betterment of academic & placement activities.
3. Offering more number of vocational trainings and internships to students leading to employability of students.
4. Strengthening educational collaborations with reputed institutes and industries.
5. An opportunity for conducting research related to problems faced by farmers and rural society.
6. Strengthening IPR activities and filing patents on innovative projects of the faculty and students.
7. Enhancing interactions with the nearby industries through consultancy and problem-solving projects.
8. Faculty and students exchange programmes with the reputed Universities and Institutes.

Institutional Challenge

1. Difficulty in attracting and retaining more Ph.D. faculty members due to locational disadvantage.
2. To safeguard admissions and to sustain the financial stability of the institute due to increased number of technical institutes in the region.
3. Attracting core and multi-national companies (MNCs) for student internships and placements.
4. Imparting good communication skills to students who are mostly from rural and semi urban background.

5. Challenging to integrate the rapidly changing technology in the curriculum due to affiliated status of the institution.
6. To meet the ambitions of stakeholders and potential employers due to the gap in conventional university curriculum and growing industrial needs.
7. Challenging to establish incubation center and to support students financially for their entrepreneurship activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows the curriculum designed by the University due to its affiliated status. In the beginning of each semester, academic plan is prepared complying with University academic calendar and communicated to students and faculty. Institute offers academic flexibility to its students by providing opportunities in choosing elective courses as per their interest. At institute level, various value added certified courses, are introduced in all the departments. The continuous internal evaluation of the students is carried out for both theory and practical courses. Additionally, Moodle is used for effective teaching-learning process.

The present curriculum addresses issues relevant to gender, environment and sustainability, human values and professional ethics. Apart from this, the institute organizes extension activities for community, and awareness programmes for promoting gender equity, human values and professional ethics. Further, the curriculum is enriched through the conduction of various courses imparting life skills, seminars, workshops, and technical events. Along with these, the field projects, industrial visits and internships are arranged for the students.

The inputs on curriculum are obtained from the students, teachers, alumni, parents, and employers in a structured format for enrichment. All these feedbacks are analyzed and recommended to the University through Board of Studies (BoS).

Teaching-learning and Evaluation

In a short span of time, the institute has gained recognition in the region and is preferred by the students for the admissions. The admissions of all the students including reserved category are conducted by Directorate of Technical Education, Maharashtra which ensures absolute transparency in the process.

The institute has adequate number of experienced full time teachers for teaching and counselling the students. An academic calendar, Timetable, lesson plan, course outcomes, course file, lecture notes, and laboratory manuals are prepared and executed. The institute identifies the advanced and slow learners through a test to assess their learning abilities. The internal assessment of students is done by the institute on a continuous basis while semester end examinations are conducted by the University. The student-centric methods are followed in teaching and learning process to ensure interactive, participative and experiential learning. ICT facilities are used to enrich the teaching learning process.

Students counselling is done by class counselors and through 'Mentor-Mentee sessions'. The attainment of Course Outcomes is determined for each program. To provide practical exposure to the students regular industrial visits, and in plant trainings are arranged. Seminars, expert lectures, workshops and value added courses are also arranged by the Institute.

Research, Innovations and Extension

In order to promote research and development activities at the Institute, a Research Promotion Cell (RPC) has been constituted. The Endeavour of Research Promotion Cell is to promote quality research and to disseminate information about research project grants. The cell is also responsible to organize training programmes, IPR activities, and research publications of the faculty.

The financial assistance is provided to faculty and students for participation in various events such as workshops, seminars, conferences, training programmes and for filing of patents. Due to this, number of publications of the institute has increased significantly in last few years. The Institute publishes a peer reviewed online journal, and organizes national level conference every year. Students and faculty members received awards in many conferences and other events.

Institute has developed linkages and signed MOUs with industries and organizations. Faculty members also provide consultancy in the domain of their expertise to the industries through well-defined policy for consultancy work.

Institute undertake extension and outreach activities like awareness and social welfare programmes, blood donation camps, Tree plantation and programmes related to environmental protection throughout the year. Students are encouraged to participate in various community programmes through NSS.

Infrastructure and Learning Resources

Institute campus is spread over 12 acres of land which includes academic building, playgrounds, hostel, staff quarters, mess, stores, etc. The institute has adequate number of class rooms, laboratories, seminar halls, computing equipment for teaching-learning. ICT tools and e-resources are available for effective teaching. The library of the institute is adequately stacked with text books, reference books, journals and e-resources. Institute uses customized ERP- 'DRONA' which includes office module, work module, management module, library module, etc. for e-governance. The institute regularly updates the IT facilities like operating systems, memory storage, antivirus software, internet bandwidth, etc. All these support facilities are properly maintained by the college staff.

Institute provides hostel accommodation for both boys and girls. and 24x7 power back up by diesel generator set. Additionally, college has facilities for sports and cultural events which include spacious play grounds, well-equipped gymnasium, yoga room, etc. for overall development of the students.

Student Support and Progression

The institute offers freships to the needy students besides the Government scholarships. The capability enhancement of the students is done through career counselling, soft skill development, remedial coaching, Language lab. and bridge courses. Students are motivated to participate in various training programmes, sports and cultural events. Institute publishes annual magazine- 'Ajanvruksha' to nourish the writing skill of the students. The institute has unique practice of conducting Mentor-Mentee Sessions regularly in which small groups of students are formed for interactive learning under the guidance of faculty members. Institute encourages students by awarding free laptop and sponsorship for international tour to the meritorious students.

The students have active representation on various committees such as Students Council, Students Associations, Library Committee, Cultural Committee, Internal Complaint Committee, Anti-Ragging Committee, etc.

The T&P Cell is proactive in providing training and placement to the students while Entrepreneurship Development Cell motivates the students to enhance their entrepreneurial skills. Mauli Alumni Association (MAA) is actively involved in arranging alumni meet and seminars for the students. The feedback on the curriculum and academic practices are also obtained from the alumni and parents for further enrichment. Parents are informed on regular basis about the performance of the students.

Governance, Leadership and Management

The Institute is committed for achieving its Vision and Mission under the visionary leadership of the Chairman and Principal of the college. The perspective plan aligned with the Vision is made available on the website. The institute practices decentralization and participative management through the working of various committees and cells like, BOG, College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Internal Complaint Committee (ICC), Grievance redressal committee, etc. All the service rules related to recruitment and promotion are followed as per the guidelines of the statutory bodies. E-governance initiatives in the area of administration, finance, admission and examination are implemented through a customized ERP software-'Drona'. Financial budget is prepared based on the requirements from various departments and accordingly, provision is made for all the academic and administrative activities. The financial audit is done by an external auditor annually.

The Institute has taken many welfare measures for the staff. Also, financial assistance is provided to the staff for attending staff development programmes, Conferences, Workshops, Seminars, etc. IQAC remained instrumental in implementing reforms in teaching-learning processes and in reviewing the feedbacks from all the stakeholders. The institute has made significant improvements and got recognition in last five years.

Institutional Values and Best Practices

The institute organizes gender equity awareness programs regularly and ensures the safety of all the students and staff. The institute has made adequate provisions for differently abled persons like ramps, rails, braille software, rest rooms, etc. Environment consciousness and tree plantation programs are organized by the institute. Also, initiatives for waste management, rain water harvesting and green practices are taken. Institute has installed roof top solar PV plant of 40 KW capacity with two sets of inverter. Industrial RO system is installed to provide clean drinking water. Students take active participation in various programs like national festivals, birth/death anniversaries of great Indian personalities, tree plantation, cleaning programs, blood donation, etc. To promote universal values, national values, human values, national integration, communal harmony many programs are organized.

The Institute has introduced some best practices in teaching-learning such as mentor-mentee scheme, sponsored international study tour for the students, mandatory language lab course, soft skill development programme, and national level techno-cultural event for the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAULI GROUP OF INSTITUTION'S COLLEGE OF ENGINEERING AND TECHNOLOGY, SHEGAON
Address	MGICOET, Shegaon, Khamgaon Road, Shegaon
City	Shegaon
State	Maharashtra
Pin	444203
Website	www.mauligroup.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	P. M. Ardhapurkar	-	8551004684	-	pm.ardhapurkar@gmail.com
Principal	C. M. Jadhao	7265-7722027506	8308848692	-	mgicoetshegaon@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	25-07-2011

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

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
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
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MGICOET, Shegaon, Khamgaon Road, Shegaon	Rural	12	13091

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,Electronics And Telecommunication Engineering	48	HSC	English	60	13
UG	BE,Mechanical Engineering	48	HSC	English	60	46
UG	BE,Electrical Engineering	48	HSC	English	60	52
UG	BE,Computers Science And Engineering	48	HSC	English	60	51
UG	BE,Civil Engineering	48	HSC	English	60	43
PG	ME,Electronics And Telecommunication Engineering	24	BE	English	24	9
PG	ME,Electrical Engineering	24	BE	English	24	4

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	3				0				23			
Recruited	3	0	0	3	0	0	0	0	17	6	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				47			
Recruited	0	0	0	0	0	0	0	0	28	19	0	47
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				66
Recruited	64	2	0	66
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	20	9	0	29
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	3	1	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	42	24	0	66

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	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	478	2	0	0	480
	Female	501	1	0	0	502
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	10	0	0	0	10
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	14	10	13	15
	Female	8	10	6	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	0	1	1
	Others	0	0	0	0
OBC	Male	62	45	51	70
	Female	38	53	47	64
	Others	0	0	0	0
General	Male	16	23	25	33
	Female	10	17	13	18
	Others	0	0	0	0
Others	Male	15	14	16	12
	Female	7	2	4	9
	Others	0	0	0	0
Total		173	174	176	231

3. Extended Profile

3.1 Program

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

Response: 241

Number of self-financed Programs offered by college

Response: 7

Number of new programmes introduced in the college during the last five years

Response: 3

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1018	1006	1000	784	552

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

2016-17	2015-16	2014-15	2013-14	2012-13
174	174	174	150	150

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

2016-17	2015-16	2014-15	2013-14	2012-13
240	237	147	1	1

Total number of outgoing / final year students

Response: 624

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
89	89	84	62	44

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

2016-17	2015-16	2014-15	2013-14	2012-13
89	89	84	62	44

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

2016-17	2015-16	2014-15	2013-14	2012-13
89	89	84	62	44

Total experience of full-time teachers

Response: 407

Number of teachers recognized as guides during the last five years

Response: 3

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

Response: 19

3.4 Institution

Total number of classrooms and seminar halls

Response: 27

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

2016-17	2015-16	2014-15	2013-14	2012-13
226	235	272	195	219

Number of computers

Response: 360

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.641

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.20



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute systematically prepares the action plans and maintains proper documentation for the effective delivery of the curriculum. Being an affiliated to University, Institute adheres to the syllabus prescribed by the University. The following steps are taken to ensure the effectiveness of the curriculum delivery.

- The Principal conducts meetings regularly with the Academic Coordinator and HODs to develop various strategies for the effective planning and delivery of the curriculum.
- Academic calendar is prepared and displayed on all notice boards and website. It consists of commencement date and last working date, Teaching days, dates for conduction of the Internal Assessment and Extra Curricular activities.
- Subject's choice for professional and free elective courses are taken from the students. Based on the interest and expertise of the faculty, the teaching load is distributed among the faculty members in a meeting. It is done well in advance so that the faculty can prepare the subject, course file, PPTs, Question bank, and Course Action Plan.
- All the faculty members maintain and update the course files regularly.
- Time Table coordinator of each department prepares Time-Table in consultation with the HOD. The approved Time-table is entered in customized ERP of the Institute -'Drona' for effective monitoring of the curriculum delivery.
- Teaching plan for each course is prepared by the faculty members, which is reviewed by the HOD.
- All the faculty members maintain the record in 'Academic Diary' for both, Theory and Practical courses.
- During the semester, Attendance, Unit Test question papers and results are entered by faculty in ERP regularly. It is monitored by the Academic Monitoring Committee (AMC) and HOD through ERP.
- Syllabus coverage status is checked twice during the semester by respective HOD. All the faculty members need to convey the status of the syllabus coverage through specially designed proforma for the same. HOD conducts meeting to review the syllabus coverage.
- The number of lectures planned and actually conducted facilitates identification of gaps, if any, and necessary corrective actions are taken for filling the gap.
- Through the process of Continuous Internal Evaluation (CIE), faculty members judge the students level of understanding the subjects and take corrective actions for the effectiveness of the curriculum delivery.
- Slow learning students are identified in each class and the remedial classes conducted for them to raise their academic performance.
- Continuous Assessment of laboratory work is carried out to assess the laboratory skills acquired by the students. The record is maintained using specially designed Sheet for the continuous Internal Evaluation for all Practical courses.
- Two Progress reviews are conducted for monitoring the status of final year Project work. Faculty In-

charge coordinates the activity and maintains the record for the Project work.

- HOD takes oral feedback from each class about the curriculum delivery. Additionally, feedback is taken from all the students in structured format at the end of each semester which is conveyed to the faculty members after analysis.
- Industrial visits, expert lectures and internships are arranged for the students to bridge the gap between curriculum and the industry requirements.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 33

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	10	5	4	2

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 6.79

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 2.07

1.2.1.1 How many new courses are introduced within the last five years

Response: 5

File Description	Document
Details of the new courses introduced	View Document

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

Response: 85.71

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

Response: 6

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

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

Response: 55.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
697	976	333	538	50

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

1.3 Curriculum Enrichment

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

Response:

Integrating cross cutting issues into the Curriculum

The present curriculum of the affiliating University has integrated cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics through following courses:

- 1.Environmental Studies: Environmental Studies is compulsory course for every program which addresses the issues related to environment and sustainability. Course contents are helpful to create awareness about climate change, pollution, water conservation etc. among the students.
- 2.Communication Skill (Course code: 6ME06, 6XT06, 5KS06, 5EP06): Communication skill course is offered to all the programs, which covers communication abilities, social networking, and professional ethics.
- 3.Professional Ethics (Course code: 6KS06): Professional ethics is the compulsory course for computer science engineering students which includes the personal and corporate standards of behavior expected by corporate.
- 4.Engineering Chemistry (Course code: 1B2): This a compulsory course for all the first year engineering students. The part of this course is related to the environmental chemistry covering ill effects of pollution like ozone layer depletion, acid rain, greenhouse effect, etc.
- 5.Non-Conventional Energy Sources (Course code: 6FEME05): This is one of the elective courses offered by Mechanical Engineering department which covers various non-conventional energy sources like tidal energy, solar energy, wind energy, etc. It provides the present scenario of energy consumption and the development of sustainable and ecofriendly energy sources.

Initiatives of the Institute:

Apart from the above courses, the institute takes additional efforts to impart human values, professional ethics for the overall development of the students. The policy of the institute is to provide equal opportunities for everybody to represent and participate in any student activity or committee irrespective of age, cast, creed and gender. Various programs organized by the institute to provide awareness on Human values, Professional ethics, gender issues and environment are listed below.

A) Extension activities for Community:

National Social Service (NSS) unit of the institute regularly conducts various activities for making students sensitive towards societal issues and human values such as Tree Plantation Programs, Blood Donation Camps, Swachata Abhiyan, teaching rural children etc.

B) ICC Awareness programmes:

The institute has established Internal Complaint Committee (ICC) which is committed to creating and maintaining a healthy environment in which students and staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination.

C) Gender equity promotion programs:

- Workshop on “Protection of women from Harassment at workplace
- Guidance on Woman Empowerment
- International Woman’s day Celebration
- Women’s Fair
- Woman Health Campaign

D) Activities conducted for promotion of human values, Environment and Sustainability, Professional Ethics:

- Blood donation to Thalassemia and Sickle-cell disease patient at Govt. Hospital, Khamgaon.
- Guidance on Environment protection: The responsibility of youth
- Celebration of ‘Yoga Day’
- “Sant Gajanan Maharaj Palkhi Sohla”: Cleanliness Campaign
- Sant Tukdoji Maharaj Vyakhyan Mala: Pushpa-2
- Railway station cleanliness campaign
- Seminar on “Constitution and Human Rights”
- Free Health Checkup and Medicine distribution.

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

Response: 11

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

Response: 11

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 16.5

1.3.3.1 Number of students undertaking field projects or internships

Response: 168

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.21

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	1

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 67.54

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

2016-17	2015-16	2014-15	2013-14	2012-13
183	184	205	231	289

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

2016-17	2015-16	2014-15	2013-14	2012-13
348	348	348	300	300

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 91.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
153	135	157	150	150

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

2.2 Catering to Student Diversity

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

Response:

After admission of the students to the various programme, special orientation programme is organized to get acquainted with the engineering discipline and the institute. The special diagnostic test is conducted for all the first year admitted students to identify advanced learners and slow learners. This test is specifically designed to assess the learning level of the students based on their aptitude, fundamental concepts of science and communication skill. Additionally, all the faculty members conducting theory and practical classes, identify the advanced and slow learners in their regular classes based on the performance in previous semester's examination.

For Slow Learners following measures are taken improve their performance.

- Remedial Classes are conducted for slow learners and poor performers.
- Slow learners are asked to meet the concerned faculty members to take additional inputs for the courses.
- Makeup tests are conducted for the slow learners.
- Course manuals, question banks and set of question papers of previous University examinations are provided to these students.
- Model answers and solutions are displayed and discussed after each Unit Tests.
- Library is kept open for extended hours during the preparation leave and examination period.
- Counseling is done at individual level by class teachers and class counselors for performance enhancement.
- For the lateral entry students who are admitted to 3rd semester after their diploma course, extra classes are organized, particularly for the course of Mathematics.

For advanced learners, all the faculty members deliver lecture series on the topics related to advances in

the field, applications and current trends of the research in their area. These lectures are planned every month for all the courses. Faculty members cover in-depth study of the subject during these lecture series in order to stimulate the interest of these students in the engineering. The content of these lectures are beyond scope of the syllabus recommended by the University. In order to expand the critical thinking abilities, academic aptitude and skills of advanced learners, the following measures are taken.

- The elite students are given an opportunity to go for internships in reputed industries.
- The students are encouraged to take mini projects under the guidance of the faculty members for the advancement in their learning.
- The workshops and guest lectures from the expert persons from the academics and industry are arranged regularly for the students on the advance topics.
- Software training programmes are conducted for the benefit of the students.
- The learning resources like reference books, Journals and e-books are made available in the college library and are recommended to advanced learners for further studies.
- Innovative project ideas are shared with the students for further study.
- The various value added courses which are beyond the scope of the prescribed syllabus are offered to the students.

2.2.2 Student - Full time teacher ratio

Response: 11.44

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

It is mandatory for all the faculty members to prepare the 'Course Overview Sheet' for the theory courses at the beginning of each semester. It includes the plan of student centric methods to be adopted, the relevant assessment methods and course outcomes (COs). The faculty members also convey the course action plan to the students in classes. The various student centric methods such as experiential learning, participative learning and problem solving methodologies are implemented through various activities throughout the year, as listed below.

- The Pre final Engineering Students work on mini-projects and final year students work on major projects. The students work in group on the project, this enhances their experimental and participative learning abilities.
- Final year students prepare and deliver seminars on recent advancements in the field of Engineering. Interactive learning during regular classes is encouraged through seminars, quizzes and role play.
- Training programmes on soft skill development are regularly conducted to enhance the students various learning abilities, leading to overall personality development necessary to cope up with the prevailing industrial challenges.
- Students contact the class counselor for issues related to their academics and personal matter.
- Pre and post experimental quizzes (oral) are conducted during practical sessions so that the students can validate the theory with practical observations thereby enhancing their experimental learning abilities.
- In the tutorial classes teachers acts as facilitators for the students in working on the solutions and the students also form small groups and discuss among themselves which promote interaction and peer learning.
- Students are also motivated to go for summer training, internship at leading industries and research institutes.
- Students are encouraged to participate in the technical paper presentation contests organized by the institute as well as other institutes.
- Students association of the respective departments like EESA, MESA etc. arrange various workshops and activities for participative and experimental learning with the support of faculty of department.
- The faculties delivers the sessions in a more interactive way using various tools like: LCD projectors for presentations, animations, Video lectures, etc.
- The library plays an important role in facilitating the students with digital resources in the form of NPTEL digital library, access to subject CDs and DVDs. This helps them in independent learning. The students take active participation in various activities organized by the Institute, who are involved, right from planning to execution. This helps them in collaborative learning.

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

Response: 80.9

2.3.2.1 Number of teachers using ICT

Response: 72

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 13.95

2.3.3.1 Number of mentors

Response: 73

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

All the faculty members use basic audio-visual aids, power point presentations, and video lectures, e-learning resources along with the conventional black board teaching method for effective delivery of the course content. Additionally, the innovative practices in teaching-learning adopted by the institute enable students to develop keen interest in obtaining subject knowledge, to improve their problem solving abilities, presentation and analytical skills. Few of the innovative methods adopted by the institute are described below.

Interactive Group Learning

Institute has adopted unique practice of conducting mentor-mentee sessions (MMS) regularly, wherein final and third year students play roles of mentors to first and second year students, respectively. The students from each class are divided in many small groups for better interaction and effective conduction of the student-centric learning activities. The faculty members prepare action plan for these sessions and guide the students. These interactive classes are found to be useful for the exchange of ideas, learning experiences and various skills among students.

Project based Learning

Faculty members give course specific mini projects to students which include the preparation of working models of systems, mechanisms, simulation of processes, problem solving and analysis, etc. These projects are kept in the laboratory for showcasing the ideas of the students and are also used by the faculty as teaching aids for explaining the theoretical concepts to upcoming batches.

Experiential Learning

The industrial visits are arranged for the students for on-site learning apart from their regular internship programmes. These short visits to nearby industries are highly course specific with the predefined learning objectives. For example, mechanical engineering students are taken to nearby Thermal Power Station to learn thermal systems and to core mechanical industries to understand jigs, fixtures and automated systems. For electrical engineering students, usually, a visit to high voltage transmission station is arranged. Similarly, electronics engineering students visit nearby BSNL exchange center and 'Doordarshan' - Broad casting center to learn the telecommunication engineering.

Use of Learning Management System (LMS)

The use of Learning Management System i.e. Moodle is introduced recently in the institute to enhance the learning activities. The faculty members offer the ICT blended courses to the students to have significant learning outcomes. It is useful to conduct online tests, assignments and to monitor the performance of the students. It also provides an interactive forum to students and faculty for sharing ideas, learning resources and clearing doubts of the students.

Learning Communication Skills

Institute has made it mandatory for all the first year students to enroll for the course on communication skills, even though it is not part of the prescribed curriculum. It is the innovative practice of the institute with the objective to improve the communication skills of the students in their first year only, which helps them to understand other courses, to groom skills further during their course of stay and to start preparing for placement in advance. Effective techniques such as group discussion, role plays, mock interviews, extempore, etc. are used by an expert faculty to cover ten different modules of the course.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 5.29

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	3	3	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 4.57

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 10.87

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 4.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	4	2	2

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

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The Continuous Internal evaluation (CIE) encourages the students to progress continuously in the semester leading to thorough understanding of the courses. The institute reformed CIE process with the objective to evaluate the performance of the students in accordance with the course outcomes.

The weightage for the continuous internal evaluation of theory courses is 20 % whereas that for the practical courses, it is 50 %. The internal assessment of theory courses is reformed and now it has three parts: Two Unit Tests, Choice based Components (CBCs) and Attendance. Earlier, only two Unit Tests and Attendance marks were the part of the internal evaluation. The institute adopted Choice-based Components which are useful to evaluate the learning abilities of the students which otherwise cannot be tested with the semester end examination. These components of internal assessment consists of assignments, mini projects, surprise tests, open book test, periodical quizzes, tutorials, group discussion, case study, viva, seminar, etc. The choice is given to the faculty members to offer any assessment component for the evaluation of the students in accordance with the Course Outcomes and it is announced in the class within the first fortnight of the semester. The reformed structure of CIE enables faculty to identify slow learners and provide them an opportunity to improve their performance.

The other major reforms in CIE carried out by the institute in last five years are as below.

- 1.The evaluation of all the practical courses is also reformed. Earlier practice was to evaluate the laboratory work of the students at the end of semester only. The separate CIE proforma is designed for evaluation of the laboratory work on a continuous basis and maintaining the record.
- 2.The incentive scheme for the internal marks is introduced to motivate the students for Value added courses, online courses such as NPTEL and MOOC, Training Programmes, internship, sports and cultural activities.
- 3.To continuously monitor the progress of the project work of the final year students, three progress reviews are kept for UG students. The evaluation of the project work for PG Programme consists of Phase-I and Phase- II which are conducted during III and IV semester, respectively.
- 4.Seminar and Project work of the final year students are evaluated by the panel of faculty members in a structured format. Also, best project is awarded by 'Dnyanmurti' Project award.

5. Online quizzes and assignments using Moodle are introduced for the internal evaluation of students.
6. Each department has a separate Faculty-in-Charge to coordinate the activities of internal evaluation of practical courses and to conduct Unit Tests systematically in a transparent manner.
7. The invigilation duties of Unit Tests for a particular department are assigned to faculty members belonging to other departments to uphold the robustness of the system. Additionally, CCTV surveillance is done in all class rooms, laboratory and exam control room during the period of examinations.
8. The students undergoing internship and industrial visits are also assessed by asking them to submit the brief report on the activity.

File Description	Document
Link for Additional Information	View Document

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

Response:

The assessment of all the theory and practical courses has two components: Continuous Internal Evaluation (CIE) at institute level and Assessment by the University. The faculty members assess the students throughout the semester through two Unit tests, Choice based Components and Attendance. The choice based components (CBC) of internal assessment consists of tutorials, assignments, mini projects, surprise tests, open book test, quizzes, Group Discussion, Case Study, Viva or oral and seminar. The internal and university assessment structure for theory and practical is as tabulated below.

Continuous Internal Evaluation (CIE)					Semester End Examination (SEE)	
					By University	
Theory			Practical		Theory	Practical
(20 Marks)			(25 Marks)		(80 Marks)	(25 Marks)
Two	Choice	Attendance	Continuous	Comprehensive	University	Lab.
Unit	Based		evaluation	Test/Viva	Exam	Test /Viva
Test	Components					
	(CBC)					
10	5	5	20	5	80	25

The following steps are taken to make the process of internal assessment systematic, robust and transparent.

- The semester wise academic calendar which lists the schedule of internal assessment is displayed on all the notice boards and website well in advance and followed strictly.
- All the teachers prepare their course plan which includes course outcomes, learning activities, the components of assessments and schedule which is shared with the students within first week of the semester.
- A Unit Test coordination committee conducts two Unit tests per semester centrally and monitors all the activities of setting of questions papers, seating arrangement, invigilation and declaration of results.
- The tests papers are evaluated within three working days from the date of examination and evaluated answer sheets are distributed among students for clarification and discussion in the class. The tests marks obtained by the students are also displayed on respective department notice board for their information. It makes the evaluation process transparent without any biasing.
- The results of all the components of internal assessment such as assignments, quizzes, seminar, etc. are made available on the notice boards.
- The student can appeal for reviewing the grades/marks awarded by the teacher. If still there exists any grievance regarding the revision of the awarded grades/marks, student may appeal to HOD.
- Monthly attendance reports are prepared and are displayed on the notice boards.
- The parents are informed about the performance in internal assessment and attendance of their wards frequently.
- It is known to students that if they fail to complete any component of internal assessment under extraordinary circumstances such as the death of any family member, accident, and hospitalization, the teacher would arrange additional assignment for them.
- The performance of the students in the practical subjects is also evaluated on a continuous basis.
- Two Progress reviews are arranged in a year to monitor the progress of the students for their project work.
- Every year, best projects from all the departments are awarded by 'Dnyanmurti Award'. This practice ensures transparent evaluation of the project work and motivates the students.
- Exhibition of the projects done by the students is arranged for parents, industrialists and all the stakeholders.
- Faculty members maintain the proper records of all the internal assessments undertaken for each class.

File Description	Document
Link for Additional Information	View Document

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

Response:

An Internal Grievance Redressal Committee has been set up for redressal of students' grievances related to academic and non-academic matters and in all such matters directly affecting them, either individually or as a group, with an impartial and fair approach and to sort out various grievances of the

students judiciously. It also desires to promote and maintain a conducive and unprejudiced educational environment.

The committee entertains both, written and signed complaints as well as complaints received through e-mails. The Committee addresses the grievances in a lead time of maximum six days or immediately based on priority and nature of the complaint and communicates to the concerned authority for a suitable action or a possible redress. The written complaints can be submitted to any of the committee members or e-mailed to any member. Students can also lodge the complaint to the class counselors if they are comfortable with them.

Mechanism to deal with Internal Exam related grievances

- A student can lodge a complaint or grievance with the class counselor.
- The class counselor will separately discuss the issue with concerned student, concerned teacher and HOD. The HOD shall try to resolve the grievance at his/her level only.
- If the student is not satisfied with the redressal, the HOD will communicate the issue to Internal Grievance Redressal Committee.
- The Chairperson of Internal Grievance Redressal Committee shall call a meeting to discuss the case.
- The members of Internal Grievance Redressal Committee will discuss the issue with the applicant Student.
- The Chairman of the committee will take the decision based on the inputs received from the Applicant and other concerned staff member(s).

Mechanism to deal with University Exam related grievances

- If the grievance is related to university examination then the student(s) is asked to lodge the complaint/grievance to controller of exams of the university.
- The student(s) application of the complaint/grievance is submitted by the college to the University after taking the remarks of class counselor, subject teacher, HOD and Principal.
- After declaration of University results, the desirous student can get the photo copy/ies of Answer-book/s (University theory exams) from University, for redressal as per the procedure laid down by the University.
- The mechanism for redressal is provided to the students, with a view to bring transparency and credibility in the University examination.
- The student has to submit the prescribed application form to the confidential section of the University within fifteen days from the date of the declaration of general result of the relevant examination.
- On receipt of photo copy/ies of desired answer book/s, if the examinee is not satisfied with the marks awarded to him/her, he/she may apply for redressal to the University in the prescribed form within ten days from the prescribed date of the collection of photo copy/ies of answer book/s.

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

Response:

In the beginning of every semester, academic coordinator in consultation with the Principal prepares academic calendar for the semester. The inputs are taken from HODs of all the departments, Training and Placement officer and section heads apart from the data obtained from SGB Amravati University while preparing the academic calendar. It mentions the plan of all the academic activities such as University examination schedule, internal assessment tests schedule, soft skill programmes, working days, holidays, cultural events, sports events, etc. The calendar enables students to plan their internships and training activities during summer and winter vacations.

- The approved academic calendar is displayed on all the notice boards and institute website for the information of all the stakeholders.
- At the end of every semester, courses to be taught in the next semester are distributed by HOD among the faculty members based on their interest and expertise.
- Time table for all the departments is prepared according to teaching load of each faculty member well before the commencement of the semester and is displayed to all the students, staff and faculty members.
- All the faculty members are asked to prepare and submit Course Action Plan for every theory subject which include description of student centric activities (In-class and out-of class activities) to enhance learning of the students, assessment methodology and expected course outcomes. These course plans after approval from the HOD are displayed to students.
- All the faculty members also prepare lecture plans for the courses undertaken by them.
- All the departments follows the academic calendar meticulously.
- The assessment of the scheduled Units tests is completed within three working days from the date of examination and the marks obtained by the students are displayed to them.
- The academic monitoring committee along with the concerned HOD verifies the syllabus coverage against the lecture plan twice in a semester.
- Continuous evaluation of the project work of the final year students is carried out throughout the academic year.
- Every year, orientation programme is organized for the first year students immediately after their admission to the college.
- The parent meeting is organized in each semester for the first year students to report their academic progress and to have one-to-one interaction with the faculty members.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Each department of the institute follows the twelve Programme Outcomes (POs) as suggested by AICTE, New Delhi. In addition to POs, Programme Specific Outcomes (PSOs), Programme Educational Objectives (PEOs) and Course Outcomes (COs) are defined by all the departments. COs are defined as per syllabus

using Blooms Taxonomy and mapped with POs and PSOs according to correlation level. The attainment of POs and PSO is determined at the end of programme as per the CO-PO mapping and correlation level through the attainment of COs. CO attainment is calculated at the end of each course using direct and indirect methods. The results of University examination and Continuous Internal Evaluation contribute to direct method of attainment whereas Course Exit Survey based on a questionnaire designed as per COs contributes to indirect method of attainment.

The means of communicating POs, PEOs, PSOs and COs to both teachers and students are described as below.

- The vision and mission statements are displayed on the college website and at various key positions in the college building.
- POs, PEOs, PSOs and COs for all the courses are kept available on respective department page of Institute website.
- POs, PEOs and PSOs are also displayed on notice boards of HOD cabin and every laboratory of the departments.
- At the beginning of every course, the faculty member discusses the course outcomes in the classroom as well as in the laboratory.
- The online course exit survey is conducted at the end of each course based on the course outcomes.

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

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

Response:

Attainment of COs:

The number of course Outcomes (COs) are kept equal to the number of units or topics given in the syllabus, which ensures one significant learning outcome corresponding to each topic. Attainment of COs are measured by both direct and indirect methods.

Direct Method

The Direct attainment of COs are determined from the performances of students in both, Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE). CIE is based on two Unit Tests and other components such as Assignments, Periodical quizzes, Open book Test, Seminar, Surprise Tests, Group discussion, Viva/oral, Laboratory work, Mini Project, Tutorials, Case Study, etc. The proportional weightages of CIE: SEE is 25:75.

Indirect Method

The indirect attainment of COs are determined from the course exit surveys. The course wise exit survey forms are designed to take feedback from the students on individual COs of all the courses. The percentage weightage to indirect attainment is kept at 20 %.

The attainment levels obtained by direct methods and course exit survey are combined to get the final level of CO attainment which is compared with the set target level to identify attainment gap. When there is no attainment gap or attainment gap is negative, faculty member enhances the CO target when he/she offers the course next time. If the gap in attainment is found, faculty member is suggested to improve the teaching-learning process.

Attainment of POs and PSOs:

Evaluation of attainment of POs and PSOs are based on Direct and Indirect Methods which are combined to arrive at the final evaluation.

Direct Methods

Evaluation of attainment of POs and PSOs is based on the mappings from COs to POs and PSOs. Strength of mapping is defined at three levels: Low (1), Medium (2) and Strong (3). The program level Course-PO matrix is prepared for all the courses including first year courses.

Indirect Methods

Program Exit Surveys, Alumni Surveys, and Employer Surveys are used to evaluate the attainment of POs and PSOs.

PO and PSO attainments are normalized to 1, that is, if a PO is to be addressed at the level of 3 and attainments of CO associated with that PO is 100%, then attainment of that PO is 1. The overall attainment is computed by adding direct and indirect attainment values in the proportion of 80:20 and is compared against the target levels of attainment set by the Department. The loop is closed either by increasing the target level for the next cycle of the program or by planning suitable improvements in all the relevant activities to increase the actual attainment.

Attainment Level:

The attainment level is given as below:

- Attainment Level 1: 50% of students score more than 60% marks out of the maximum relevant marks.
- Attainment Level 2: 60% of students score more than 60% marks out of the maximum relevant marks.
- Attainment Level 3: 70% of students score more than 60% marks out of the maximum relevant marks.

2.6.3 Average pass percentage of Students

Response: 85.71

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

Response: 240

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

Response: 280

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.59

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.37

3.1.2.1 Number of teachers recognised as research guides

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.53

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

Response: 2

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

Activities and system for promotion of innovations

Despite a new and developing institute, Research and Development activity is highly appreciated and promoted. Research Promotion Cell of the institute plays an active role in improving the quality of research and development in the institute. Institute financially supports innovative projects of the students. Institute annually hosts a technical symposium wherein many technical competitions are organized. Faculty completing Ph.D. and research work are appreciated and felicitated.

Awareness about Intellectual Property Right (IPR) is created through programs of consultants. Institute also supports the faculties and students for filing patents. Workshops and seminar are organized to give wide exposure to the faculty members and students. At least one research paper publication is mandatory for PG students and faculty members every year.

As a result of conducive atmosphere for research and innovations, the students of Electronics and Telecommunication Engineering developed a model entitled as “DAKSH- Multifunctional surveillance UGV (Unmanned Ground Vehicle) based on RF Technology” which won second prize in Model Competition organized by SGB Amravati University. This equipment can be used for, Military Surveillance, Anti-Terrorist Activities & Rescue Operations.

Knowledge Transfer Initiatives

Many initiatives are taken by the institute to develop an eco-system for knowledge transfer through active involvement of both the students and faculty members. Few such initiatives are described below.

1. Collaborative research project with IIT Bombay

The institute has an active collaboration with Centre for Technology Alternatives for Rural Area (CTARA), IIT Bombay, under which two projects have been successfully completed, while one is in progress. The first project was related to the agricultural electricity usage issues in Maharashtra. The objective of the second project was to carry out field level investigations of solar pump installations in two districts of Vidarbha region of Maharashtra. The students and faculty members of Electrical Engineering Department contributed towards the successful completion of these projects. The ongoing project deals with testing of capacitor installation with regard to farmer's behavior and performance of capacitors in the field conditions.

2. Collaboration with Network Components Pvt. Ltd

Institute got associated with Network Components Pvt. Ltd, Pune in the Academic year 2015-16. Network Components Pvt. Ltd and institute work together for research, product development and training in the field of Internet of Things (IOT). Additionally, institute has established Raspberry Pi laboratory. Students

under the guidance of faculty members work on the problem definitions given by Network Components Pvt. Ltd, Pune and developed many smart products. The few such products developed are: Voice controlled Appliances, Smart Door Bell, LPG Gas Leak detection, Alcohol detection in Car. Currently, the students are working on Projects like Zigbee Mesh, Node MCU, HVAC, IR BLAST, Room Mapping, DLNA Media Server, SDDM, IOS.

Additionally, Network Components Pvt Ltd imparts a hands on training to students on Raspberry Pi and Arduino along with some common sensors. Outcome of these initiatives is that the students acquired proficiency in advanced programming languages such as C++, Java, etc. which led to increased placement of the students.

File Description	Document
Link for Additional Information	View Document

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

Response: 32

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	05	09	06	02

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 2.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
168	13	3	1	1

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

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

Response: 1.73

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

2016-17	2015-16	2014-15	2013-14	2012-13
65	20	16	20	6

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

3.4 Extension Activities

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

Response:

The institute promotes institution-neighborhood-community network by involving students in regular activities related to social responsibilities of the institute through National Service Scheme (NSS) and student associations like Electronics Students Association, Mechanical Engineering Students Association, Computer Science & Engineering Students Association and Electrical Engineering Students Association. The holistic development of students take place through the various activities organized by the student chapters. All the students and faculty members participate actively in the programs organized for networking with the neighborhood community. The NSS Unit of the institute organizes the following activities on a regular basis.

- Blood donation camp
- Dental checkup camp, Eye checkup camp, Animal Health Checkup, Free Health Checkup and medicine distribution
- Tree plantation
- National voting awareness programme
- Celebration of Urja Divas, Science Day, International Women's Day and Yoga Day
- AIDS Awareness programs on 1st December.
- Road safety awareness and traffic rule awareness program
- 'Jan Jagruti' for Cashless transaction through 'Path Natya' –Road Show
- Providing guidance for entrepreneurship and "Farming and Jalyukt shivar" for farmers
- Protection of women from harassment at work place and women Empowerment program,
- Gram Swachh Abhiyan –Cleanliness awareness Programme
- Programme on Environment protection responsibilities
- Celebrating 'Gajanan Maharaj Palkhi Sohla' and 'Gajanan Maharaj Pragat Din' by providing water, tea and breakfast to all the participating 'Warkari' form community.

The institute promote towards contributing to be a good citizenship by arranging the following activities:

- Celebration of Republic Day and Independence Day with all senior citizens from nearby villages
- Career guidance programs at different schools and colleges
- Celebration of Mahatma Gandhi Jayanti, Vivekanand Jayanti (Youth Day), Shiv Jayanti, and Sant

Gadge Baba Jayanti

- Conducting Science Exhibition for the students of the local schools every year
- Participation in Fuel conservation awareness programs organized by State Transport (ST) Depot, Shegaon.
- Distribution of books and uniform to poor students
- Providing free guidance to nearby village student for Standard of X and XII.
- Conducting MOCK CET exam for 12th Std. students.
- Annual meetings with the parents
- Regularly conducting IGNITE - a national level techno-cultural event for the overall development of students
- Providing free bus facility for CET examination and MS-CIT examination every year as well as to pilgrims during 'Pragat Din' and 'Ram Navami' Festival.
- Providing college buses to common people during the period of strike of State Transport employees.
- Organizing workshops and training Programmes on Computer Awareness and Information Technology for the students of local school.

The institute also provides facilities and resources to State Government Agencies, NGOs and individuals to conduct social activities and service oriented programmes. Few of these activities are given below.

- Water Conservation program conducted by Water Resources Department of Maharashtra State, Khmagaon.
- Principal forum meeting to carry out reforms in curriculum and administration processes.
- Mahavitaran App Launching and Training program conducted by Maharashtra State Electricity Board (MSEB) department for Maharashtra State Electricity Distribution Co. Ltd (MSEDCL) Staff,
- Provided platform for VIJUKTA (Vidharbha Junior College Teacher Association) Program.

File Description	Document
Link for Additional Information	View Document

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	1	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

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

Response: 146

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

2016-17	2015-16	2014-15	2013-14	2012-13
36	32	23	31	24

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 51.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
800	682	500	250	150

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

<p>3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>Response: 62</p> <p>3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>11</td> <td>15</td> <td>11</td> <td>4</td> </tr> </tbody> </table>					2016-17	2015-16	2014-15	2013-14	2012-13	21	11	15	11	4
2016-17	2015-16	2014-15	2013-14	2012-13										
21	11	15	11	4										
<p>File Description</p>		<p>Document</p>												
<p>Number of Collaborative activities for research, faculty etc.</p>		<p>View Document</p>												
<p>Copies of collaboration</p>		<p>View Document</p>												
<p>3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Response: 6</p> <p>3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2016-17	2015-16	2014-15	2013-14	2012-13	6	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13										
6	0	0	0	0										

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

MAAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

MGI-COET is spread over a spacious and well maintained campus. Institute has adequate number of well-designed and properly-maintained class rooms and laboratories as per statutory requirements. The space of the class rooms and laboratories is more than the required norms of AICTE. All the class rooms and laboratories are established as per AICTE and SGB Amravati University norms which are augmented whenever a new programme is added. The institute has e-learning resource like National Programme on Technology Enhancement Learning (NPTEL) services for effective teaching – learning process

Classrooms:

Institute has sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory and tutorial classes. Each department has one digital/smart classroom equipped with LCD projector, sound system and internet connectivity.

Laboratories:

All our laboratories are well equipped and well maintained not only for carrying out curriculum oriented lab practicals but also to carry out research activities. The laboratories are equipped with safety aids such as fire extinguisher, first aid box and display of safety instructions Students of all the departments utilize resources of mechanical workshop for their projects as part of curriculum. The institute has drawing hall with provision for height and angle adjustment of the drawing tables.

The college has well equipped Language Lab with LCD Projector –Audio-video facilities, computers, chairs and micro phones. This indeed make students to listen, learn and perform Group Discussions, Debates and enhance Interview skills.

Seminar Halls

In addition to a central seminar hall, each department has fully equipped seminar hall to conduct conferences, seminars, workshops, expert lectures etc.

Computing equipment

Besides a fully equipped central computer laboratory, every department has a computer laboratory which is utilized for conduction of feedback process, internet surfing, Moodle, aptitude tests, project development and competitions by students of all departments. All computers on the campus are connected to internet through LAN.

The summary of the physical facilities available for teaching-learning as per the required norms is given below.

S. N.	Teaching-learning facility	Minimum Requirements as per institute AICTE	Available facility in the institute
1	Class Rooms	20	22
2	Seminar Hall	05	05
3	Computers	265	360
4	Laboratories	43	43
5	Library	400 Sq. m	400 Sq. m
6	Central Workshop	201 Sq. m	200 Sq. m

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

Response:

In addition to the regular teaching, college encourages the students to participate in sports and cultural activities for their overall development by providing adequate facilities for these activities.

Sports

College promotes participation of students in sports, both indoor as well as outdoor. Some of them regularly attend sports of their interest as a part of their daily routine. The campus has playground for Cricket, Football, Volley ball, Hand ball, kabaddi, kho-kho, Discus throw and long jump. Sports equipment for cricket, football and table tennis are available for the students and staff. Gym facility is also available in the campus where students utilise it to maintain their body and health.

Cultural Activities

Cultural Activities are organized throughout the year on the occasion of various festivals and scheduled events of the college like, Annual gathering and IGNITE- a national level techno-cultural event. For these activities, college has a spacious open air theatre accommodating more about one thousand persons and an auditorium.

Yoga

There are separate rooms for girls and boys for yoga practice in the campus and the College conducts sessions particularly for students.

All these facilities have been established in 2012-2013 in the campus.

The details of the available facility for sports and cultural activities are tabulated below.

Activity	Available area	Equipments
Indoor Games	Chess, Carrom	28 Sq. m
	Gym	28 Sq. m
		Chess and carom board Flat, Inclined and declined benches, Tread

			Mill, etc.
Outdoor Games	Cricket, Football, Volley ball, Hand ball, Kabbadi, Kho-kho, Long jump, Discussthese sports are throw.		All the kits required for these sports are available
	Ground size: 10800 Sq. m		
Cultural	Open air theatre	3021 Sq. m	Public address system and other audio visual apparatus
	Auditorium	202 Sq. m	
Yoga	Girls	28 Sq. m	--
	Boys	28 Sq. m	

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

Response: 37.04

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

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

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

Response: 23.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
49.60595	27.20781	62.43426	40.32467	91.09710

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

4.2 Library as a Learning Resource

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

Response:

Automation in the library of most of the procedures has been done through a customized software – ‘Drona’.

Name of software: Drona

Nature of Automation: Partially

Version: V1.0.256

Year of Automation: 2011-12

Drona has functions like cataloguing, circulation and students record. The library catalogue lists the books, bound volumes, reference books, CDs, DVDs and other media available in the library.

All the students and faculty can access library resources online through user account. The links for students and faculty are given below.

Student login: <http://117.211.106.43/dronauserstudent/admin/login.aspx>

Faculty Login: <URL:http://117.211.106.43/dronauseremployee/admin/login.aspx>

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

Response:

The library is air cooled and well equipped with good books, magazines, research journals, Student Project Reports, Seminars, in hardcopies as well as e- journals. Total number of books available in the library are 11700 with 1509 titles, and 42 Magazines / Journals / Periodicals in hard copies. The library has subscribed e-journals like IEEE, Elsevier, J GATE and springer, etc. A separate reference section and reading section is provided. At present, the rare books are not available in the library. However, the library is equipped with other knowledge resources for GATE, CAT, UPSC, MPSC, General Knowledge, Aptitude Books, etc. Along with this general reading books, novels, and autobiography are also available.

4.2.3 Does the institution have the following:

1.e-journals

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 8.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
4.58758	6.56215	16.85311	7.05021	8.86659

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 13.55	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 150	
File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

<p>4.3.1 Institution frequently updates its IT facilities including Wi-Fi</p> <p>Response:</p> <p>Institute improves its IT facilities in order to facilitate teaching-learning and research. It includes following facilities.</p> <p>1. Continuous System Up gradation</p> <p>Institute upgrades the operating system, internal memory storage, system configuration, etc. regularly for better performance.</p> <p>2 Installation of Antivirus software</p> <p>In order to protect huge amount of data like student records, research material and course related data from viruses, Trojans, botnets, rootkits, ransom ware, and all types of malicious software institute has installed antivirus software. These antivirus software are renewed as and when required.</p> <p>3. Renewal of Cyber Roam:</p> <p>Institution has provided the network protection by configuring Cyberoam which enables to maintain network security while keeping security investments low and protecting students from malware and inappropriate content. The solution range enhances productivity and minimizes bandwidth consumption by controlling unproductive surfing.</p> <p>Cyber Roam is updated every three years regularly. The date of last renewal is 25/05/2015.</p> <p>4. Drona (ICT/ERP)</p> <p>For effective implementation of academic and administrative activities, 'Drona'- ICT/ERP application is in use. It includes:</p>
--

- Administrative Office Module
- Management Module
- Work Module (Academic)
- SMS Module
- Library Module, etc.

The “Drona” is customized as per the need of Institution.

5. Bandwidth up gradation

Internet facility is provided in the campus for the faculty members and students. Initially there was 20 Mbps bandwidth available, recently, it has been updated up to 52 Mbps.

Date of recent up gradation: 1-12-2017 (32 Mbps - RailTel Corporation)

6. Installation of latest software & equipment in respective laboratories

To distinguish from traditional teaching practices and to carry out the experiential learning, institute always go for latest software & equipment. Updates contain important changes to improve the performance, stability and security of the applications that run on computer. To fulfill this, institute purchased the softwares and updated it as per the need. Institute has a licensed software like Matlab, Xilinx, Orell, etc

7. Installation of CCTV Cameras

To avoid the illicit activities in college campus and to maintain the discipline, CCTV cameras are configured at various locations.

8. Installation of Wi-Fi devices

WiFi facility is available on the campus with Wi Fi access points installed at appropriate places. It supports both: formal and informal learning and communications among all the people on the campus.

4.3.2 Student - Computer ratio

Response: 2.83

File Description	Document
Student - Computer ratio	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 9.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
19.82448	19.19447	19.25381	30.90049	12.95657

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

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

Response:

The institute has established proper systems and procedures for the maintenance, upkeep and utilization of the institute infrastructure.

Utilization and Maintenance of Academic Facilities- Class rooms, Laboratory, and Library:

- Funds are allocated for the maintenance of the laboratories and the classrooms.
- The records of all the equipments are maintained in stock registers.
- The laboratory equipments are checked and calibrated periodically. The preventive maintenance of the equipments is carried out by the laboratory staff. In the case of major maintenance of any equipment or machinery, the contract is given to local experts.
- Stock Audit of all the laboratories is done on annual basis.
- The regular maintenance and the cleaning of the classrooms and the laboratories is carried out by the non-teaching staff.
- Library committee is formed to monitor the usage and to enrich the library facility continually.

Utilization and Maintenance of Computers:

- The institute has adequate number of the computers with internet connections and the utility softwares which are installed at different locations like office, laboratories, library, departments etc. All the stakeholders have equal opportunity to use these facilities as per the rules and the policies of the institute.
- System administrator takes care of maintenance and updation of computers and peripherals. The log of the status of all the computers and peripherals is maintained systematically.
- The central computer laboratory, office and Library are connected in LAN. The central computing laboratory is kept open for the students as per their requirements.
- The institute website is maintained and updated regularly by System administrator.

Maintenance of Physical and Support facilities:

- Maintenance of CCTVs is outsourced whereas basic control and monitoring is done by the technical person of the computer department.
- Maintenance of RO-water plant is done on regular basis by the college staff.
- Regular control and monitoring of the Generator is done by the electricians of the institute. In the case of major breakdown, local experts are called to repair it.
- Routine electrical maintenance of all the electrical fittings, UPS, etc. is done by the electricians and complaint register is maintained properly.
- Plumbing related maintenance is regularly done by the institute's technical staff.
- Students regularly avail the existing facilities of the sports department. Various sports activities at college and University level are conducted in the campus. All the sports facilities are maintained by non-teaching staff of the institute under the supervision of full time Sports director.
- Pest control or anti-termite treatment is done in the laboratories and library as and when required.
- Every day cleaning of toilet blocks and wash rooms is done by the team of cleaning staff members.
- The institute garden and trees are maintained by the gardeners of the institute.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 76.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
837	783	755	592	402

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

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

Response: 2.07

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

2016-17	2015-16	2014-15	2013-14	2012-13
25	21	21	19	7

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 89.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
1001	1006	923	509	496

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

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

Response: 5.65

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

2016-17	2015-16	2014-15	2013-14	2012-13
169	62	23	18	5

File Description	Document
Details of the students benefited by VET	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 34.37

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

2016-17	2015-16	2014-15	2013-14	2012-13
111	130	104	0	0

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

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

Response: 5.42

5.2.2.1 Number of outgoing students progressing to higher education

Response: 13

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

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

Response: 23.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	7	1	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
78	89	1	1	1

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

5.3 Student Participation and Activities

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

Response: 27

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	5	5	2	1

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

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

Response:

The student council is constituted as per the provisions of Section 40 (2) (b) of Maharashtra Universities Act, 1994. The constituents of this council for the academic year 2017-18 is given below.

S. N.	Name of Person	Designation	Remark
1	Dr. C. M. Jadhao	Chairman	Head of Institute
2	Prof. A. S. Kakad	Member	Teacher, Nominated by the Principal
3	Prof. N. B. Bhawarkar	Member	NSS Program Officer
4	Ku. Swati Rathi	Member	One student member from each class nominated by the

5	Ku. Kanchan Chaudhari	Member	Principal based on the academic merits.	
6	Ku. Manisha Saraf	Member		
7	Ku. Neha Chopade	Member		
8	Ku. Nikita Pande	Member		
9	Ku. Nikita Mhaske	Member		
10	Mr. Dhananjay Kokate	Member		
11	Mr. Bhushan Chavan	Member		
12	Ku. Tejswini Borekar	Member		
13	Maria Khan	Member		
14	Ku. Madhavi Satao	Member		
15	Ku. Pooja Talwalkar	Member		
16	Mr. Pawan Kusumbe	Member		
17	Mr. Aniket Nimje	Member		
18	Mr. Swapnil Mandavkar	Member		
19	Ku. Radha Dagal	Member		
20	Mr. Ajay Chavan	Member		
21	Prof. S. M. Deshmukh	Member		Director of Sports & Physical Education
22	Mr. Sahil Dhurate	Member		Sports Representative
23	Mr. Chandrakant Bhutekar	Member		NSS Representative
24	Ku. Madhavi Satao	Member		Representative of Cultural Activities
25	Ku. Ketki Patil	Member	Two Lady Students, Nominated by Principal	
26	Ku. Chaitali Kediya	Member		

The students have active representation on various academic as well as administrative committees as given below.

1. Anti-Ragging Committee
2. Sports committee
3. Hostel and Mess committee
4. NSS Committee
5. Magazine Committee
6. Library committee
7. Cultural committee
8. IETE Student Chapter
9. Departmental Associations

An Internal Complaint Committee (ICC) is constituted in the institute as per the provisions of section 4 of AICTE regulations, 2016. It has representation of three students to redress the grievances related to gender, sexual harassment, etc.

Additionally, every department has Student Associations. These student associations conduct various technical activities like Guest Lectures, seminar, workshop, student development programmes, etc. Students are actively involved in organizing cultural activities such as annual gathering, sports events, and festival celebrations. Every year, the institute organizes two day national level techno-cultural event – IGNITE, in which more than two thousand students from various institutes participate. The entire planning

and management of this mega event of the institute is done by the students under the guidance of the faculty members.

File Description	Document
Link for Additional Information	View Document

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

Response: 6.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	7	5	4	9

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

5.4 Alumni Engagement

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

Response:

A true indicator of the love for and loyalty to one's alma mater is the extent to which one is willing to support it financially and non-financially. It also happens to be a reliable indicator of excellence. As it turns out, graduate giving is a very good barometer of how alumni view their colleges.

When colleges get it right, they produce graduates who are successful in their chosen path and have an affinity to and love for their alma mater. There are many reasons alumni give back to their college: to show appreciation for the education and development the college provided them; to provide others with a similar experience; to stay connected to the college community; and even to reap the social and emotional benefits associated with being a donor or contributor.

- Only three batches (2015, 2016, 2017) have passed hence the number of alumni is less.
- Institute has registered Mauli Alumni Association (MAA). The association has the office bearers, framed bi-laws, informal governing body with Principal as the ex-officio member.

- Mauli Alumni Association organizes two Alumni association meetings in a year to have interaction with alumni which are working in various fields.
- The members of Alumni association often visit the institute and share their knowledge and experience with our staff and students.
- The feedback given by Alumni helps to bridge the gap between industry and academia.
- Additional knowledge and skill development activities are being carried out based on the suggestions of the alumni.
- Alumni which are working in different industries and organizations assist the college to promote R & D activities.
- Current students get useful career guidance from the Alumni during their visit to the institute.
- MAA is planning to establish scholarship funds to help the needy and deserving students.
- There is consistent support from alumni members to the Institute for arranging in-plant training, career guidance, recruitment, guest lectures, technical support and much more in the form of direct or indirect support.
- The alumni surveys are conducted during the visit of alumni in the campus to seek their feedback and guidance about the quality improvement, infrastructural development and design of curriculum as per the changing industrial scenario.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

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

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document

MAAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of MGI-COET:

“To be premier Institute in Technical Education and Research producing socially responsible and globally acceptable professionals.”

Mission of MGI-COET:

The institute is committed:

- To provide quality technical education through effective teaching-learning process.
- To promote research culture, industry institute interaction and entrepreneurship activities.
- To create responsible engineers to serve the society.

Nature of Governance:

The institute has a hierarchy of leadership to ensure achievement of Vision through stated mission. The college has established various academic and administrative bodies which are decision making bodies for all the institute activities.

The leadership at the institute is provided by the Chairman who is an eminent person to guide the college ably assisted by Principal, Registrar and Heads of academic Units. Efficient and smooth governance is implemented through BOG (Board Of Governors), CDC (College Development Committee), IQAC (Internal Quality Assurance Cell), Grievance cell, Admission committee etc., which are Apex Bodies extensively affecting the overall functioning of the college. Besides these, there are several other committees for the governance like Training & Placement Department, Examination Cell, Industry-Institute Interaction Cell, Career guidance cell, competitive examination cell, Grievance redressal cell, Admission Committee, NSS unit, Sports and Cultural committee. The officials of the institute interact with stakeholders like Students, Alumni, Parents, Industry, and Employees periodically and takes their feedback.

Short term plans:

The institute is dedicated to ideal of providing quality education to the rural backward area that can be compared with the quality of education given in urban sophisticated area. Institute has the perspective plan to achieve its vision.

- To introduce post graduate courses in Mechanical engineering and Computer Science & Engineering.
- Induction of more number of Ph.D. faculties.

- Enrichment of ICT based teaching-learning processes.
- Obtaining grants for research projects from various Government funding agencies and patents.
- Explore collaborative research projects and consultancy with the industry, NGO and Governmental organizations.
- Plan for extensions in the building, and renovations to meet the growth requirements.
- To strengthen student placement in national and multi-national companies.
- To introduce industry relevant programs in association with leading industries through tie-ups.
- NAAC and NBA accreditation.

Long term plans:

- Accreditation by international organizations.
- Establishment of centers of excellence in various technology domains with industry support.
- Collaborations with foreign universities.
- To get copyrights and patents on the research work.

Participation of the teachers in the decision making process:

Participation in decision making affects teacher’s performance and their performance eventually affects student’s performances. Teachers are represented on various academic and administrative committees thereby contributing in making decisions related to academic as well as administrative issues. In addition to various other committees teachers have active representation in BOG (Board Of Governors), CDC (College Development Committee), IQAC (Internal Quality Assessment Cell), Grievance cell, Admission committee etc. which are Apex Bodies extensively affecting the overall functioning of the college.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Principal supervises the functioning of all the departments. Daily academic activities of the departments are taken care of by the respective HOD. There are frequent meetings of Principal with the HODs, Section In-charges and other administrative staff. The decisions made on the crucial issues in Principal’s meeting are submitted to the management for approval. HODs conduct meetings regularly with faculty members and staff in department to discuss the academic planning, course delivery, reviews, etc. The resolutions made in these meetings are communicated to Principal for further information and necessary approvals in certain cases. All the faculty members and staff are involved in the decision making on new initiatives as well as in regular academics.

Many committees and cells are formed to decentralize the academic and administrative activities. Few of these are mentioned below.

- IQAC

- College Development Committee
- Student Council
- Disciplinary and Anti-Ragging Committee
- Internal Grievance Redressal Committee
- Internal Complaint Committee
- Examination Cell
- Purchase Committee
- Research Promotion Cell
- Training and Placement department
- Library Committee
- NSS Unit

Case Study of practicing decentralization and participative management:

Activity: Organizing national level techno-cultural event in the campus.

Step -1: In the meeting of principal with all the HODs, it was proposed and unanimously decided that the institute should conduct a national level event for the students, every year. Through brainstorming discussion on the issue it was finalized that this event should include both technical and cultural competitions to provide an opportunities to the students for their overall development. This resolution was submitted to the management for the approval. The management approved the proposal after verbal discussion with the principal.

Step-2: On receiving the approval from the management for the event, the principal arranged a meeting with all the HODs, Academic Coordinator and student representatives to discuss the issues related to planning and execution of the programme. Also, it was decided to give title of this event as 'IGNITE'. One overall faculty-coordinator and overall student-coordinator were appointed for the programme. Also, the various committees with their respective in charges were formed for successful completion of the event.

Step-3: Faculty and student overall coordinator conducted meeting with all the team members for preparing the action plan of the IGNITE which included its schedule, the type of technical and cultural activities, overall budget of the event. The decisions made in the meeting was communicated to the Principal through IGNITE coordinator.

Step 4: All the activity coordinators conducted meetings in their respective groups of students and faculty for reviewing the assigned tasks.

Step-5: Before the scheduled date of the event, two review meetings were conducted by the principal with all the HODs, Section Heads, and committee in-charges of IGNITE.

Step-6: Activity was successfully executed as per the plan and feedback meeting was conducted in which all the activity coordinators shared their experiences about the event. It provided valuable suggestions for further improvements to be made while conducting the same event next year.

The above case study reflects the practice of decentralization and participative management in the institution.

6.2 Strategy Development and Deployment

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

Response:

Perspective plan of the institute:

The institute is dedicated to ideal of providing quality education to the rural backward area that can be compared with the quality of education given in urban sophisticated area. Institute has the perspective plan to achieve its vision,

- Introducing new UG courses and PG courses in all the existing departments.
- Induction of more number of Ph.D. faculties.
- Enrichment of ICT based teaching-learning process
- Obtaining grants for research projects from various Government funding agencies and patents.
- Enhancing consultancy assignments with the industry and Governmental organizations.
- Plan for extensions in the building, and renovations to meet the growth requirements.
- NAAC and NBA accreditation.
- Establishment of centers of excellence in various technology domains with industry support.
- Collaborations with foreign universities.
- Enhancing number of entrepreneurs.

One example of activity successfully implemented based on the strategic plan:

The institute was started in the year 2011 with 4 branches of engineering only. As per the strategic plan of the institute, it was decided to apply for the addition of two PG programme in Electric Power System and Digital Electronics based on the available resources and the prevailing trends in the industry. After fulfilling the requirements of the statutory bodies two PG were sanctioned in the year 2014. Additionally, one UG Programme in Civil Engineering was introduced in year 2016.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

Organizational structure of the institute:

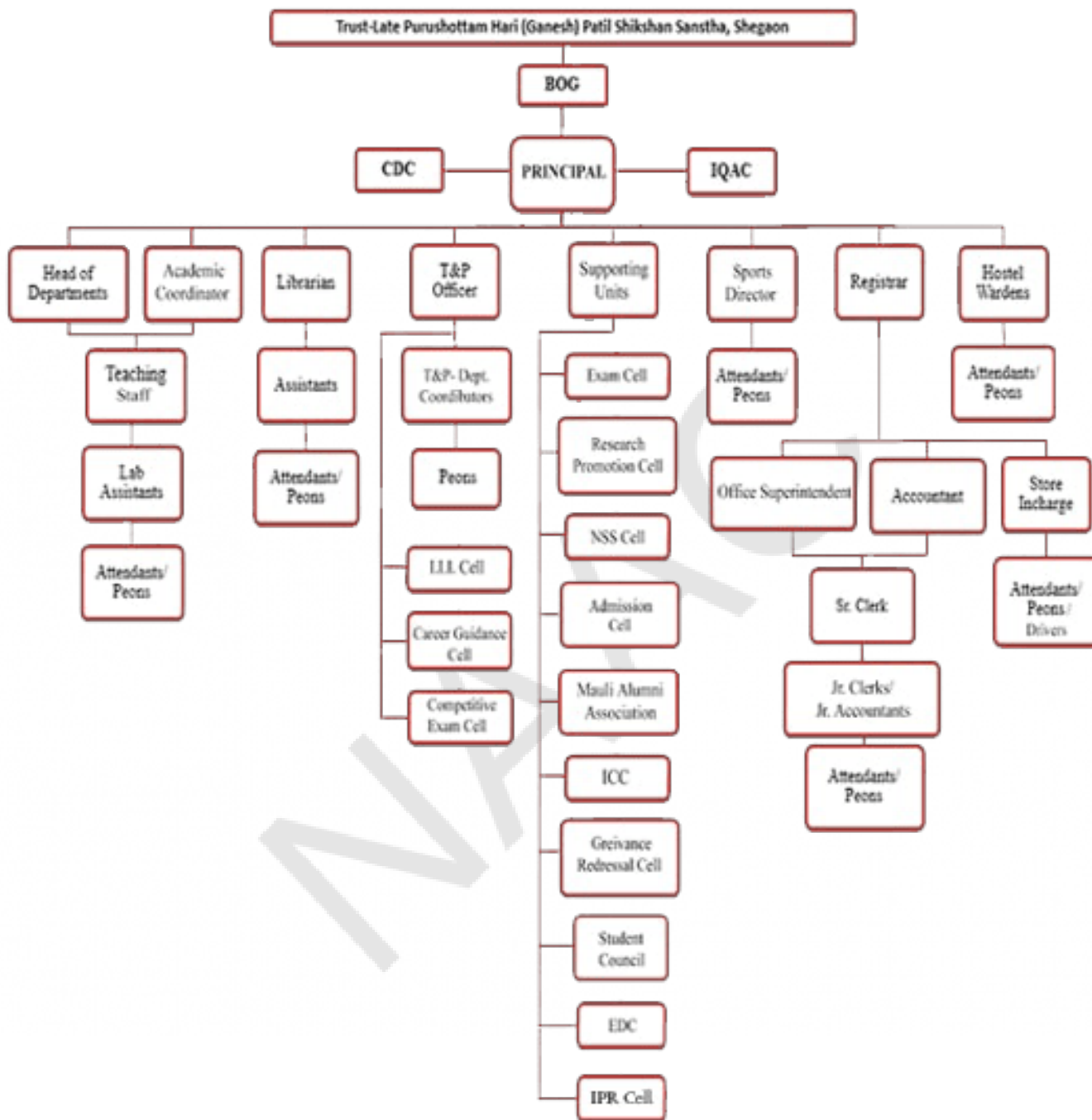
The institute established in 2011, is run by the Late Purushottam Hari (Ganesh) Patil Shikshan Sanstha, Shegaon. The Board of Governors (BOG) is responsible for governing and strategic planning of the institute. Principal is entrusted with execution of all the formulated policy matters related to both academic and administration. The College Development Committee (CDC) established as per the Maharashtra University Act, 2016 and Internal Quality Assurance Cell (IQAC) plays crucial role in developing and improving the academic and administrative practices.

The academic functions related to implementation of effective teaching-learning process of every academic department are carried out under the supervision of respective head of the departments (HOD). All HODs conduct regular meetings for smooth functioning of the department, while Principal meet with all the HODs frequently. Additionally, there are other independent committees and cells working under the Principal such as Examination Cell, Internal Grievance Redressal Committee, Internal Complaint Committee (ICC), Research Promotion cell, Training and Placement cell, Anti-Ragging Committee, Student Council, etc. as shown in the organogram. The registrar of the institute takes care of the office administration assisted by the Office superintendent and Accountant.

The Internal grievance redressal committee is formed to resolve the grievances of students and staff while Internal Complaint Committee is established to prevent sexual harassment of women in the campus. The details of the functioning of these committees are available on the college website.

All the procedures related to recruitment, promotional policies and service conditions are followed as per the norms suggested by the statutory bodies.

Organogram of the institute:



6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

The Institute has various Committees/Cells comprising of students, faculty members and administrative staff for the various academic and administrative functions. The execution of plans is done through the meetings of committee members and the activities are successfully implemented.

One example of the activity successfully implemented through the coordination of committees is given below.

Activity: Formation of Alumni Association

Meeting of Principal with HODs on 16/8/2016

The first batch of the institute has passed out in the year 2015. In the meeting of all the HODs with Principal conducted on 16/8/2016, it was decided to form Alumni Association in the campus.

Agenda of the meeting:

1. Formation of Alumni Association
2. Collection of alumni information

Implementation of resolutions:

1. Alumni association was formed consisting of faculty members and alumni on 22/8/2016 as per decision held in the meeting on 16/8/2016.
2. All the members of association were requested to gather the information of the alumni of two batches.

Meeting of Alumni Association on 10/9/2016

Agenda of the meeting:

- 1.Objectives and frequency of Alumni Association meeting
- 2.Initiatives for registration of alumni and their information

Implementation of resolutions:

- 1.In the first meeting of Alumni association held on 10/9/2016, the objectives of association were framed and it was decided to conduct two meetings per year. It was also decided to meet preferably in the month of September and March every year.
- 2.The discussion was held on the various initiatives towards registering the alumni and collecting their information for two passed out batches. The fees for registration was decided of Rs. 500 per alumni. The registration form was designed and circulated among the alumni.

Meeting of Alumni Association on 25/3/2017

Agenda of the meeting:

- 1.Discussion on name of Alumni Association formed
- 2.Display of Alumni information on College website

Implementation of resolutions:

- 1.The discussion about the name of Alumni Association was held in the meeting and all the present members finalized the name as 'Mauli Alumni Association (MAA)' through consensus.
- 2.It was decided to place all the information of MAA including the members and objectives on the college website.

Meeting of Alumni Association on 9/9/2017

Agenda of the meeting:

- 1.Proposal for registration of Mauli Alumni Association
- 2.Organizing First Alumni meet

Implementation of resolutions:

- 1.It was decided to register the MAA under Society Registration Act 1860. The required preparation for applying towards registration process was done.
- 2.It was decided to organize first Alumni meet on 2nd December, 2017. The First Alumni Meet was successfully organized on 2/12/2017 wherein total 69 Alumni members were present.

Meeting of IQAC on 14/10/2017

Agenda of the meeting:

1. One of the agenda of IQAC meeting held on 14/10/2017 was on framing the by-laws for MAA.

Implementation of resolutions:

The discussion on framing the by-laws for MAA was held in the meeting and accordingly by-laws were drafted. The process of registration was immediately initiated and Mauli Alumni Association was registered (No. BLD/005/2017) on 8th December, 2017.

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

6.3 Faculty Empowerment Strategies

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

Response:

Believing that satisfied human resource plays a vital role in the success of any organization, the management has put several welfare measures and schemes for the teaching and non-teaching staff.

- Under the CPF (Contributory Provident Fund) scheme the institute contributes 50 % of the amount.
- Faculty members are sponsored for Conferences, Seminars, Workshops, etc.
- Faculty members are motivated to do the consultancy work for the industries, and major percentage of consultancy fees is paid to faculties involved in it.
- Vacations are granted as per rules. Also various leaves such as Maternity leave, marriage leave, medical leaves, etc. are sanctioned.
- Staff members are covered under Medical insurance.
- During college hours free medical facility along with free ambulance service is provided to all students, and staff. Treatment in Mauli dialysis center- managed by the institute's trust is given on subsidized rates to the staff and their dependents.
- Concession in fess for the wards of staff members who secure admission in any institution affiliated to LPHGP Shikshan Sanstha.
- Increments and promotions as per rules are given based on performance of the staff.
- Faculty members are felicitated for their achievements & performance.
- Diwali Bonus is given to non-teaching staff.
- Free transport for non-teaching staff and at subsidized rate for teaching staff.
- Non-teaching staff is given free coaching for the preparation of MSCIT examination.
- There is a provision of study leave for updating qualification of staff.
- Group mobile scheme is implemented for the staff.
- Free residence is provided to few non-teaching staff.

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 13.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
59	0	0	0	0

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

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

Response: 3.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	2	2	3	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 34.64

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program,

Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
59	31	17	11	15

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

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

Response:

The Institute recognizes the importance of the dedicated faculty for realizing its vision. The management of the institutes believes that the human resource is a key to success. Performance appraisal of teaching and non-teaching staff is done annually.

Performance Based Appraisal System (PBAS) for Teaching Staff

For the teaching staff, PBAS is implemented in the institute as per the guidelines of UGC which has three parts: General information, Academic Performance Indicators (API), and Awards/Recognitions. APIs are assessed on the basis of contribution of the teaching staff in:

1. Teaching, Learning and Evaluation related activities,
2. Co-curricular, Extension, Professional development activities, and
3. Research, Publications and Academic contributions.

It is mandatory for all the teaching staff to submit the self-assessed report at the end of each academic year to respective Head of the Department (HOD) along with the documentary evidences. The HOD verifies and assesses the API score of all the teaching staff and prepares the report which includes:

1. API Scores
2. Students feedback on teaching performance, and
3. General Attributes

The general attributes include ten different parameters related to behavioral aspects and attitude of the faculty towards the authorities, colleagues and subordinates. The reporting officer submits these verified assessment forms along with the summary to the principal for final endorsement and further course of action.

Performance Based Appraisal System for Non-Teaching Staff

Assessment of performance appraisal of non-teaching staff is done by respective HOD/section In-charge with final endorsement of Registrar and Principal. It is mandatory for all the staff to submit the information in the structured format for the assessment. The assessment of the non-teaching staff is done on the basis of their performance in ten different parameters, which has weightage of 50 Marks. The five point scale is used for the evaluation of the staff.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External Audit:

The external audits of the institute is done annually through external Auditor, M/s. U. R. Baraliya & Co., Khamgaon during the month of April-May. After scrutinizing the provided financial details of the institute, the external auditor suggest the standard procedures to be followed. The external auditor verifies the vouchers, bills, bank balance deposit receipts, and stock registers. Usually, the observations made by the external auditor are discussed with college Principal/Management and clarifications are obtained from the accountant.

The accounts are audited regularly and there are no major audit objections till date. In the case of minor audit objections, the account section informs the matter to the management of the institute, and then it is sent to the external auditor for consultation. The actions suggested by the external auditor to redress audit objections are followed strictly.

Internal Audit:

The institute being in the developing stage, at present internal audit is not carried due to limited financial transactions. However, the Registrar and accountant review all the details regarding bank balance, payments and other financial transactions with the help the Tally software on monthly basis. These reviews help to keep proper checks and ensures that the procedures of the account section are followed.

The Payments and Receipts statements audited by the external auditor for the last five years are uploaded in the "Any Additional Information" window

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

Response: 1.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.24	0	0	0	0

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

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

Response:

Strategies for resource mobilization:

The main resource for funds mobilization for the institute is the fees collected from the students. The amount of fees for every year is controlled and approved by the Fee Regulating Authority (FRA) appointed by State Government. On the basis of funds collected through fees from the students, the annual budget is prepared for the institute. It includes recurring and non-recurring expenses such as salary, equipment, Programmes, development expenses. This annual budget of the institution provides the basic idea of the potential income and expenditure involved in upcoming academic session. The following procedure is adopted for preparing the annual budget.

- Each department prepares the budget based on the requirements such as equipment, computers as well as consumables.
- Budget for the departments is prepared by concerned HODs, in consultation with the department laboratory in-charges and other faculty.
- The departmental budgets are discussed by the Principal at HOD's meeting and then sent to the management for approval.
- While making provisions for the departments, priorities, needs and requirements of various committees and development / up-gradation of department is considered.
- The budget is reviewed by the management, committee and approved after necessary changes.
- The sanctioned Budget is utilized for the proposed activities. Accounts section monitors the expenses against the budget provision. As and when required, the institute makes a provision for advance/ additional funds.

Resource Utilization:

The available funds are utilized effectively for the specified purpose. The Principal and the heads discuss the requirements and decide the priorities while allotting financial resources for various purposes and ensuring optimum use of available financial resources. As per the requirements, quotations are invited from different vendors/suppliers and the vendors providing the best quality and best price are selected for the procurement. The purchase committee ensures that the proper procedures for the procurement of the equipment or other purchases are followed.

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

Response:

IQAC was established in 2016, since then several initiatives have been implemented for quality enhancement. Two examples of the best practices of quality assurance in teaching-learning are described below.

Best Practice – I: Outcome based education

The practice of outcome based education which includes predefining the expected outcomes of the course and program, planning delivery of courses, determining the attainment of outcomes and corrective actions to achieve the set targets was initiated. IQAC conducted meetings with all the faculty members to adopt this practice for effective teaching-learning. The guidelines were given to all the faculty members for drafting the course outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Educational Objectives (PEOs) and to determine the attainment of POs. COs were defined as per syllabus using Blooms Taxonomy and mapped with POs and PSOs according to correlation level. CO attainment were calculated at the end of each course using direct and indirect methods. The outcomes were communicated to both teachers and students.

Best Practice –II: ICT based courses using Moodle

IQAC introduced the use of Learning Management System i.e. Moodle recently in the institute to enhance the learning activities. The importance of ICT based teaching-learning was focused by IQAC. It played crucial role in implementing the use of Moodle by motivating faculty and students. The faculty members offered the ICT blended courses to the students to have significant learning outcomes. It was useful to conduct online tests, assignments and to monitor the performance of the students. It also provided an interactive forum to students and faculty for sharing ideas, learning resources and clearing doubts of the students.

File Description	Document
Link for Additional Information	View Document

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

Response:

IQAC conducts periodical meetings to review teaching-learning process and learning outcomes. These meetings aim at adopting effective teaching-learning methodologies, reviewing processes and learning

outcomes. IQAC remained instrumental in many teaching-learning reforms which are implemented in the institute since its inception. Two examples of the implementation of teaching-learning reforms and review of the processes facilitated by the IQAC are discussed below.

Example 1: Reform in Continuous Internal Evaluation process

Earlier practice of the internal assessment of the theory courses was based on only two Unit Tests and Attendance of the students. The IQAC recommended to reform Continuous Internal Evaluation (CIE) process with the objective to evaluate the performance of the students in accordance with the course outcomes. Now, it has three parts: Two Unit Tests, Choice Based Components (CBCs) and Attendance. These CBCs of internal assessment consists of Assignments, Mini projects, Surprise tests, Open book test, Periodical quizzes, Tutorials, Group Discussion, Case Study, Viva, Seminar, etc. The choice is given to the faculty members to offer any assessment component for the evaluation of the students depending on their interest and nature of the subject.

The evaluation of the practical courses is also reformed. Earlier practice was to evaluate the laboratory work of the students at the end of semester only. The separate CIE proforma is designed for evaluation of the laboratory work on a continuous basis and maintaining the records. IQAC developed the mechanism for periodical review of the process.

Impact of the reform in CIE:

1. The CBCs are found to be useful to evaluate the learning abilities of the students which otherwise cannot be tested with the semester end examination.
2. The reformed structure of CIE enabled faculty to identify slow learners and provided them an opportunity to improve their performance.
3. It encouraged the students to progress continuously in the semester leading to thorough understanding of the courses.
4. It helped to spread course work throughout the semester reducing stress on the students.

Example 2: Collection and Review of feedback from the stakeholders

IQAC facilitated the process of taking feedback on curriculum from all the stakeholders i.e. Students, Parents, Alumni, Teachers and Employers. Additionally, feedback on the teaching performance of the faculty members and administrative practices of the institute are taken from the students. IQAC designed the various structured formats for taking feedback on different aspects of the teaching-learning. The scientific procedures are developed to analyze the responses and data of feedback processes. The role of IQAC remained pro-active in promoting students participation in feedback processes, preparing feedback reports and identifying gaps for improvements. The mechanism is developed to take the appropriate corrective actions on the suggestions given by all the stakeholders.

Impact of feedback processes:

1. The system developed by the IQAC led to identify the areas for further improvements in teaching-learning and administrative practices of the institute.
2. It encouraged teachers to modify and to improve their teaching methodologies.

3.It helped to develop the ‘culture of accountability’ in the campus.

File Description	Document
Link for Additional Information	View Document

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

Response: 6.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	5	4	4	4

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response:

The institute is established in year 2011 in a rural area. Since its inception, the institute has made significant progress and got recognition for providing quality education in a short span of time. The college has taken many quality initiatives in the domain of both academics and administration. Few such quality improvement initiatives taken in the preceding five years are listed below.

- 1. Soft skill development Programme:** Since the institute is located in a rural area, the enrolled students lack in communication and other soft skills. Therefore, in year 2013-14, the institute started conducting soft skill development programme for all the students by external professional consultants. This programme led to the improvement in the overall personality development of the students which subsequently enhanced their placement.
- 2. National level Technical Event:** In year 2013-14, the institute has decided to organize a national level techno-cultural event for the student, every year. Since then this event is held every year in the month of January, in which various technical and cultural events/competitions are conducted. More than two thousand students from various colleges take active participation in these events. This practice of conducting national level event offers an opportunity to the students to showcase their talent and ideas.
- 3. National level conference:** The institute has started organizing a national level conference every year since 2016. It provided the platform for the faculty and students for sharing their ideas on recent trends in the field of engineering through interactions. It also encouraged the faculty members to carry out research.
- 4. Journal:** The institute is publishing an online Journal on Research in Science and Engineering (IJORSE) since 2016.
- 5. Alumni association:** Formation of Alumni Association has led to increased interaction between the alumni and present students of the institute. It also supported in arranging in-plant training, career guidance, recruitment, guest lectures, and industry visits for the students. Recently, in December, 2017 first alumni meet was organized in the campus.
- 6. Professional bodies:** ISTE Faculty chapter and IETE Student chapter are formed in the year 2014 and 2015, respectively which are actively involved in conducting various professional events for the students and faculty. Additionally, every department has its student associations for organizing student related technical activities.
- 7. Research initiatives:** Collaborative research projects with IIT Bombay and Network Components Pvt. Ltd started in the year 2016 which created conducive atmosphere for research and development.
- 8. MOUs:** The College has an active associations with many industries and institutes through MOUs during last five years.
- 9. Language lab.:** Institute has made it mandatory for all the first year students to enroll for the

course on communication skills, even though it is not part of the prescribed curriculum.

10. **E-Governance:** Institute has installed customized ERP software – ‘Drona’ (2011-12) and Tally (2013) for improving administrative practices.
11. **Feedback system:** In academic year 2016-17 the practice of taking feedback from all the stakeholders has been initiated.
12. **Appraisal System:** Performance based self-appraisal system for staff is implemented since year 2016-17.
13. **Outcome based education** system is adopted since year 2016-17.
14. **Internal Assessment:** Reforms in Internal evaluation of the students is implemented since year 2016-17.
15. **Value added courses and ICT based courses** using Moodle are offered to all the students.
16. An **annual Magazine** – ‘Ajanvriksha’ is being published since 2013 which contains articles written by the students and faculty.
17. **IQAC** cell is established in 2016 with the objective to work consistently towards quality enhancement and sustenance of the entire institute.
18. Institute started two **Post Graduate Courses** in Digital Electronics and Electrical Power System in year 2014-15.
19. **An international tour** to Singapore was sponsored by the institute for the meritorious students in 2017.
20. One Industry-Institute Interaction Meet was successfully organised in the campus with participation of HR managers from renowned industries in 2016, while another is scheduled on 27 January, 2017.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	3	1	1

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

Equal Opportunities and Representations

The college aims to promote equality of opportunity and treatment for all men and women working and studying at the College, or applying to do so and to ensure equality of access to all services provided by the College.

College provides equal opportunity to women & men for all the activities & processes. It include activities like co-curricular, extra-curricular, deputation to the courses, programs, higher studies, appointments, committees, placements etc. As per the government rules, employees avail the benefits of the provisions of Maternity, Paternity and Child Care Leave.

Traditional educational stereotypes in India encourage girls to opt for courses which lead to desk jobs. Our college showcases that this taboo can be countered. It is exhibited by the number of women faculty members and students. Female faculty members are about one third of the total strength. The number of girl students is greater than the boy students in the current academic session. This aspect indicates the presence of the gender enabling environment in the college.

On all committees, the College regards gender balance as an important consideration and strongly prefers to form committees on which men and women are equally represented. The College intends to continue to ensure that the inclusion of more women in decision-making is embedded in College practices.

Girls Safety and Social Security

The college provides Common room for girl students in the academic building. The medical facilities in the campus have also included the needs of girls and women. Girls are referred to a local woman gynecologist as and when needed. An ambulance is available round the clock in the campus.

Keeping pace with sociological changes, the college had foreseen the enhancement in the number of girls in different academic programs and prepared itself for it. It has a hostel for girls with mess, internet, study room and recreational facility and 24 hours power backup.

Two female faculty members are the residential warden for the girl's hostel, managing and looking after the issues of the girls staying in the hostel through, Hostel, Cultural, Sports, and Mess committees of the girl students. Under the supervision of residential warden, girls have full participation in the day to day management of the hostel affairs.

The college fosters an environment in which unlawful discrimination and harassment are not tolerated. Complaints regarding misdemeanor with girls/women are taken seriously. A Committee for Prevention of Sexual Harassment of Women is formed as per the guidelines of AICTE, New Delhi. Other grievances are resolved through grievance redressal committee. Prompt action is taken to reprimand offenders in such manner that it also acts as a deterrent. The institute has an anti-ragging committee as per the AICTE/UGC guidelines, to ensure safety and social security.

Strict security regimen at entry points and within campus has helped in creating secure surrounding.

Counseling is done by the respective class counselors. Besides this, the college has a unique Mentor-Mentee mechanism through which junior students are counseled by senior students.

7.1.3 Alternate Energy initiatives such as:

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

Response: 38.78

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

Response: 57258

7.1.3.2 Total annual power requirement (in KWH)

Response: 147665

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 6.26

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 3868

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 61752

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

To make the people Environmental conscious, Seminars are organized about renewable energy usage and students are encouraged to select final year projects based on renewable energy. Additionally, institute organizes and celebrates the “Akshay Urjaa Divas”. In which various events like poster presentation, project competitions etc. are conducted. The institute is committed to reduce all types of waste thereby contributing to a clean environment.

Waste Management Steps:

Every day all the buildings and other surrounding area in the campus are cleaned and waste separated and disposed in a pit in the campus.

Solid Waste Management:

There is no generation of any hazardous waste inside the campus.

- Dust bins are placed at specific points in college campus to collect garbage.
- Dead leaves of trees are decomposed and used as organic fertilizer.

Liquid Waste Management:

- In Chemistry laboratory, several experiments are performed using some hazardous chemicals. Therefore, precautionary measures are taken for proper handling and disposal of hazardous chemicals to avoid the possible accidents and thereby creating safe working environment.
- Machining waste and coolants are collected properly and disposed off.
- Waste water of the Institute is collected and treated. The same is reused in the garden.

E waste Management:

- All the miscellaneous e-waste such as CDs, batteries, fluorescent bulbs, PCBs and electronic items are collected from every department and delivered for safe disposal.
- Useful parts of electronic gadgets like resistors, capacitors, inductors, diodes, transistors, etc. are removed from the gadgets for reuse in practical /projects of final year students.
- The waste compact discs are used by students for decoration.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water harvesting:

To replenish the ground water table the following measures are under taken.

- The rain water on ground is collected and arrangement is made for its percolation for recharging the ground water aquifers.
- Replenishment of the ground water table is done by collecting the rain water from terrace.
- “JAL BACHAO ABHIYAAN” conducted by Irrigation department, Khamgaon under the NSS activity creates awareness about optimum use of water and to save water.
- Due to current water shortages and changing water policy, at the institute, recycled water is used for gardening purpose.
- Fixed overhead sprinkler systems and drippers are used to maintain greenery in the campus.

7.1.7 Green Practices

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

Response:

Green Practices:

Most of the students are ferried to the college by a fleet of college buses thus reducing the pollution that would have been caused, had the students attended the college using their bikes. Staff and students are urged to use car pool and bike pool as per their convenience which results in saving of fuel and emissions. In addition to this, "Save fuel save mother earth" cycle rally is organized by students every year. Roads in the campus are quite wide and comfortable for pedestrians.

Plastic Free Campus:

Our campus is plastic free.

- Students are motivated to shun use of plastic.
- Institute organizes "Swachh Bharat Abhiyan" every year for keeping campus clean.
- Plastic bags are prohibited in the campus so as to minimize the plastic waste
- Plastic waste is collected and disposed off.

Paperless Office

Most of the communication and recording keeping is done through e-mails, Whatsapp and ERP customized DRONA Software leading to minimization of paper usage.

A clean energy source, Roof top Solar PV plant of capacity 40 KW with two sets of inverter is installed in the campus.

Green Landscaping

Proper landscaping and greenery over the entire campus is the first step towards curbing the pollution.

Institute has spacious campus surrounded by cultivated green fields. Campus land is properly utilized for plantation, and gardening. In the college campus around 500 trees have already been planted through Green Environment awareness and NSS programmes and are being maintained. Green landscaping of the campus is being done steadily. Due to all these initiatives the carbon footprint of the entire college is negligible.

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

Response: 3.86

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.48229	10.46199	5.41324	17.27950	8.24236

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 140

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

2016-17	2015-16	2014-15	2013-14	2012-13
47	32	33	24	4

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

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

Response: 62

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	18	11	16	5

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 64

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

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

Response:

Every year, the college organizes several events like Republic day, Aksay Urja Diwas, Maharashtra day, Engineers Day, National Youth day, Women's day, Gandhi Jayanti, Ambedkar Jayanti, Shivaji Maharaj Jayanti. etc. some of which are mentioned below.

Teachers' Day Celebration-5th September

On 5th September, 2017, Teachers' Day, marked in honour of Dr. Sarvepalli Radhakrishnan was celebrated in college campus followed by short speeches.

Independence Day Celebration-15th August

The 70th Anniversary of India's Independence Day was celebrated at the college by hoisting the National Flag in the morning by the Chairman of the college.

International Yoga Day- 21st June 2017

College celebrated the International Yoga Day.

International Women's Day-8th March

The College observed this year's International Women's Day by organizing group discussions.

World Environment Day-5th June

In commemoration of the World Environment Day, the faculty and students planted saplings on the college ground.

National Youth Day Celebration- 12th January

12 January 2017 marked the 154th Birth Anniversary of Swami Vivekananda, a renowned patriot of our country and this day is celebrated all over India as the National Youth Day. In commemoration of this event, the college paid humble tribute to Swami Vivekananda by holding a special assembly in fond remembrance.

Science day - 26th February

Every year the institute celebrates science day by conducting seminar, quizzes, project competitions, etc.

File Description	Document
Any additional information	View Document

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

Response:

Financial System:

Transparency in financial system is ensured through, Annual Financial audit by external agencies and internal checks by the accountant and Principal.

Academic System

- Academic Audit is done regularly by HOD.
- Feedback on teaching performance of the faculty members is taken from the students.
- Performance based self-appraisal system for the staff is implemented.
- Attendance is displayed by the faculty every month.
- Internal exam answer papers are given to the students after evaluation.
- SMS is sent to the parents when student is absent. Attendance report is communicated to the parents through letters in the case of low attendance.

Administrative Functions

There is a well-defined governance mechanism that ensures the attainment of expectations.

Every year, the feedback from the students is obtained on the administrative practices and services.

Various committees like College Development Committee (CDC), purchase committee, IQAC, Exam cell, Internal Complaint Committee (ICC), etc., have been formed in order to inculcate transparency in the decision making process and effective governance. The functionalities of these committees are well defined and the committees are headed by the key persons with active participation of committee members.

Auxiliary functions

Auxiliary functions like conduct of workshops, training programs, seminars, FDPs, conferences, guest lectures etc., are strictly implemented through the laid down procedures.

7.2 Best Practices

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

Response:

Best Practice - I

1. **Title of the Practice:** Mentor-Mentee Scheme (MMS) for interactive group learning.

2. Objectives of the Practice

- To foster human values, friendship and healthy relationship among the students.
- To enhance students' educational, social and personal growth through learning from the experience of mentors.
- To enhance aspirations of students and increase their confidence through interactions and conduction of various activities.
- To provide platform for open and unrestricted communication between senior and junior students that is not only about academics but also about different aspects of student's life.
- To impart wisdom and advice, to mentees with the freedom to make own decisions.
- To provide an objective person of the same age to discuss problems/concerns.

3. The Context

The following observations were instrumental in the implementation of Mentor-Mentee scheme.

- Most of the students in the institute are from rural background therefore they were quite slow in accommodating themselves into the culture/ambience of a technical institute.
- The fresher and second year students were quite shy in interacting with the staff and students which had an adverse impact not only on their academic performance but also on their overall personality development.
- It was realized that interaction among students is more effective (due to same age group) compared to the interaction between staff and students.

4. The Practice:

For the practice to be carried out, the students from each class and each branch are divided into small groups of 15 to 20 students. For each group of first year students a separate group of fourth year student has been assigned. Similarly, for each group of second year students a separate group of third year student is assigned. Thus, the first year students are mentees and fourth year students are acting as mentors to them, similarly the second year students are mentees and third year students are playing role of mentors for them. A separate weekly slot is provided for this session. A faculty member is assigned as an observer for each mentor-mentee group and a separate location is provided for each group to carry out the MMS session smoothly.

Through mentor-mentee activity, mentor shares information regarding what to study, how to study, projects to take up, internship opportunities, co-curricular, extracurricular activities etc. On the other hand, mentee brings in new questions, ideas and enthusiasm to the mentor. Group discussions, aptitude test, technical vocabulary, technical games and quizzes etc. are also conducted. Consequently, the mentor-mentee session becomes a mutually beneficial process for both the mentor and mentee students.

5. Evidence of Success

- Due to interactions during Mentor-Mentee sessions healthy relationship among students has been established without any senior or junior complexes.
- No ragging incident happened in the campus.
- The overall academic performance of students improved.
- Due to bridging of the gap between the students, participation of students in various activities improved which is evident in the smooth and successful organizations of various events particularly a two day Mega Techno-Cultural event 'IGNITE'.

6. Problems Encountered and Resources Required

As the sessions are planned every week, a separate dedicated slot was needed to be assigned in time table without hampering the curriculum which was a major problem. Apart from this, changing the mindset of students by motivating and encouraging them to take active participation in the activity was a difficult task.

Best Practices - II

1. Title of the Practice: Sponsoring International tour every year for the outstanding students to motivate them.

2. Objectives of the Practice

- To motivate the students to be more productive in academics as well as in co-curricular and extra-curricular activities.
- To provide an opportunity to the students to identify and exploit the Internship/Summer School viability being provided by the country being visited.
- To give students an opportunity to relate the class room learning to the real world situation.
- To broaden the students horizon & global cultural awareness through interaction.
- To provide exposure to different educational practices adopted by other countries.
- To observe student life in an international campuses.
- To motivate the students for progression to higher education in international campuses.

3. The Context

Globalization has opened the doors for students to be a part of Global MNCs and Foreign Corporations. Higher self-awareness, keeping update with the market requirements, better global cultural awareness etc. can empower students with the knowledge and skills required to achieve excellence in their profession. For that an international exposure provides a great impetus to their career.

It was observed that students often put less efforts in co-curricular and extracurricular activities. Their self-involvement in curriculum is also not as high as needed. In view of this, college decided to sponsor one student from each department based on their performance in both academic and extra-curricular activities for foreign tour. Through such reward-based practice, it was thought that the students will show interest and increased involvement in curriculum as well as in co-curricular and extracurricular activities. Motivating students to balance their co-curricular activities with their academic pursuits, leads toward their all-round development.

4. The Practice

The practice of organizing and sponsoring the international tour for the outstanding students started from the year 2017. An international tour was organized to Singapore for the outstanding students of pre final year from each department. The students were selected on the basis of weightage given for academics as well as co-curricular and various extracurricular activities. It was a one week tour, covering many places including 'Nanyang Technological University (NTU), Singapore' which is one of the renowned Universities. The visit to NTU was planned during the tour to give exposure to the students about different forms of education and thus it encouraged them for their higher studies.

5. Evidence of Success

Few outcomes of this best practice are:

- Students got more involved in learning activities which resulted in improving the overall results.
- The students were overwhelmed by their experience during the visit and interaction with the students at Nanyang Technological University, Singapore.
- An international exposure added great value to their CVs and provided recognition during placement interviews.
- Students got motivated to participate in various co-curricular and extracurricular activities and thus their participation in such activities increased.
- Students are now very enthusiastic in pursuing higher studies and internship/summer school certification from the international university.
- The college got an opportunity to build its brand through successful conduct of such study tours by its students

6. Problems Encountered and Resources Required

For the organization of an international tour, the most significant aspect is availability of funds. The institute is a self-financing institution and thus faces the scarcity of financial resources. Therefore, the major problem to implement this practice is to mobilize the funds. Also lack of funds limits the numbers of students for the tour. Due to such limitations selection of outstanding students was a challenge.

7.3 Institutional Distinctiveness

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

Response:

The vision of the institute is:

“To be premier Institute in Technical Education and Research producing socially responsible and globally acceptable professionals”.

To achieve this vision, the thrust of the institute is on **the overall development of the students** who are

mostly from rural area and belong to economically poor background.

It is observed that the admitted students lack in various skills such as communication, leadership abilities, life skills, etc. due to relatively less exposure as compared to students from urban background. Therefore, institute's focus is on improving these skills of the students through various activities. Many community engagement programmes are also conducted to make the students socially responsible. The various skill upgrading and social activities organized by the college, beyond curriculum for the students are discussed below.

Communication Skill: Institute has made it mandatory for all the first year students to enroll for the course on communication skills, even though it is not part of the prescribed curriculum. It is the innovative practice of the institute with the objective to improve the communication skills of the students in their first year only, which helps them to understand other courses, to groom skills further during their course of stay and to start preparing for placement in advance. Effective techniques such as group discussion, role plays, mock interviews, extempore, etc. are used by an expert faculty to cover ten different modules of the course.

Personality development programme: Since the institute is located in a rural area, the enrolled students lack in communication and other soft skills. Therefore, in year 2013-14, the institute started conducting soft skill development programme for all the students by external professional consultants. This programme led to the improvement in the overall personality development of the students which subsequently enhanced their placement.

Counselling of the students: Institute has adopted unique practice of conducting mentor-mentee sessions (MMS) regularly, wherein final and third year students play roles of mentors to first and second year students, respectively. The students from each class are divided in many small groups for better interaction and effective conduction of the student-centric learning activities. The faculty members prepare action plan for these sessions and guide the students. These interactive classes are found to be useful for the exchange of ideas, learning experiences and various skills among students.

Extension activities for Community: National Social Service (NSS) unit of the institute regularly conducts various activities for making students sensitive towards societal issues and human values such as Tree Plantation Programs, Blood Donation Camps, Swachata Abhiyan, teaching rural children etc.

5. CONCLUSION

Additional Information :

- More efforts are taken to increase the placement of the students in multi-national companies.
- The institute is trying to recruit senior faculty members in every discipline.
- Enhancing collaborations with industries and academic organizations for strengthening research work.
- Promoting the faculty members to obtain research funding from Govt. and Non-Govt. agencies. And to publish research work in indexed journals
- Institute has taken specific initiatives to strengthen entrepreneurial activities.

Concluding Remarks :

MGI-COET, Shegaon has a clear Vision to impart quality technical education and is striving hard to achieve it through well-defined mission. In this regard, the institute has made significant progress in a short span of time. The institute has created atmosphere conducive for academics and overall development of both, the students and faculty. The emphasis of the institute is on outcome based education using ICT tools. All the stakeholders are actively involved in decision making process thereby reflecting decentralization and participative management of the institute. The institute is continuously augmenting the infrastructure and capabilities for further enrichment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 297 Answer after DVV Verification: 168</p> <p>Remark : As per the HEI clarification, the number of students undertaking field projects or internships has been edited as per the proof .</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Remark : As per the HEI clarification, the number of students from other states and countries has been edited .</p>	2016-17	2015-16	2014-15	2013-14	2012-13	4	2	3	2	1	2016-17	2015-16	2014-15	2013-14	2012-13	2	2	2	2	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
4	2	3	2	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	2	2	2	1																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI clarification . The name list provided has only 5 full time teachers in the year 2015 -16</p>	2016-17	2015-16	2014-15	2013-14	2012-13	7	2	1	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	5	2	1	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
7	2	1	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	2	1	0	0																	

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
229	77	45	24	29

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
168	13	3	1	1

Remark : As per the HEI clarification the number of research papers in the journals has been edited as per the name list provided .

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
71	23	17	25	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
65	20	16	20	6

Remark : As per the HEI clarification the total number of books and chapters in edited volumes are modified as per the proof provided .

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	1	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	1	0

Remark : As per the HEI clarification . The number of awards and recognition received for extension activities has been modified as per the name list and certificates provided .

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1000	682	500	250	150

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
800	682	500	250	150

Remark : As per the HEI clarification the number of students participating in extension activities for the year 2016-17 has been modified as per the document list provided .

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
24	11	17	12	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
21	11	15	11	4

Remark : As per the HEI clarification the number of linkages for faculty exchange has been modified as per the document list provided as proof .

<p>3.5.2</p>	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 470 1046 604"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>5</td> <td>4</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 817"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI clarification the number of functional MOUs has been modified as per the list provided .</p>	2016-17	2015-16	2014-15	2013-14	2012-13	20	5	4	1	0	2016-17	2015-16	2014-15	2013-14	2012-13	6	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
20	5	4	1	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	0	0	0	0																	
<p>4.2.3</p>	<p>Does the institution have the following:</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases <p>Answer before DVV Verification : A. Any 4 of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the HEI clarification there are only 3 of the above mentioned . Hence the option has been changed .</p>																				
<p>5.2.2</p>	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 14 Answer after DVV Verification: 13</p> <p>Remark : As per the HEI clarification the number of outgoing students progressed has been changed as per the name list provided .</p>																				

6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 468 1046 602"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>61</td> <td>32</td> <td>17</td> <td>11</td> <td>16</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 815"> <tr> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> <td>2012-13</td> </tr> <tr> <td>59</td> <td>31</td> <td>17</td> <td>11</td> <td>15</td> </tr> </table> <p>Remark : As per the proof provided the number of teachers attending professional development programs has been modified .</p>	2016-17	2015-16	2014-15	2013-14	2012-13	61	32	17	11	16	2016-17	2015-16	2014-15	2013-14	2012-13	59	31	17	11	15
2016-17	2015-16	2014-15	2013-14	2012-13																	
61	32	17	11	16																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
59	31	17	11	15																	
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : B. At least 6 of the above Answer After DVV Verification: C. At least 4 of the above Remark : As per the proofs provided the options has been changed .</p>																				

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations