



The Annual Quality Assurance Report (AQAR) 2024-25

Part – A

1. Data of the Institution

1. Name of the Institution: **Mauli Group of Institution's, College of Engineering and Technology, Shegaon**

- Name of the Head of the institution: **Dr. C. M. Jadhao**
- Designation: **Principal**
- Does the institution function from own campus: **Yes**
- Phone no./Alternate phone no.: **07265-7722027506**
- Mobile no.: **8308848692**
- Registered e-mail: **mgicoetshegaon@gmail.com**
- Alternate e-mail: **cmjadhao@gmail.com**
- Address : **Khamgaon Road, Shegaon.**
- City/Town : **Shegaon**
- State/UT : **Maharashtra**
- Pin Code : **444203**

2. Institutional status:

- Affiliated /Constituent: **Affiliated**
- Type of Institution: **Co-education**
- Location :**Rural**
- Financial Status: **Self-financing**
- Name of the Affiliating University: **Sant Gadge Baba Amravati University, Amravati**
- Name of the IQAC Coordinator: **Dr. Jayesh K. Kokate**
- Phone no. : **8668267171**
- Alternate phone no. : **9970362364**
- Mobile: **8668267171**
- IQAC e-mail address: **iqacmcoet@gmail.com**
- Alternate e-mail address: **jkokate18@gmail.com**

3. Website address: **<https://mcoet.mauligroup.org/>**

4. Web-link of the AQAR: (Previous Academic Year):

5. Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Weblink:
<https://mcoet.mauligroup.org/academic-calendar-2/>

6. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1st	A	3.03	2018	from:26/09/2018 to: 25/09/2023

7. Date of Establishment of IQAC: 15/11/2016

8. Provide the list of funds by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

9. Whether composition of IQAC as per latest NAAC guidelines: **Yes**

*upload latest notification of formation of IQAC

10. No. of IQAC meetings held during the year: **04**

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

11. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

12. Significant contributions made by IQAC during the current year (maximum five bullets)

- * **Organized Workshop on National Education Policy” (NEP).**
- * **Organized Teacher’s Induction program on Effective Teaching & Classroom Management.**
- * **Reforms in Unit Test as per National Education Policy (NEP) Scheme.**
- * **Design of Internal Assessment Policy as per NEP Scheme.**
- * **Design of Continuous Internal Assessment for Theory (NEP) Formats.**
- * **Felicitation of Teachers & Students for their outstanding achievements.**

13. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements / Outcomes
IT infrastructure upgradation	51 computers procured
NEP workshop organization	Conducted on 14-08-2024
Teachers Induction Program	Conducted on 13-09-2024
Skill development initiative	Acharya Chanakya Kaushal Vikas Kendra established
Internal Assessment Policy (NEP)	Designed and implemented
ISTE Student Chapter	Established
Unit Test reforms (NEP)	Formats designed and implemented
Procurement of 3D Printing Machine	Installed in December
Remedial (RS) Classes	Started from 28-01-2025
Organization of URJA Event	Conducted (Feb 10–15, 2025)
Program Exit Survey	Conducted via ERP
IPR Workshop	Conducted on 02-05-2025
Spoken English Classes	Initiated from 13-05-2025
Gryphon Training	Discussed/Planned

1.

14. Whether the AQAR was placed before statutory body? **Yes**

Name of the statutory body: **Board of Governors**

15. Whether institutional data submitted to AISHE: **Yes**

Year: **2024-2025**

Date of Submission: **03/09/2025**

Institutional Preparedness for NEP 2020

(Description in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

MGI-COET is actively implementing the multidisciplinary and interdisciplinary approach as per NEP 2020 guidelines of Sant Gadge Baba Amravati University. The institute offers flexibility through open electives, value-added courses, and skill-based programs across disciplines. Students are encouraged to participate in interdisciplinary projects, technical competitions, and field-based learning to develop a holistic understanding beyond their core domain.

2. Academic bank of credits (ABC):

The institute has initiated the implementation of the Academic Bank of Credits (ABC) system. Students are guided to register on the ABC portal, enabling credit storage, transfer, and accumulation as per NEP provisions. Awareness sessions have been conducted to familiarize students and faculty with the ABC framework.

3. Skill development:

MGI-COET emphasizes skill development through structured initiatives such as the Acharya Chanakya Kaushal Vikas Kendra, workshops, and training programs. The institute organizes technical training, soft skills sessions, spoken English classes, and industry-oriented programs like Gryphon Training to enhance employability and entrepreneurial skills.

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

The institute promotes Indian Knowledge Systems by organizing expert lectures, cultural programs, and activities that highlight Indian traditions, ethics, and values. Efforts are made to integrate relevant aspects of IKS into the teaching-learning process to provide students with a balanced educational perspective.

5. Focus on Outcome based education (OBE):

MGI-COET follows Outcome-Based Education by defining clear Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Internal assessment policies aligned with NEP have been designed and implemented. Reforms in unit tests and continuous evaluation methods ensure effective attainment of learning outcomes.

6. Distance education/online education:

The institute effectively utilizes ICT tools and Eduplus ERP systems to support teaching-learning processes. Online workshops, such as the IPR workshop, webinars, and digital learning resources are regularly conducted. Blended learning approaches are adopted to complement classroom teaching and enhance student engagement.

Extended Profile of the Institution

1. Programme:

1.1 Number of courses offered by the Institution across all programs during the year: **397**

2. Student:

2.1 Number of students during the year: **1367**

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year: **185**

2.3 Number of outgoing/ final year students during the year: **192**

3. Academic:

3.1 Number of full time teachers during the year: **78**

3.2 Number of Sanctioned posts during the year: **78**

4. Institution:

4.1 Total number of Classrooms and Seminar halls: **29**

4.2 Total expenditure excluding salary during the year(INR in lakhs): **499.8**

4.3 Total number of computers on campus for academic purposes: **425**

PART B

Criterion 1 – Curricular Aspects

Key Indicator – 1.1 Curricular Planning and Implementation

Metric No.	
1.1.1. Q _i M	<p><i>The Institution ensures effective curriculum delivery through a well-planned and documented process</i></p> <p>Response:</p> <p>For the curriculum to be delivered effectively, the institute keeps precise documentation and prepares action plans in an organized way. As a university associate, the institute implements the university's approved curriculum. The following procedures are performed to ensure that the curriculum is delivered effectively.</p> <ul style="list-style-type: none">• The Principal conducts meetings regularly with the Academic Coordinator and HODs to develop various strategies for the effective planning and delivery of the curriculum.• The academic calendar is prepared and published on the website and all notice boards.• The teaching load is divided among the faculty members at a meeting according to their fields of expertise/choice.• Each department's timetable coordinator prepares the schedule after discussing with the head of department. The timetable is input into the Institute's specially designed ERP, "Edu Plus," to enable effective curriculum delivery monitoring.• Teaching plan for each course is prepared by the faculty members, which is reviewed by the HOD.• 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.• Teachers assess students' subject-matter understanding through the Continuous Internal Evaluation (CIE) process and implement remedial measures to improve the quality of curriculum delivery.• To evaluate students' laboratory skills, laboratory work is continuously assessed, and a record is kept using specifically created sheets for this purpose.• 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.
1.1.2. Q _i M	<p><i>The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)</i></p> <p>Response:</p> <ul style="list-style-type: none">• The Institute announces the academic calendar before the start of the academic year, including the timetable for teaching, learning, and exams (both internal and university), as well as a list of activities that need to be planned and vacations.

	<ul style="list-style-type: none"> • The academic timetable is also shared among the faculty members and published on the college website. • Students' academic progress is consistently evaluated using Continuous Internal Evaluation (CIE). The principle frequently reviews the internal assessment procedure. • 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 have three parts: Two Unit Tests, Choice based Components (CBCs) and Attendance. • The organization embraced Assignments, small projects, surprise exams, open-book assessments, periodic quizzes, tutorials, group discussions, instances, vi-vas, seminars, and more are examples of choice-based internal assessment components. • Instructors can now identify slow learners and give them a chance to improve their performance because to the CIE's revised structure. • Subsequently acquiring information from faculty members' lesson plans, the Exam In-charge creates the academic schedule in collaboration with department heads and the coordinators of various activities.
1.1.3. Q _n M	<p><i>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year</i></p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating University 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Response: All of the above</p>

Key Indicator- 1.2 Academic Flexibility

Metric No.	
1.2.1. Q _n M	<p><i>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</i></p> <p>Response: 08</p>
1.2.2. Q _n M	<p><i>Number of Add on /Certificate programs offered during the year</i></p> <p>Response: 149</p>
1.2.3. Q _n M	<p><i>Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year</i></p> <p>Response: 749</p>

Key Indicator- 1.3 Curriculum Enrichment

Metric No.																											
1.3.1. QM	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</i></p> <p>Response:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Sr. No</th> <th style="text-align: center;">Subject</th> <th style="text-align: center;">Course Code</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Environmental Studies</td> <td style="text-align: center;">4ES06</td> <td>Environmental Studies is a compulsory course of fourth semester 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</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Values and Ethics</td> <td style="text-align: center;">4ETC05</td> <td>Values and Ethics is the compulsory course for electronics and telecommunication engineering students which includes Universal Human Order and Ethical Conduct, Human Rights violation and Strategies for Transition towards Value-based Life and Profession</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Engineering Chemistry</td> <td style="text-align: center;">2AL112 BS</td> <td>This is a compulsory course for all the first year engineering students. The part of this course is related to the environmental chemistry covering effects of pollution like ozone layer depletion, acid rain, greenhouse effect, etc</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Non-Conventional Energy Sources</td> <td style="text-align: center;">6ME05</td> <td>This is one of the elective courses offered by the Mechanical Engineering department which covers various non-conventional energy sources like tidal energy, solar energy, wind energy, etc</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">Social Science and Engineering Economics</td> <td style="text-align: center;">7KS01</td> <td>This is a compulsory course added in the final year seven semester Computer Science and Engineering. The part of the course is related to Social Science and Engineering Economics. Which includes study of social science like salient features of the Indian constitution. Fundamental Rights and Duties.</td> </tr> </tbody> </table>			Sr. No	Subject	Course Code	Description	1	Environmental Studies	4ES06	Environmental Studies is a compulsory course of fourth semester 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	Values and Ethics	4ETC05	Values and Ethics is the compulsory course for electronics and telecommunication engineering students which includes Universal Human Order and Ethical Conduct, Human Rights violation and Strategies for Transition towards Value-based Life and Profession	3	Engineering Chemistry	2AL112 BS	This is a compulsory course for all the first year engineering students. The part of this course is related to the environmental chemistry covering effects of pollution like ozone layer depletion, acid rain, greenhouse effect, etc	4	Non-Conventional Energy Sources	6ME05	This is one of the elective courses offered by the Mechanical Engineering department which covers various non-conventional energy sources like tidal energy, solar energy, wind energy, etc	5	Social Science and Engineering Economics	7KS01	This is a compulsory course added in the final year seven semester Computer Science and Engineering. The part of the course is related to Social Science and Engineering Economics. Which includes study of social science like salient features of the Indian constitution. Fundamental Rights and Duties.
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	6	Professional Ethics and Management	8KS02	This is a compulsory course added in the final year seven semester Computer Science and Engineering. The part of the course is related to Social Science and Engineering Economics. Which includes study of social science like salient features of the Indian constitution. Fundamental Rights and Duties.
	7	Professional Communication	1AL109 AE	Professional Communication is a foundational subject that equips learners with the skills needed to communicate effectively in academic, workplace, and professional environments. It focuses on developing clear, confident, and ethical communication through speaking, writing, listening, and non-verbal skills. The subject emphasizes practical applications such as presentations, interviews, report writing, teamwork, and digital communication.
	8	Indian Traditional Knowledge	2AL120I K	Indian Traditional Knowledge is a subject that explores the rich heritage of wisdom developed in India over centuries. It covers diverse fields such as philosophy, science, medicine, mathematics, astronomy, art, culture, and sustainable living. The subject highlights ancient texts, practices, and innovations that continue to influence modern society. By understanding traditional knowledge systems like Ayurveda, Yoga, Vedic sciences, and indigenous technologies, students gain insight into holistic living and ethical values.
	9	NSS Activity		Extension activities for Community: National Social Service (NSS) unit of the institute regularly conducts various activities like blood donation camp, Harghar tiranga, Kranti divas, Vikshit Bharat, Yoga Day, NSS Camp Program Organized at nearby rural areas.
1.3.2. Q_nM	<i>Number of courses that include experiential learning through project work/field work/internship during the year</i> Response: 36			
1.3.3. Q_nM	<i>Number of students undertaking project work/field work/ internships</i> Response: 798			

Key Indicator- 1.4 Feedback System

Metric No.	
1.4.1. Q _n M	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students 2) Teachers 3) Employers 4) Alumni</p> <p>Response: All of the above</p>
1.4.2 Q _n M	<p><i>Feedback process of the Institution may be classified as follows:</i></p> <p>Options:</p> <ul style="list-style-type: none">A. Feedback collected, analyzed and action taken and feedback available on websiteB. Feedback collected, analyzed and action has been takenC. Feedback collected and analyzedD. Feedback collectedE. Feedback not collected <p>Response: All of the above</p>

Criterion 2- Teaching- Learning and Evaluation
Key Indicator- 2.1 Student Enrolment and Profile

Metric No.	
2.1.1.	<p><i>Enrolment Number</i></p> <p>Response: 94.27%</p> <p>Number of students admitted during the year : 362 Number of sanctioned seats during the year: 384</p>
2.1.2.	<p><i>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)</i></p> <p>Response: 74.59%</p> <p>Number of actual students admitted from the reserved categories year wise during year : 138 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last year: 185</p>

Key Indicator- 2.2. Catering to Student Diversity

Metric No.	
2.2.1.	<p><i>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners</i></p> <p>Response: The institution has a structured and systematic mechanism to assess the learning levels of students. At the commencement of each academic year, first-year students are evaluated through diagnostic and entry-level tests focusing on mathematics, physics, programming, and basic engineering concepts. In addition, faculty members continuously analyze internal assessment results, end-semester examination performance, laboratory outcomes, tutorial participation, and classroom interactions to identify advanced learners and slow learners on a regular basis. .</p> <ul style="list-style-type: none"> • Slow learners undergo remedial classes. • In order to get more input for the courses, slow learners are asked to meet with the appropriate faculty members to solve difficulties. Also counselling session for slow learners is arranged by allocated mentors. • The simple, standard lecture notes and course materials provided by slow learners. • Unit Test model solutions are presented and discussed. • Lateral entry students who are accepted into the third semester after diploma are scheduled for extra classes. • Under the guidance of academic members, students are encouraged to participate in national contests like the Smart India Hackathon, ISIEINDIA. • Gate classes are conducted for advanced learners and motivated to go for online NPTEL like courses. • Advanced learners are encouraged for participation in advanced problem-solving sessions, mini and major projects,

2.2.2.	<p><i>Student- Full time teacher ratio (Data for the latest completed academic year)</i></p> <p>Response: 17.52</p> <p>Number of Students: 1367 Number of Teachers: 78</p>
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Key Indicator- 2.3. Teaching- Learning Process

Metric No.	
2.3.1.	<p><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i></p> <p>Response:</p> <p>The institute is visioned to provide globally competitive education for enhance the learning experiences, practices and activities implemented by Students are as listed below.</p> <p>Project based Learning/Problem based Learning</p> <ul style="list-style-type: none"> • Institute Level Smart India Hackathon Competition • Project Presentation • Aavishkar-2024 Competition • Urja -2025 The Carnival of Mauli <p>Experiential Learning</p> <ul style="list-style-type: none"> • Workshops • Industrial Visit • Field Visit • Internship Certificates <p>Active Learning</p> <ul style="list-style-type: none"> • Group Discussion • Paper Presentation • Quiz Competition • Virtual Lab <p>Industry Integrated Learning</p> <ul style="list-style-type: none"> • Expert Talk
2.3.2.	<p><i>Teachers use ICT enabled tools for effective teaching-learning process.</i></p> <p>The institute is committed to enhancing the learning experience of students by implementing various student-centric methods and ICT-enabled tools.</p> <p>Response:</p> <ul style="list-style-type: none"> • Various online platforms like Google Classroom is used. • LMS Moodle is used. • The institute has implemented EduPlus Campus software, through which teachers and students can access library modules, study material, assignments, attendance, marks, etc. • Virtual Lab which is an initiative of the Ministry of Education under the National Mission on Education through ICT is implemented in the institute

	<p>by having EOI with COEP, Pune so that students can perform any practical online of their choice, even beyond the syllabus.</p> <ul style="list-style-type: none"> • Smart classrooms are available for the students. PowerPoint presentations with animations are used by teachers during lecture hours. • Faculty members develop digital content such as lecture notes, Power Point presentations, video lectures, e-books, and question banks. These study materials are shared with students on google drive/Eduplus. 				
2.3.3.	<i>Ratio of mentor to students for academic and other related issues.</i>				
Q_nM	Response: 1:18				
	<table border="1"> <tr> <td>Year</td> <td>2024-25</td> </tr> <tr> <td>Number of mentors</td> <td>78</td> </tr> </table>	Year	2024-25	Number of mentors	78
Year	2024-25				
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Key Indicator- 2.4 Teacher Profile and Quality

Metric No.	
2.4.1.	<i>Number of full time teachers against sanctioned posts during the year</i>
	Response: 78
2.4.2.	<i>Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Super speciality / D.Sc. / D.Litt. during the year</i>
Q_nM	Response: 09
2.4.3.	<i>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)</i>
Q_nM	Response: 268.6

Key Indicator- 2.5. Evaluation Process and Reforms

Metric No.	
2.5.1.	<i>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</i>
Q_nM	<p>Response:</p> <ul style="list-style-type: none"> • The institution has a transparent, systematic, and robust internal assessment mechanism implemented as per the norms of the affiliating university • The academic calendar clearly specifies the schedule, weightage of internal assessments and it is communicated to students at the beginning of the academic year. • Continuous Internal Evaluation (CIE) is conducted regularly through modes such as Assessment of theory& practical. • The timely feedback for improvement of continuous monitoring of students' academic progress.

	<ul style="list-style-type: none"> • Internal assessment tools are designed in accordance with Course Outcomes (COs) and mapped to Bloom’s Taxonomy levels to evaluate different learning subjects. • Evaluation criteria, marking schemes, and rubrics, Evaluated answer sheets, laboratory records are clearly defined and shared with students to maintain transparency. • Timely feedback is provided to students for improvement, ensuring continuous monitoring of their academic progress. • The assessment process is continuously overseen and reviewed by the Internal Examination Committee and HoDs to ensure consistency, transparency, and progressive improvement.
<p>2.5.2. QIM</p>	<p><i>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</i> Grievance Redressal</p> <p>Response:</p> <ul style="list-style-type: none"> • The Internal Complaint Committee and Grievance Redressal Cell are constituted to ensure fair handling of student concerns. • At the beginning of each academic year, students are oriented about the grievance redressal mechanism through the academic calendar, departmental notice boards, and classroom orientations, ensuring awareness and transparency. • The unit test marks obtained by the students are also displayed on respective department notice boards for their information, also it will be visible on their college student login of eduplus and also shared with their parents. • The institute has provided online as well offline facilities for grievance submission. The committee’s resolved complaints received from both facilities. • Grievances related to internal examinations are addressed by showing evaluated answer sheets to students. In cases where students compare their performance with peers, the concerned faculty explains the justification for variation in marks, ensuring clarity and satisfaction. • The entire process is periodically reviewed by the Internal Examination Committee and Heads of Departments to ensure fairness, consistency, and continuous improvement.

Key Indicator- 2.6 Student Performance and Learning Outcome

Metric No.																					
2.6.1. Q1M	<p><i>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</i></p> <p>Response:</p> <ul style="list-style-type: none"> • The institution has clearly displayed the Programme Outcomes (POs) and Course Outcomes (COs) for all programmes offered, with the institutional vision and mission and as per AICTE guidelines. • Each department of the institute follows the twelve Programme Outcomes (POs) as suggested by AICTE, New Delhi. • In addition, programme-specific outcomes (PSOs) and programme educational objectives (PEOs) are defined by all the departments. • Course Outcomes (COs) and Laboratory Outcomes (LOs) are formulated in accordance with the prescribed syllabus using Bloom's Taxonomy by the respective course and laboratory coordinators and are duly verified and approved by the Head of the Department • POs, PEOs, PSOs, COs, and LOs are kept available on the respective department pages of the Institute website. And displayed on the notice boards of the HoD cabin and every laboratory of the departments. • The HoDs create awareness about POs, PEOs, PSOs, COs, and LOs among students and faculty members. • At the beginning of every course, the faculty member creates awareness amongst students about course outcomes and laboratory outcomes in the classroom as well as in laboratory interactions. • Hard copies of syllabus and POs, PEOs, PSOs, COs, and LOs are available in the departments for ready reference by the teachers and students. <p>Website Link for CO's & PO's:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Department</th> <th style="text-align: center;">Link</th> </tr> </thead> <tbody> <tr> <td>First Year (B.E.)</td> <td>https://mcoet.mauligroup.org/ash-cos-and-cos-attainment/</td> </tr> <tr> <td>Civil Engineering (B.E.)</td> <td>https://mcoet.mauligroup.org/c-peos-pos-psos/</td> </tr> <tr> <td>Computer Science & Engineering (B.E.)</td> <td>https://mcoet.mauligroup.org/cse-peos-pos-psoscse/</td> </tr> <tr> <td>Electrical Engineering (B.E.)</td> <td>https://mcoet.mauligroup.org/e-peos-pos-psos/</td> </tr> <tr> <td>Electronics & Telecommunication Engineering (B.E.)</td> <td>https://mcoet.mauligroup.org/peo-po-entc/</td> </tr> <tr> <td>Information Technology (B.E.)</td> <td>https://mcoet.mauligroup.org/peo-po-it/</td> </tr> <tr> <td>Mechanical Engineering (B.E.)</td> <td>https://mcoet.mauligroup.org/m-peos-pos-psos/</td> </tr> <tr> <td>Digital Electronics (ME)</td> <td>https://mcoet.mauligroup.org/peo-po-entc/</td> </tr> <tr> <td>Electrical Power System (ME)</td> <td>https://mcoet.mauligroup.org/e-peos-pos-psos/</td> </tr> </tbody> </table>	Department	Link	First Year (B.E.)	https://mcoet.mauligroup.org/ash-cos-and-cos-attainment/	Civil Engineering (B.E.)	https://mcoet.mauligroup.org/c-peos-pos-psos/	Computer Science & Engineering (B.E.)	https://mcoet.mauligroup.org/cse-peos-pos-psoscse/	Electrical Engineering (B.E.)	https://mcoet.mauligroup.org/e-peos-pos-psos/	Electronics & Telecommunication Engineering (B.E.)	https://mcoet.mauligroup.org/peo-po-entc/	Information Technology (B.E.)	https://mcoet.mauligroup.org/peo-po-it/	Mechanical Engineering (B.E.)	https://mcoet.mauligroup.org/m-peos-pos-psos/	Digital Electronics (ME)	https://mcoet.mauligroup.org/peo-po-entc/	Electrical Power System (ME)	https://mcoet.mauligroup.org/e-peos-pos-psos/
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Computer Science & Engineering (B.E.)	https://mcoet.mauligroup.org/cse-peos-pos-psoscse/																				
Electrical Engineering (B.E.)	https://mcoet.mauligroup.org/e-peos-pos-psos/																				
Electronics & Telecommunication Engineering (B.E.)	https://mcoet.mauligroup.org/peo-po-entc/																				
Information Technology (B.E.)	https://mcoet.mauligroup.org/peo-po-it/																				
Mechanical Engineering (B.E.)	https://mcoet.mauligroup.org/m-peos-pos-psos/																				
Digital Electronics (ME)	https://mcoet.mauligroup.org/peo-po-entc/																				
Electrical Power System (ME)	https://mcoet.mauligroup.org/e-peos-pos-psos/																				

2.6.2.

Q₁M

Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Response:

Attainment of COs, POs, and PSOs: The assessment of COs, POs and PSOs attainment is based on a combination of Direct and Indirect Methods, which are then used to determine the final assessment.

Direct Methods:

Direct Attainment is a combination of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). Two Unit Tests and choice based components (CBC) are assessment for all the courses of CIE.

CO attainment through CIE

Attainment is measured in terms of actual percentage of students getting a set percentage of marks.

- Attainment Level 1: 60% of students score more than 60% marks out of the maximum relevant marks.
- Attainment Level 2: 70% of students score more than 60% marks out of the maximum relevant marks.
- Attainment Level 3: 80% of students score more than 60% marks out of the maximum relevant marks.

CO attainment through SEE

Semester End Examination (SEE) is conducted and evaluated by the affiliating University.

The proportional weightages of CIE: SEE is 25:75.

- Attainment Level 1: 40% of students score more than 40% marks out of the maximum relevant marks.
- Attainment Level 2: 50% of students score more than 40% marks out of the maximum relevant marks.
- Attainment Level 3: 60% of students score more than 40% marks out of the maximum relevant marks.

Indirect CO Attainment

The course exit survey is conducted at the end of each semester and the analysis is carried out to determine the score in the Course Exit Survey. The attainment levels obtained by direct methods and course exit surveys are combined to get the final level of attainment.

Computation of Attainment of COs = (0.9 Direct CO Attainment) + (0.1 Indirect CO Attainment)

CO-PO & PSO Mapping

- Each CO can be identified to address a subset of POs & PSOs.
- Based on the course identify the strength of mapping (1, 2 or 3) to POs & PSOs.
- Calculate the average of each PO and PSOs.

PO & PSO Attainment

- To obtain the Semester wise PO & PSO attainment use these formulae

	<p>Semester wise PO Attainment = (Respective CO-PO Mapping*CO Attainment Level)/3</p> <p>Semester wise PSO Attainment = (Respective CO-PSO Mapping*CO Attainment Level)/3</p> <ul style="list-style-type: none"> • Calculate the PO & PSO attainment for each course following the above formulae. • The average of the PO & PSO attainment obtained for each semester will give direct PO & PSO attainment for each semester. • Overall direct PO & PSO attainment is obtained by averaging the both semester PO & PSO attainment. • Indirect PO & PSO attainment is obtained from the (student feedback) program exit survey on POs & PSO. • The formulae for Overall PO Attainment & PSO Attainment Overall PO Attainment = (Average of PO Attainment*0.8+Indirect PO Attainment*0.2) Overall PSO Attainment = (Average of PSO Attainment*0.8+Indirect PSO Attainment*0.2) • Target set is the average of the last five years overall PO & PSO Attainment.
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2.6.3.	<i>Pass percentage of Students during the year</i>						
Q_nM	Response: 81.25%						
	<table border="1"> <thead> <tr> <th>Academic year</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>Number of students appeared</td> <td>192</td> </tr> <tr> <td>Number of students passed</td> <td>156</td> </tr> </tbody> </table>	Academic year	2024-25	Number of students appeared	192	Number of students passed	156
Academic year	2024-25						
Number of students appeared	192						
Number of students passed	156						

Metric No.	
2.7.1	<i>Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)</i>
Q_nM	<p>Response:</p> <p>https://mcoet.mauligroup.org/wp-content/uploads/2025/06/Results-of-Student-Satisfaction-Survey-Results-2024-25.pdf</p>

Criterion3- Research, Innovations and Extension Key Indicator

3.1- Resource Mobilization for Research

Metric No.	
3.1.1	<i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)</i> Response: Nil
3.1.2	<i>Number of departments having Research projects funded by government and non-government agencies during the year</i> Response: Nil
3.1.3	Number of Seminars/conferences/workshops conducted by the institution during the year Response: 18

Key Indicator 3.2- Research Publication and Awards

Metric No.	
3.2.1.	<i>Number of papers published per teacher in the Journals.</i> QnM Response: 33
3.2.2.	<i>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year</i> QnM Response:07

Key Indicator 3.3- Extension Activities

Metric No.	
3.3.1.	<i>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year</i> Q₁M Response: Faculty members and students actively take part in programs designed to build strong connections with the surrounding community. Every year, a Mock CET examination is organized for Class XII students from nearby areas to help them gain practical exposure and prepare effectively for their final entrance examination. The institute strengthens the institution–neighborhood–community relationship by encouraging students to participate in activities related to social responsibility through the National Service Scheme (NSS) and various student associations such as the Computer Science & Engineering Students Association, Electronics Students Association, Mechanical Engineering Students Association, Electrical Engineering

	<p>Students Association, and Civil Engineering Students Association.</p> <p>The NSS unit of the institute regularly conducts several important initiatives. These include a special tree plantation campaign titled “Ek Ped Maa Ke Naam” , Blood Donation Camps; annual celebrations of “Gajanan Maharaj Palkhi Sohla” and “Gajanan Maharaj Pragat Diwas”; Swachhata Abhiyan organized on the occasion of Sant Gadge Baba Punyatithi; a National Service Special Camp held at Dattakgram Kanarkhed, Tq. Shegaon, Dist. Buldhana, Maharashtra; Students organized and conducted different programs for villagers through this NSS camp.</p>
3.3.2. QnM	<p><i>Number of awards and recognitions received for extension activities from government / government recognized bodies during the year</i></p> <p>Response: 02</p>
3.3.3. QnM	<p><i>Number of extension and outreach programs conducted by the institution through NSS/NCC/Government and Government recognized bodies during the year</i></p> <p>Response: 05</p>
3.3.4. QnM	<p><i>Number of students participating in extension activities at 3.3.3. above during the year</i></p> <p>Response: 212</p>

Key Indicators 3.4 – Collaboration (20)

Metric No.	
3.4.1. QnM	<p>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year</p> <p>Response: 14</p>
3.4.2. QnM	<p><i>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year</i></p> <p>Response: 30</p>

Criterion 4 - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	
4.1.1. Q _i M	<p data-bbox="320 344 1374 416"><i>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.</i></p> <p data-bbox="320 456 464 490">Response:</p> <p data-bbox="339 530 1406 636">The institute has developed comprehensive infrastructure to support active learning, including classrooms, laboratories, seminar halls, computing centers, and essential equipment.</p> <p data-bbox="339 676 671 710">I. (a) Academic Facilities</p> <p data-bbox="339 750 520 784">i) Classrooms</p> <p data-bbox="339 824 1406 965">The institute comprises 26 classrooms, each furnished with appropriate facilities including furniture, blackboards, projectors, fans, lighting, and backup power. Furthermore, every department is equipped with a digital/smart classroom featuring a smart screen, audio system, and internet connectivity.</p> <p data-bbox="339 1028 549 1061">ii) Laboratories</p> <p data-bbox="339 1102 1406 1173">The institute provides 38 well-designed labs, featuring LCD projectors, software resources, audio equipment, and online connectivity.</p> <p data-bbox="339 1236 571 1270">iii) Seminar Halls</p> <p data-bbox="339 1310 1406 1415">The institute offers well-equipped seminar halls, furnished with LCD projectors, whiteboards, Wi-Fi, and audio-visual systems, making them suitable for hosting conferences, seminars, workshops, expert lectures, and similar events.</p> <p data-bbox="339 1456 683 1489">iv) Computing Equipment</p> <p data-bbox="339 1529 1406 1671">A total of 425 computers are available in the computer center, language lab, web tech lab, DBMS lab, and similar facilities. Moreover, every department has a dedicated computer lab utilized for internet access, aptitude evaluations, project work, and other academic tasks.</p> <p data-bbox="339 1680 616 1713">v) Transport Facility:</p> <p data-bbox="339 1753 1406 1825">A well-organized bus transportation system is operated by the institute, connecting diverse locations and offering students easy and economical travel to the campus.</p> <p data-bbox="339 1865 576 1899">vi) Hostel Facility</p> <p data-bbox="339 1939 1406 2067">The institute offers well-maintained hostels, providing students with on-campus accommodation that ensures easy access to academic facilities. By delivering affordable and accessible housing, the institute helps students focus on their studies and achieve success.</p>

<p>4.1.2. QIM</p>	<p><i>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</i></p> <p>Response:</p> <p>The institution provides adequate facilities to encourage student’s involvement in sports, games, cultural events, and general physical health. By enabling students to strike a balance between extracurricular activities and academics, these facilities play a significant part in their overall development.</p> <p>Sports</p> <p>For sports and games, the institution has well-preserved ground area about 14000 sq. m for outdoor games such as cricket, football, volleyball, and athletics. Indoor games like table tennis, chess, and badminton are also available, allowing students to engage in recreational activities throughout the year.</p> <table border="1" data-bbox="413 701 1321 965"> <thead> <tr> <th>Sr. No.</th> <th>Sports</th> <th>Area</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Volleyball</td> <td>170 Sq. meter</td> </tr> <tr> <td>2.</td> <td>Kabaddi</td> <td>130 Sq. meter</td> </tr> <tr> <td>3.</td> <td>Kho-Kho</td> <td>400 Sq. meter</td> </tr> <tr> <td>4.</td> <td>Football</td> <td>1500 Sq. meter</td> </tr> <tr> <td>5.</td> <td>Athletics</td> <td>1600 Sq. meter</td> </tr> </tbody> </table> <p>Cultural Activities</p> <p>The institution also actively supports cultural development by providing adequate infrastructure such as seminar halls, and open spaces for organizing cultural programs, competitions, and celebrations. Various events including annual cultural festivals, carnival events, youth festivals and traditional celebrations are conducted regularly. These activities provide students with opportunities to showcase their talents, develop leadership qualities, and enhance their confidence.</p> <p>Yoga Centre & Gymnasium</p> <p>In addition, facilities such as a gymnasium and a yoga centre are available to support student’s physical fitness and mental well-being. Regular yoga and fitness sessions are conducted to promote a healthy lifestyle.</p>	Sr. No.	Sports	Area	1.	Volleyball	170 Sq. meter	2.	Kabaddi	130 Sq. meter	3.	Kho-Kho	400 Sq. meter	4.	Football	1500 Sq. meter	5.	Athletics	1600 Sq. meter
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<p>4.1.3. QnM</p>	<p><i>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.</i></p> <p>Response: 29</p>																		
<p>4.1.4.</p>	<p><i>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)</i></p> <p>Response: 49.18.</p>																		

Key Indicator – 4.2 Library as a learning Resource

Metric No.	
<p data-bbox="215 219 287 250">4.2.1.</p> <p data-bbox="215 291 287 322">QIM</p>	<p data-bbox="327 219 1380 250">Library is automated using Integrated Library Management System (ILMS)</p> <p data-bbox="327 291 454 322">Response:</p> <p data-bbox="343 362 1412 649">The Knowledge Resource Centre, the college's main library uses Integrated Library Management System (ILMS) software to maintain a comprehensive and up-to-date database of books, journals, e-resources, and other learning materials. Each book is barcoded, enabling quick and error-free issue and return processes. The automation of the library has enhanced efficiency, accuracy, and accessibility of learning resources for students and faculty members. The ILMS facilitates all major library operations including acquisition, cataloguing, circulation, and serial control.</p> <p data-bbox="343 683 1412 750">The Integrated Library Management System shown below is used to fully automate it.</p> <p data-bbox="343 757 901 788">Name of ILMS software: EduPlus Campus</p> <p data-bbox="343 795 710 826">Nature of automation: Fully</p> <p data-bbox="343 833 646 864">Version: ERP Software</p> <p data-bbox="343 871 726 902">Year of Automation: 2021-22</p> <p data-bbox="343 909 694 940">Central Library Services</p> <ul data-bbox="343 947 1412 1601" style="list-style-type: none"> • Library automated using EduPlus Campus Integrated Library Management System (ILMS) • Online access to e-books, e-journals, and print journals • Online library information services through ILMS (OPAC facility) • All books are barcoded for efficient circulation • LAN-connected computers • Round-the-clock internet access for students and faculty • Subscription to e-resources such as Calibre and National Digital Library (NDL) • DELNET membership for resource sharing and inter-library access • Dedicated NPTEL local server for digital learning resources • Availability of books for competitive examinations (GATE, CAT, MPSC, UPSC, NDA, Banking, etc.) • Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) • Open Access System for easy browsing of resources • Book Bank facility and provision of book sets to students • Reprographic services available at nominal rates <p data-bbox="343 1608 1412 1675">All the users can access library resources online through user accounts. The separate links for students and faculties are given below.</p> <p data-bbox="343 1697 1077 1729">Student Login: https://maulilearner.edupluscampus.com/</p> <p data-bbox="343 1736 1077 1767">Faculty Login: https://maulilibrary.edupluscampus.com/</p>

4.2.2.	<p><i>The institution has subscription for the following e-resources</i></p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access toe-resources <p>Response: Any 4 or more of the above</p>
4.2.3	<p><i>Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</i></p> <p>Response: 2.49</p>
4.2.4 QnM	<p><i>Number per day usage of library by teachers and students (foot falls and login data for online access)(Data for the latest completed academic year)</i></p> <p>Response: 95</p>

Key Indicator- 4.3 IT Infrastructure

Metric No.	
4.3.1. Q _i M	<p><i>Institution frequently updates its IT facilities including Wi-Fi</i></p> <p>Response:</p> <p><u>1. Enhanced network infrastructure.</u></p> <p>All staff and students have access to the Internet on campus. 120 Mbps bandwidth is provided (20Mbps-BSNL,50Mbps-Railtel and 50Mbps leased line JIO).</p> <p><u>2. Antivirus software renewed annually.</u> The institute has renewed its antivirus software to safeguard large amounts of data against viruses, Trojans, rootkits, ransomware, and other forms of harmful software. All of these antivirus programs are refreshed and renewed whenever necessary.</p> <p><u>3. Renewing Sophos</u></p> <p>Sophos Firewall is used to secure the campus network by protecting it from cyber threats, controlling internet usage, and managing network traffic for students, faculty and staff. It acts as the main gateway between the college network and the internet, providing features like intrusion prevention, malware protection, web and application filtering, and secure VPN access for remote users. The firewall helps enforce acceptable usage policies by restricting unwanted websites and high-bandwidth applications during academic hours, segments the network into zones for administration, labs, students, and guest Wi-Fi, and offers real-time monitoring and reports to network administrators, ensuring a safe, reliable, and well-managed digital learning environment.</p> <p><u>4.ERP software:</u></p> <p>EduPlus ERP is an education-focused enterprise resource planning system that helps institution streamline and automate all key academic and administrative processes in one centralized digital platform, including managing student admissions, enrolment, attendance, course and timetable scheduling, fee collection</p>

	<p>and finance, examination planning and result publishing, staff and HR records, learning activities via integrated LMS, reporting and analytics, communication between students/parents/teachers, and secure data storage, which reduces paperwork, improves productivity, supports data-driven decisions, enhances transparency and efficiency across the campus and ultimately improves institutional performance and student outcomes.</p> <p><u>5.Licensed Software</u></p> <p>The laboratories are equipped with modern software & equipment, including industry standard tools like TURNITIN.</p> <p><u>6. Up gradation of CCTV</u> Cameras are installed to avoid the unlawful activities in college campus.</p>
4.3.2.	<i>Student – Computer ratio</i>
QnM	<p>Response: 3</p> <p>Student: 1367 Computers: 425</p>
4.3.3.	<i>Bandwidth of internet connection in the Institution</i>
QnM	Response: 120 MBPS

Key Indicator – 4.4 Maintenance of Campus Infrastructure

Metric No.	
4.4.1	<p><i>Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)</i></p> <p>Response: 499.8</p>
4.4.2.	<p><i>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</i></p> <p>Response:</p> <p>Utilization and Maintenance of Academic Facilities: Dedicated funds are set aside for the upkeep of laboratories and classrooms. Records of all equipment are maintained in stock registers. Laboratory instruments are subject to routine inspections and calibrations, while electrical systems—including generators, UPS units, and batteries—are monitored on a monthly basis.</p> <p>Computer Utilization and Maintenance: Utility software is deployed across multiple areas of the institute, including offices, laboratories, libraries, and departments. Its upkeep is overseen by the system administrator. The office, computer lab, and library are interconnected through a LAN, and the institute’s website is regularly updated and maintained under the administrator’s supervision.</p>
Q ₁ M	

Maintenance of physical and support facilities:

Outsourced services handle CCTV upkeep, while the RO water plant receives regular maintenance. The institute's electricians operate and monitor the generator on a routine basis. Technical staff carry out plumbing maintenance, and students make regular use of the sports department's facilities. All sports amenities are maintained by non-teaching staff under the guidance of a full-time Sports Director. Toilets and washrooms are cleaned daily by the housekeeping crew, and the institute's gardens and trees are cared for by dedicated gardeners.

Criterion 5- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.	
5.1.1	Number of students benefitted by scholarships and free ships provided by the Government during the year Response: 1081
5.1.2	Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year Response: 42
5.1.3.	Capacity building and skills enhancement initiatives taken by the institution include the following <ol style="list-style-type: none">1. Soft skills2. Language and communication skills3. Life skills (Yoga, physical fitness, health and hygiene)4. ICT/computing skills Response: All of the above
5.1.4.	Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year Response: Number of students benefitted by guidance for competitive examinations : 586 Career counseling offered by the Institution during the year: 618
5.1.5.	The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases <ol style="list-style-type: none">1. Implementation of guidelines of statutory/regulatory bodies2. Organization wide awareness and undertakings on policies with zero tolerance3. Mechanisms for submission of online/offline students' grievances4. Timely redressal of the grievances through appropriate committees Response: All of the above

Key Indicator- 5.2 Student Progression

Metric No.	
5.2.1	Number of placement of outgoing students during the year Response: 98

5.2.2	Number of students progressing to higher education during the year Response: 13
5.2.3	Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations) Response: 01 5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year Response: 33

Key Indicator- 5.3 Student Participation and Activities

Metric No.	
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year. Response: 02
5.3.2	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms) Response: Students are encouraged to actively participate in the functioning of the college by working in collaboration with faculty, staff, administration, and by maintaining engagement with parents. Their involvement significantly contributes to the overall growth and development of the institution. Participation in co-curricular and extracurricular activities enables students to develop essential qualities such as social skills, adaptability, initiative, curiosity, creativity, and teamwork. These activities also help students explore new interests, build self-confidence, enhance leadership skills, and improve academic performance. To foster a welcoming and inclusive environment, students work alongside staff members through various committees such as the College Development Committee, IQAC, Sports Committee, SC/ST Committee, Anti-Ragging Committee, Internal Complaints Committee, and Student Grievance Redressal Cell. Additionally, student associations including EESA, ESA, MESA, CSESA, ITSA, and CESA actively contribute to administrative, co-curricular, and extracurricular activities within the institution
5.3.3.	Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) Response: 35

Key Indicator- 5.4 Alumni Engagement

Metric No.	
5.4.1	<p><i>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.</i></p> <p>Response:</p> <p>There is a registered Alumni Association that contributes significantly to the Development of the institution through financial and/or other support services.</p> <p>Name of Registered Alumni Association: Mauli Alumni Association (MAA)</p> <p>Registration No.: Buldhana/0000005/2017</p> <p>Date of Registration: May 2017</p> <p>About MAA: The association has the office bearers, constituted the bi-laws, formal governing body with principal as the ex-officio member. A Convener and one faculty representative from each department lead the MAA. The Institute has introduced “Vaave”, an alumni portal in the month of October 2023 for connecting with the alumni. The association now has easy access to the alumni through this interface. “Vaave” also helps in finding job opportunities and industry internships.</p> <p>Significant Contributions of MAA:</p> <p>a) Financial Contributions: Association has a separate bank account (a/c No.60300886125). The total number of alumni who financially contributed during the academic year 2024-25 is 206.</p> <p>b) Non-Financial Contributions: Alumina has contributed the following activities. Guest Lecture Alumina Talk Opportunities for Internship/ Industry visits/Projects Curriculum Development Support for Training and Placement.</p> <p>Alumina has contributed the following activities.</p> <p>Guest Lecture</p> <p>Alumina Talk</p> <p>Opportunities for Internship/ Industry visits/Projects</p> <p>Curriculum Development</p> <p>Support for Training and Placement</p>
5.4.2	<p><i>Alumni contribution during the year (INR in Lakhs)</i></p> <p>Options:</p> <p>A. ≥ 5Lakhs</p> <p>B. 4 Lakhs - 5Lakhs</p> <p>C. 3 Lakhs - 4Lakhs</p> <p>D. 1 Lakhs - 3Lakhs</p> <p>E. <1Lakhs</p> <p>Response: 1 Lakhs - 3Lakhs</p>

Criterion 6- Governance, Leadership and Management
Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	
6.1.1	<p>The governance of the institution is reflective of and in tune with the vision and mission of the institution Response:</p> <p>The governance of MGI-COET is aligned with its vision “To be a premier institute in technical education and research producing socially responsible and globally acceptable professionals” and The mission of providing quality technical education, promoting research culture, strengthening industry–institute interaction, encouraging entrepreneurship, and creating responsible engineers to serve society.</p> <p>The Chairman of the institute leads the college with the support of the Principal, Registrar, and Heads of Academic Units. The governance framework is implemented through various statutory and non-statutory bodies such as the Board of Governors (BOG), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Grievance Redressal Cells, and other committees, ensuring effective, transparent, and smooth functioning of the institution.</p> <p>To achieve the vision and mission of the institute, several functional committees and cells are actively involved, including the Training and Placement Department, Examination Cell, Industry Institute Interaction Cell, Career Guidance Cell, Competitive Examination Cell, Grievance Redressal Cells, NSS Unit, Vigilance Committee, and Sports and Cultural Committee. These bodies contribute towards academic excellence, employability enhancement, ethical practices, social responsibility, and holistic development of students.</p> <p>Teachers actively participate in the decision-making process related to academic and administrative matters through their representation in various committees. Faculty members have significant roles in key bodies such as the Board of Governors (BOG), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), and Grievance Redressal Cells. This participative management approach ensures collective decision-making, accountability, and effective implementation of institutional policies.</p> <p>Thus, the governance system of MGI-COET reflects a participative and decentralized approach, ensuring that all academic and administrative activities are consistently aligned with the vision and mission of the institution and contribute towards continuous quality improvement.</p>
6.1.2	<p>The effective leadership is visible in various institutional practices such as decentralization and participative management. Response:</p> <p>MGI-College of Engineering and Technology (MGI-COET) follows a decentralized and participative management approach to ensure effective leadership and efficient governance. The institute administration encourages decentralization of authority by actively involving the Governing Body and College Development Committee (CDC) in policy formulation, planning, and decision-making.</p>

	<p>Roles and responsibilities are clearly defined at various levels. The Principal supervises the overall functioning of the institute and conducts regular meetings with Heads of Departments (HODs), section heads, and administrative staff to review academic progress, administrative issues, and institutional initiatives. Major decisions taken in these meetings are communicated to the management for approval and implementation.</p> <p>At the departmental level, HODs regulate day-to-day academic activities and conduct frequent meetings with faculty members to discuss academic planning, course delivery, assessment, student performance, and improvement measures. The resolutions of departmental meetings are reported to the Principal for further action. Faculty members actively participate in institutional decision-making through committees such as IQAC, Entrepreneur Development Cell, Training and Placement Cell, Institute Innovation Council, NSS Unit and Grievance Redressal Cells. This participative and decentralized approach ensures transparency, accountability, shared responsibility, and effective achievement of institutional goals.</p>
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Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
6.2.1	<p>The institutional Strategic/ perspective plan is effectively deployed</p> <p>Response:</p> <p>Perspective plan of the institute:</p> <p>The institute is committed to delivering high-quality education in rural underdeveloped areas that is comparable to that provided in affluent urban areas. The institute has a strategic plan to realize its goal</p> <ul style="list-style-type: none"> • Enhancing collaborative activities with industry and government organization. • Enhancement in the incubation center of institute is approved by MSME • Working towards enhancing the number of entrepreneurs. • Promoting Startup activities through IIC and ED Cell • Promoting faculty for research work through Research Promotion Cell • Induction of more Ph.D. faculties. • Enrichment of ICT based teaching-learning process • Obtaining grants for research projects from various Government funding agencies and patents. • Establishment of centers of excellence in various technology domains with industry support. • Collaborations with foreign universities. • Plan for extensions in the building, and renovations to meet the growth requirements. <p>To enhance collaborative activities with industry and government organizations, the institute has implemented several industry-oriented initiatives. The institute conducts on-campus skill development training programs in collaboration with industry partners such as RS Softtech and Graphon to strengthen students' practical knowledge and technical competencies.</p> <p>Additionally, the college has established internship collaborations with EduSkills Foundation in accordance with the guidelines of the All India Council for Technical</p>

	<p>Education, ensuring that students gain hands-on industry experience during their course of study.</p> <p>The institute also organizes industrial visits and industry tours to provide students with exposure to real industrial practices, technologies, and professional work environments. These visits help bridge the gap between theoretical learning and practical application while promoting interaction with industry professionals.</p> <p>These initiatives collectively demonstrate the effective implementation of the strategic plan by strengthening collaboration with industry.</p>
6.2.2	<p>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</p> <p>Response:</p> <p style="text-align: center;"><i>Organogram of the Institution</i></p> <p>The institution follows a well-defined organizational structure and adheres to the norms and regulations laid down by the UGC, AICTE, Government of Maharashtra, and Sant Gadge Baba Amravati University (SGBAU) in matters related to appointments, promotions, academic administration, and financial management. At the apex level, the Board of Governors (BOG) is responsible for governance, policy formulation, and strategic planning of the institute. The Principal is entrusted with the execution of all academic and administrative policies and oversees the overall functioning of the institution.</p> <p>The College Development Committee (CDC), constituted as per the Maharashtra University Act, 2016, and the Internal Quality Assurance Cell (IQAC) play a crucial role in planning, monitoring, and improving academic and administrative practices. Academic activities and the implementation of effective teaching–learning processes are carried out at the departmental level under the supervision of the respective Heads of Departments (HODs). HODs conduct regular departmental meetings, and the Principal holds periodic meetings with all HODs to ensure smooth functioning.</p> <p>Various functional committees and cells operate under the Principal, including the Examination Cell, Internal Grievance Redressal Committee, Internal Complaint Committee (ICC), Research Promotion Cell, Training and Placement Cell, Anti-Ragging Committee, and Student Council. The Registrar, assisted by the Office Superintendent and Accountant, manages office administration and financial operations.</p> <p>The institution strictly follows the norms laid down by the UGC, AICTE, Government of Maharashtra and the University related to appointments, promotions, other academic matters as well as administrative and financial matters.</p>
6.2.3.	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Response: All of the above</p>

Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
6.3.1	<p>The institution has effective welfare measures for teaching and non- teaching staff</p> <p>Response: The institution offers a number of welfare measures for staff in an effort to improve employee well-being.</p> <ul style="list-style-type: none"> • Free accommodation facility is provided for needy staff in the hostel. • Financial assistance is provided to faculty to participate in training programs, workshops, conferences and publication of books. • All the staff members are covered under medical insurance. • Various leaves such as maternity leave, marriage leave and medical leave are provided as per rules. • Salary advance is given for needy staff members. • On subsidized rates medical treatment is given in Mauli hospital managed by the institute's trust to the staff and their family. • Special programs on health and fitness, yoga and meditation are arranged for staff. • Staff is felicitated for their achievements and good performance. • Fees concession to Faculty who enrolled for Ph.D. • Institute gives consultancy share to faculty members for the consultancy work of industries. • Fees concession to faculty for national and international tour.
6.3.2	<p>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <p>Response: 05</p>
6.3.3	<p>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</p> <p>Response: 01</p>
6.3.4	<p>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</p> <p>Response: 42</p>
6.3.5	<p>Institutions Performance Appraisal System for teaching and non- teaching staff</p> <p>Response: The institute recognizes that the achievement of its vision and mission largely depends on the commitment and performance of its human resources. Therefore, the management considers faculty and staff as vital assets and conducts annual performance appraisal for both teaching and non-teaching staff.</p>

	<p>For teaching staff, the institute has implemented a Performance Appraisal System and 360-degree feedback mechanism in accordance with UGC guidelines. The appraisal form consists of two parts.</p> <ul style="list-style-type: none"> • Part A includes general information, teaching process, students’ feedback, institutional activities, and contribution to society. • Part B focuses on general attributes and includes parameters related to behavioural aspects and the attitude of faculty towards authorities, colleagues, and subordinates. <p>At the end of each academic year, teaching staff members submit their self-appraisal reports along with supporting documents to the respective Head of the Department (HOD). The HOD verifies and evaluates the reports and forwards them, along with a consolidated summary, to the Principal for final approval.</p> <p>For non-teaching staff, a Performance-Based Appraisal System is followed. The respective HOD evaluates performance, after which the Registrar and Principal review and approve the appraisal. This systematic appraisal process ensures transparency, accountability, and continuous improvement.</p>
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Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	
6.4.1	<p>Institution conducts internal and external financial audits regularly</p> <p>Response:</p> <p>The institution conducts regular internal and external financial audits to ensure financial transparency, accountability, and compliance with statutory requirements.</p> <p>External Audit:</p> <p>The external audit of the institute is conducted annually by an external auditor, M/s. U. R. Baraliya & Co., Khamgaon, during the months of April–May. The external auditor scrutinizes the financial records of the institute and verifies vouchers, bills, bank balance statements, deposit receipts, and stock registers. After verification, the auditor suggests standard accounting procedures to be followed. The observations made during the audit are discussed with the Principal and Management, and necessary clarifications are obtained from the accountant. The accounts are regularly audited.</p> <p>Internal Audit:</p> <p>The internal audit of the institute is conducted annually by the Registrar and Accountants. All financial transactions, including bank balances and payments, are reviewed using Tally software and Eduplus ERP software. This audit ensures proper checks, adherence to financial procedures, and effective internal control mechanisms.</p>
6.4.2	<p>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)</p> <p>Response: Nil</p>

6.4.3	<p>Institutional strategies for mobilization of funds and the optimal utilization of resources</p> <p>Response:</p> <p>For the effective and efficient functioning of the institute, funds and resources are mobilized through student fees, resource utilization of the institute (online and offline external examinations), and consultancy services.</p> <p>The institution has a systematic policy to ensure optimal utilization of financial and physical resources. The Accounts Department prepares the annual budget at the beginning of each financial year. Budget requirements from all departments, the library, and various cells are submitted to the Principal. These requirements are scrutinized and discussed in meetings with Heads of Departments (HODs) and then forwarded to the management for approval.</p> <p>The management reviews the proposed budget and grants approval after necessary modifications. Whenever required, the institute makes provisions for additional funds to meet emergent academic and administrative needs. The sanctioned budget is utilized strictly for the planned activities.</p> <p>The Purchase Committee ensures that procurement is carried out as per established rules and procedures and also effective utilization of classrooms and laboratories, The IQAC and College Development Committee (CDC) periodically review resource utilization. The Accounts Section maintains proper records of income and expenditure, ensuring financial transparency and accountability.</p>
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Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	
6.5.1	<p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</p> <p>Response:</p> <p>The Internal Quality Assurance Cell (IQAC) has played a significant role in institutionalizing quality assurance strategies and processes in the institute. It continuously monitors academic and administrative activities to ensure quality enhancement and compliance with national educational guidelines such as those recommended by the National Assessment and Accreditation Council and the National Education Policy.</p> <p>The major initiatives undertaken by IQAC include:</p> <ul style="list-style-type: none"> • Organized a “Felicitation of Teachers & Students” program to recognize academic excellence and motivate stakeholders. • Developed and implemented Continuous Internal Assessment (CIE) formats for theory courses in accordance with the National Education Policy 2020 guidelines. • Prepared and implemented an Internal Assessment Policy aligned with the provisions of the National Education Policy 2020. • Introduced reforms in unit tests to align the evaluation process with NEP-based continuous assessment practices. • Facilitated the establishment of Acharya Chanakya Kaushal Vikas Kendra (ACKVK) to promote skill development and employability among students.

	<ul style="list-style-type: none"> • Organized a Teachers’ Induction Program on “Effective Teaching & Classroom Management” on 13 September 2024 to enhance teaching competencies. • Conducted a Workshop on “National Education Policy 2024” on 14 August 2024 to create awareness about NEP implementation. • Reviewed Course Outcome (CO) attainment and departmental attainments during IQAC meetings for continuous academic improvement. • Collected and analyzed result analysis and attainment reports from all departments to identify gaps and recommend corrective measures. • Conducted curriculum feedback sessions for all stakeholders (students, faculty, alumni, and employers) and analyzed the feedback for academic improvements. • Reviewed the Continuous Internal Evaluation (CIE) of both theory and practical courses to ensure transparency and effectiveness in assessment. • Conducted Academic and Administrative Audit (AAA) to monitor institutional performance and quality standards. <p>Through these initiatives, the IQAC has strengthened quality assurance mechanisms and ensured continuous improvement in teaching, learning, evaluation, and institutional governance</p>
6.5.2	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</p> <p>Response:</p> <p>The Internal Quality Assurance Cell (IQAC) facilitates the implementation, monitoring, and review of the teaching-learning and assessment processes of the institution. Periodic academic review meetings are conducted throughout the academic year. The IQAC, reviews academic and administrative activities through these meetings.</p> <p>The IQAC collects and reviews information related to academic activities such as completion of the syllabus, unit tests, assignments, seminars, group discussions, quizzes, educational tours, and other co-curricular activities through academic evaluation of all departments. Key academic and quality-related issues are discussed in meetings. Department-wise academic attainment is reviewed in IQAC meetings. Stakeholder feedback is analysed and Action Taken Reports (ATR) are discussed to ensure continuous improvement. The annual report of the Training and Placement Department is also reviewed by IQAC.</p>
6.5.3	<p>Quality assurance initiatives of the institution include:</p> <p>Response:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF

Criterion 7 – Institutional Values and Best Practices

Key Indicator - 7.1 Institutional Values and Social Responsibilities

Metric No.	Gender Equity
7.1.1	<p>Measures initiated by the Institution for the promotion of gender equity during the year.</p> <p>Response:</p> <p>The institute provides a conducive and inclusive work environment for women, supported by a strong institutional framework that actively encourages gender equality and fairness in the workplace.</p> <p>Gender Audit</p> <p>The institution conducted a Gender Audit Survey for the Academic Year 2024–25 with the following objectives:</p> <ol style="list-style-type: none"> 1. To assess the gender representation within the institution. 2. To understand perceptions related to gender among students and staff on the campus. <p>The gender audit is carried out every year to promote gender balance by ensuring equal opportunities for all students and employees without discrimination. The audit findings are carefully reviewed, and necessary corrective actions are implemented based on the feedback received.</p> <p>Women Empowerment</p> <p>The institute has established a Women Empowerment Cell with the objective of motivating and guiding women to identify their strengths, build self-confidence, and achieve personal and professional growth in a competitive environment.</p> <p>Women Safety</p> <p>To ensure a safe and secure campus, especially for women students, the institute has adopted several safety measures. These include campus-wide CCTV surveillance, with 62 cameras installed at key locations, compulsory identity cards for students, and strict monitoring of visitors by security staff.</p> <p>Health and Hygiene Facilities for Women</p> <p>The institution has introduced various initiatives to support women’s health and hygiene, such as a separate common room for girls, separate washrooms for boys and girls to maintain privacy, installation of sanitary napkin vending and disposal machines in girls’ washrooms and the girls’ hostel, availability of an on-campus ambulance, and provision of free medical check-ups and healthcare services.</p> <p>Internal Complaints Committee</p> <p>The institution has constituted an Internal Complaints Committee (ICC) to address grievances from students as well as teaching and non-teaching staff. The</p>

	<p>committee ensures timely action on complaints, and the institute strictly follows a zero-tolerance policy toward any form of misconduct.</p> <p>Physical Facilities</p> <p>The institute offers well-equipped physical infrastructure and support facilities for female students and staff. These include a dedicated hostel for women students, supervision by a residential warden and two female faculty members for addressing hostel-related issues, and additional amenities such as mess facilities, internet access, study rooms, recreation areas, and uninterrupted power supply. Free transportation by bus is also provided to female faculty members.</p> <p>Support System</p> <p>The institution implements effective mentorship programs designed to support the academic, emotional, social, and cognitive development of students, ensuring their holistic growth.</p>
	<p>Environmental Consciousness and Sustainability</p>
<p>7.1.2</p>	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <p>Response:</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Use of LED bulbs/ power efficient equipment
<p>7.1.3</p>	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)</p> <p>Response:</p> <p>The institution has established appropriate infrastructure and systems for the effective management of various types of waste generated on the campus, including solid waste, liquid waste, and electronic waste.</p> <p>Cleaning of all buildings and surrounding areas is carried out daily. The collected waste is segregated, and biodegradable waste is converted into manure through composting practices. The primary objective of solid waste management is to reduce the adverse impact of waste on human health and the environment while supporting sustainable development, economic progress, and improved quality of life.</p> <p>Solid Waste Management:</p> <ul style="list-style-type: none"> • Dustbins are installed at designated locations across the campus. • Vermicomposting and compost culture pits are developed for the treatment of biodegradable waste. • Non-biodegradable waste such as plastic is managed at the institutional level by adopting the E-brick concept. • The use of plastic bags is strictly prohibited within the campus. <p>Liquid Waste Management:</p> <ul style="list-style-type: none"> • Waste generated from machining activities and used coolants is systematically collected and disposed of through appropriate methods.

	<ul style="list-style-type: none"> Wastewater generated by the institution is treated using soak pit systems and reused for gardening purposes. Wastewater from the RO plant is reused for toilet flushing, ensuring optimal utilization of water resources. <p>E-Waste Management:</p> <ul style="list-style-type: none"> Electronic waste including CDs, batteries, fluorescent lamps, PCBs, and other electronic items is collected from all departments and safely stored in a designated storeroom. The institution has signed a Memorandum of Understanding (MoU) with the Municipal Corporation for the systematic disposal of e-waste. As per the agreement, the institution is responsible for the collection of e-waste, while the Municipal Corporation undertakes its recycling and environmentally safe disposal.
7.1.4	<p>Water conservation facilities available in the Institution:</p> <p>Response:</p> <ol style="list-style-type: none"> Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus
7.1.5	<p>Green campus initiatives include</p> <p>Response:</p> <ol style="list-style-type: none"> Restricted entry of automobiles Use of Bicycles/ Battery powered vehicles Pedestrian Friendly pathways Ban on use of Plastic landscaping with trees and plants
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>Response:</p> <ol style="list-style-type: none"> Green audit Energy audit Environment audit Beyond the campus environmental promotional activities
7.1.7	<p>The Institution has Divyangjan-friendly, barrier free environment</p> <p>Response:</p> <ol style="list-style-type: none"> Built environment with ramps/lifts for easy access to classrooms. <i>Divyangjan</i> -friendly washrooms. Signage including tactile path, lights, display boards and signposts. Assistive technology and facilities for persons with <i>Divyangjan</i> accessible. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading.

	Inclusion and Situatedness
7.1.8	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.</p> <p>Response: The college maintains a structured approach that emphasizes creating a harmonious atmosphere to generate respect and tolerance among the students and employees coming from different cultural, regional, linguistic, religious, and socioeconomic backgrounds. Different programs are used to introduce ethical and cultural values such as Fresher’s Party, Cultural Day, Orientation & Farewell Programs, rallies, plantation activities, Youth Day, Women’s Day, and Yoga Day.</p> <p>Talks and programs organized by experts and NSS events help in creating awareness regarding national values, social harmony, and constitutional rights and duties, while the Electoral Literacy Club encourages the students to take part in the political process. The college also ensures that the differently abled and marginalized members of the college have access to the institution through proper cells and facilities.</p> <p>Through the Choice-Based Credit System and NEP, courses such as Universal Human Values and Ethics instil and promote ethical behaviour, integrity, and social responsibility, as well as values such as sustainability and diversity. All these efforts aim to foster a value-driven campus environment that promotes overall development and responsible citizenship.</p>
	Human Values and Professional Ethics
7.1.9	<p>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</p> <p>Response: India is a plural society with diverse culture, society, language, and ethnicity; yet it has one Constitution, that of India, and it declares equal rights for all citizens. The institution is committed to making its students and staff conscious about their responsibilities towards their Constitution.</p> <p>The college fosters a supportive learning environment that is inclusive, safe, and promotes participation in activities focusing on ethical behavior, cultural awareness, civic sense, and well-being. Interaction with experts through talks, as well as meetings with honored personalities, help to instill these qualities in them.</p> <p>Students take an active role in social and environmental programs like cleanliness drives, plastic bans, and Swachh Bharat campaigns. This instills a sense of responsibility in them. Norms and codes of conduct ensure disciplined behavior and ethical practices on the part of the students and the staff.</p> <p>With these, the institution is able to make sure that all stakeholders are knowledgeable about their rights and responsibilities as enshrined in the Constitution, instill them with values, as well as become responsible members of society.</p>

7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>Response:</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff.
7.1.11	<p>Institution celebrates / organizes national and international commemorative days, events and festivals</p> <p>Response:</p> <p>The institute ardently marks the national and international events and festivals to imbue nationalism, patriotism, unity, and a sense of belongingness within the students and the members of the institute. These events help to promote reverence for the commendable heritage of culture, the values of the nation, and the great leaders of the nation.</p> <p>Important days include Republic Day (26th January), Independence Day (15th August), Constitution Day (26th November), and International Yoga Day, celebrating which activities like hoisting the flag, marches, sessions, awareness sessions, and participation activities are organized. These days create awareness among the students about freedom struggle, democracy, and duties as per the constitution.</p> <p>Faculty members, administrators, and students are actively participating in these programs in an effort to promote the values of unity, peace, love, and harmony on campus. In such celebrations, the institution not only fosters patriotism but also enhances cultural awareness and responsibility.</p>

Key Indicator - 7.2 Best Practices

Metric No.	
7.2.1	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</p> <p>Response:</p> <p>1. Title of the Practice: Students Mentoring Program</p> <p>Objectives</p> <p>The Student Mentoring Program is designed to:</p> <ul style="list-style-type: none"> • Strengthen interaction and communication between teachers and students • Enhance academic performance and improve attendance • Minimize student dropouts • Provide academic, personal, and career support to both slow and fast learners <p>Through this initiative, faculty members mentor undergraduate and postgraduate students to support their overall academic growth and personal development.</p> <p>Context</p> <p>The institution is situated in a rural region and caters largely to students who are first-generation learners from economically weaker sections. Many first-year and second-year students are hesitant to express themselves and face academic as well</p>

as personal adjustment issues. To address these concerns, a structured mentoring system was implemented.

Practice

Each faculty member is allotted a group of 15–20 students for continuous mentoring during the course duration. Mentors maintain individual student profiles, monitor academic progress, and offer guidance related to academics, career planning, and personal matters. Regular group and one-on-one mentoring sessions are conducted to resolve academic difficulties and personal concerns. The Head of the Department and the Academic Monitoring Committee supervise and review the effectiveness of the mentoring process.

Evidence of Success

- Noticeable improvement in students academic results and attendance
- Increased participation in co-curricular and extracurricular activities
- A safe campus environment with no incidents of ragging
- Better placement performance and career preparedness among students

Challenges

Managing mentoring responsibilities along with regular teaching duties was initially challenging. To overcome this issue, specific mentoring hours were included in the academic timetable.

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

Objectives

The international tour initiative aims to:

- Encourage students to achieve excellence in academics and extracurricular activities
- Develop global exposure and intercultural understanding
- Inspire students to pursue higher education and career opportunities abroad

Context

In the present global scenario, international exposure plays a vital role in enhancing student's professional skills and outlook. However, student participation in extracurricular activities was found to be limited. To motivate students and promote holistic development, the college introduced an international tour as an incentive for outstanding performance.

Practice

Since 2017, the institution has organized and sponsored international educational tours to countries such as Singapore, Malaysia, and Dubai. Students are selected based on their academic performance (CGPA up to the fifth semester) and active involvement in co-curricular and extracurricular activities. The eligibility criteria and selection guidelines are clearly displayed on the college notice boards to ensure transparency.

Evidence of Success

- Students gain meaningful international exposure and experiential learning
- Improved student profiles and resumes, contributing to better placement prospects
- Enhanced student participation in extracurricular activities

	<ul style="list-style-type: none"> • Increased interest among students in pursuing higher studies abroad <p>Challenges</p> <p>The process of securing permissions and student visas is time-consuming and sometimes disrupts the academic schedule. Additionally, as the institution is self-financed, financial constraints limit the number of students who can be sponsored for the tour.</p>
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Key Indicator - 7.3 Institutional Distinctiveness

Metric No.	
7.3.1	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust.</p> <p>Response:</p> <p>The institute envisions becoming a leading center for technical education and research by nurturing socially responsible professionals who meet global standards. With a strong emphasis on skill enhancement, especially for students from rural and economically weaker sections, the institute seeks to bridge gaps in communication, leadership, and essential life skills that are often more developed among urban students. To fulfill this vision, the institute implements various initiatives aimed at strengthening these competencies and encouraging social responsibility, as outlined below.</p> <ol style="list-style-type: none"> 1. Communication Skills: A compulsory course for first-year students designed to enhance communication abilities through activities such as group discussions, role plays, mock interviews, and interactive exercises. 2. Personality Development: Soft skills and personality development programs conducted by experienced external experts to improve confidence, overall personality, and employability, thereby supporting better placement outcomes. 3. Mentoring: Faculty members are assigned to mentor small groups of students, regularly monitoring their academic performance and offering personal and academic guidance to help them overcome difficulties and achieve holistic development. 4. Community Engagement: Through the NSS unit, the institute undertakes several social outreach activities including tree plantation drives, blood donation camps, and educational support for rural children, fostering a sense of civic duty and social awareness among students. 5. Inclusive Learning: The institute carries out surveys to understand the diverse backgrounds of its student community and designs inclusive initiatives that promote empathy, gender equity, and social harmony, ensuring a safe, supportive, and grievance-free campus environment without any form of ragging

Future Plans of action for next academic year (200 words)

- To undertake various community services and extension activities.
- To increase the industry-institute interaction.
- To conduct the IQAC meetings at regular intervals and carry out a periodic review of the teaching-learning process on the campus.
- To take feedback from all the stakeholders and analyze the feedback.
- To conduct an academic and administrative audit of the institute.
- To increase the student participation in internships.
- To conduct the workshop for staff. To organize programs for students to showcase their skills.

Dr. J. K. Kokate
IQAC Coordinator

Dr. C. M. Jadhao
Chairperson, IQAC