



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NUTAN MAHARASHTRA INSTITUTE OF ENGINEERING AND TECHNOLOGY

**NUTAN MAHARASHTRA INSTITUTE OF ENGINEERING AND TECHNOLOGY,
SAMARTH VIDYA SANKUL, VISHNUPURI, TALEGAON-DABHDE, PUNE-410507
410507**

www.nmiet.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nutan Maharashtra Vidya Prasarak Mandal (NMVPM) was established in the year 1906. The Great Freedom Fighter Lokmanya Bal Gangadhar Tilak was the Founder and President of the Governing Body for almost 12 years. National Education Promotor Guruvarya Annasaheb Vijapurkar was the Founder and Secretary of the Governing Body for almost 23 years. The Institute was established in the year 2008. The institute envisions being a dynamic-leading institute of practice engineering and industrial research in the learning system that promotes learners towards the development of self-esteem, self-learning, creativity & innovation leading to the development of successful professionals and members of society. The institute is recognised by the All India Council for Technical Education (AICTE) in New Delhi and the Maharashtra Government's Directorate of Technical Education (DTE) and affiliated to the Savitribai Phule Pune University (SPPU), Pune. There are four undergraduate courses offered by the institute. Computer Engineering, Information Technology Engineering, Mechanical Engineering, Electronics and Telecommunication Engineering are some of the undergraduate courses available. Furthermore, the Nutan Maharashtra Institute of Engineering and Technology began offering Bachelor of Vocational Courses.

Vision

To be a notable institution for providing quality technical education and ensuring ethical, moral and holistic development of students.

Mission

To nurture engineering graduates with state of the art competence, professionalism and problem solving skills to serve needs of industry as well as society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Proactive management providing excellent leadership, motivation and support for the expansion and development of the institution.
2. 75% programmes of the institute are accredited by the NBA.
3. Green pollution-free campus with infrastructure facilities in the heart of the Talegaon Industrial area.
4. Decentralized delegation of powers to various in-charge officers, Heads and the Principal for efficient administration.
5. Committed Alumni relationships and strong community networks.
6. The institute has a very good blend of young energetic and qualified experienced faculty
7. Library resources with a wide range of reference books, textbooks, journals, magazines, online resources and digital library.
8. Wi-Fi enabled and Campus-wide networking including the hostels.

9. Good placements in IT and Core companies
10. Conducive environment for "startup" and project-based learning in the thrust area.
11. Innovative teaching and learning methodology and pedagogical initiatives.
12. Good academic results in university-level examinations.
13. Students and faculty are encouraged to do research work like, papers, copyrights, patents etc.

Institutional Weakness

1. Institute Located in Rural area i.e. away from city.
2. Most of the students belong to rural backgrounds.
3. Many students are from socio-economically backward communities.
4. Dearth of funded projects from various funding agencies.
5. Need to start PG Programs.
6. Moderate placement packages from core industry.
7. Less number of students opt for Higher education immediately after graduation.

Institutional Opportunity

1. Establishment of a technology incubation center.
2. The Institute has the potential to establish a Center of Excellence in collaboration with industries.
3. Encouraging faculty to publish more in high-impact indexed journals.
4. To work on getting funding projects from AICTE, UGC, RCI, DRDL, DST etc.
5. Opening of time-specific and need-specific new programmes.
6. Use of E-learning resources like MOOC, NPTEL notes, open-access material available on the internet.
7. Networking with National R &D Labs. and reputed institutes
8. To introduce job-oriented and skill development, self-employed certificate courses and other emerging technologies.

Institutional Challenge

1. Keeping pace with rapid changes in technology.
2. To get meritorious students from the region.
3. To generate revenue through consultancy.
4. To shift student mindset from an exam-oriented approach to a learning/skill enhancement approach.
5. To prepare students for higher studies through GATE and other competitive examination
6. New private universities and online education institutes give more flexibility for and credit-based course access.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute implements the curriculum designed and developed by Savitribai Phule Pune University, Pune. In the process of designing and developing the curriculum of the affiliated University, our faculty members are

contributing at different levels such as syllabus setters, subject chairman and members. The effective implementation of the curriculum is carried out as per the guidelines of BOS. By considering the Institute's Vision, Mission, POs and PSOs of various programs, the academic activities are planned and conducted. Detailed planning for the course delivery is done by the faculty members through identifying effective pedagogy and content beyond the syllabus to fill the gaps based on predefined POs and Cos., guest lectures on the latest technologies. IQAC regularly monitors the effective delivery of the curriculum and corrective measures are initiated to minimize the deviations. The internal audits are conducted at the end of the semester to serve the purpose of academic monitoring.

All the students are involved in the project work while 83.92% of the students are involved in field work and internships. Various value-added courses, entrepreneurship development programs, soft skill development programs, alumni interaction sessions, various club activities and Industrial visits are conducted to ensure the overall development of the students and enhance employability skills. During the last five year's journey of academic excellence, 100 value-added courses, having more than 30 contact hours, are conducted in association with various external agencies. The average percentage of students enrolled for value-added / certificate courses in the last five years is 66.17%.

The feedback is collected from various stakeholders such as students, faculty, alumni, industry and parents. The suggestions are communicated to the board of studies for consideration at the time of syllabus revision. The institution has implemented a feedback system for the enhancement of the teaching-learning process and support facilities.

Teaching-learning and Evaluation

At the Institute, an interactive teaching-learning process has been a constant motivation that leads to academic enrichment. The institute is committed to imparting excellence-driven engineering education through robust teaching-learning processes to ensure the development of the students.

The institute enrolls students as per the approved sanctioned strength and reservation policies of the Government of India pertaining to SC/ST/OBC/EWS and PwD applicants. 80% of the students are admitted through a government-administered process while a maximum of 20% of seats can be filled at the institute level through the transparent process.

The teachers experiment and employ varied inclusive approaches to cater to diverse learners. The institute has a sufficient number of well-qualified, experienced and competent faculty (student-to-teacher ratio of 19:81 where 25% number of faculty have Ph.D. qualifications). The institute has a strong ICT infrastructure and teachers participate in basic and advanced ICT training programs. The teachers augment the conventional teaching method with ICT-based techniques. They are also integrated with innovative pedagogies like flipped classrooms and blended learning. Internships, within and outside the institute, are encouraged as a part of student-centric methods of curriculum delivery.

The internal assessment process is carried out transparently and efficiently. Examination-related grievances are addressed as per the process laid down by the Institute and University in a time-bound, efficient and transparent manner. The institute follows an "Outcome Education" philosophy for the measurement of levels of attainment of Program Outcomes and Course Outcomes. The internal assessment process is carried out transparently and efficiently. Examination-related grievances are addressed as per the process laid down by the Institute and University in a time-bound, efficient and transparent manner. The institute has a high percentage of full-time

teachers out of the total sanctioned posts. The faculty is young and dedicated, full of potential to achieve higher academic growth. The academic faculty are well qualified with commendable teaching and research experience. The students provide feedback every semester for curricular aspects and infrastructural facilities.

Research, Innovations and Extension

Research and Innovation is one of the pillars of the 6-pillar philosophy of the institute. The environment and culture of the institute are suitable for encouraging research, innovation, and extension activities. The institute offers well-maintained facilities, resources, and infrastructure that are available for research and innovation continuously. The institute has registered and actively participated in 'National Innovation and Start-up Policy (NISP)', Atal Ranking of Institutions on Innovation Achievements (ARIIA) and participates in all AICTE, International/National level activities.

The institute has filed 221 copyrights in a single day, which are registered for "World Records of India." Collectively, faculties and students have submitted more than 250 copyrights and 23 patents. The faculty has authored 17 books and book chapters, in addition to 153 research articles published in reputable publications such as SCI/Scopus/UGC Care/Google Scholar. The institute organized an international conference on various tracks (ICAETBM-2024, ICAETBM-2022, and ICAET-2020), which aims to provide an excellent international platform for academicians, researchers, engineers, industrial participants, and budding students from all over the world to share their research findings with global experts. The institute has organized a total of 58 seminars/conferences/workshops to upgrade knowledge and skills. The gap between industry and academia is bridged through 34 functional MoUs/Industry Collaborations for sponsored projects, internships, industrial visits, training etc.

Students are encouraged to undertake industry-sponsored projects to address industrial technical problems. The institute motivates and supports students for in-house projects and project-based learning activities. The institute supports faculties to attend conferences, STTP, seminars, and workshops.

The institute endeavors to develop emotional and psychological skills and to inculcate ethical values and national pride among students and faculties. The NSS unit conducts several activities wherein students and staff voluntarily participate in social activities like "Swacha Wari Swasth-Wari Nirmal-Wari Harit-Wari", blood donation camps, tree plantations, Global Hand Washing Day, Fit India campaign, River Cleaning Campaign organized by SPPU, Pune, Sangli-Kolhapur Flood Relief Collection Drive, etc.

Infrastructure and Learning Resources

Establishing contemporary facilities for students, faculties, staff, and other stakeholders is one of the Missions of the institute.

The institute has the essential infrastructure to fulfill the norms laid by the AICTE, NBA, NAAC, NIRF, DTE, SPPU and several additional facilities for effective Teaching-Learning (TL) processes and research and development activities.

The institute campus area is 10 acres, on which building construction is at sufficient space. The various departments in engineering streams are in separate blocks. The Seminar Halls, Laboratories, and Classrooms have Internet facilities and computing systems. The Institute has a spacious playground for various sports

activities. Through the National Service Scheme (NSS) institute has encouraged students and developed an environment providing importance to Support and Extra-Curricular activities. The institute is well maintained technologically enabled and has physical infrastructure that supports efficiently operating existing academic programs and administration.

The institute's management believes in the all-round development of students. There is a lot of encouragement for the students to participate in sports and cultural activities simultaneously and thus they are awarded and rewarded accordingly. The institute has a spacious and well-equipped Sports room, where Students can play Indoor games like table tennis, chess, caroms etc., & outdoor games such as shuttle badminton, volleyball, throw ball, cricket, football, kabaddi, khokho, etc.,

The Institute has a Yoga Center (158 sqm), where regular workshops, seminars and training programs are organized on Yoga Asanas, Surya-Namaskar, Pranayama and Meditation.

The Central Library of the institute is a source of information and a gateway to Knowledge. Over the years, the library has grown in its Physical space and its digital space turning itself into a knowledge hub. The library plays a leadership role in today's distributed information environment, creation, organization, dissemination and preservation of facts in building affiliations with students and faculty members.

The Library is well-equipped and managed by experienced staff. Now 14640 Books and 3680 Titles as well as 2800 Ebooks including McGraw- Hill, Springer, S. Chand, Pearson publication, 30 hard copy journals. It has a very good collection of Text, References, Handbooks, Novels, Fictions Biographies and Competitive exam preparation books such as GATE, GRE, CAT, UPSC, MPSC, SSC-CHSL, TNPSC, BANK, RAILWAY etc. In addition to that, the library subscribed to DELNET, and J-GATE in engineering and technology. Various Technical and non-technical CDs are also available. It has a computerized data access system. The Library is spread over a 406 sq m area with 150 student reading capacity, Reference and New Arrivals sections. The library subscribes nine daily newspapers (English, Hindi & Marathi) for the users

It is the policy of the institute to keep its faculty and students updated on recent development in ICT. The campus is Wi-Fi enabled with 500 Mbps bandwidth, has 564 desktops and Fortinet 200F Firewall for network security. Updating and maintenance of all systems are carried out regularly. Open source and license software like Matlab, Autocad, etc are available for students. With the changing teaching-learning/administration needs and evolving technology

Student Support and Progression

The institute provides all necessary and efficient support systems for the holistic development of students. In the last five years, more than 60.00% of students from different categories and sections have availed the benefits of scholarships under various schemes of government and non-government schemes.

The institute has skills enhancement and capacity-building initiatives like core, soft, communication, life and ICT. The Institute has dedicated Training and Placement Cells and Innovations Cells. Students gain guidance and opportunities for placements, entrepreneurship and higher studies. The institute regularly arranges sessions for German and Japanese Languages to promote training and certification of foreign languages. Guidance for competitive exams and career counseling sessions for students offered by the Institute.

In the last five years, more than 61% of students got placement offers from reputed companies from pan India

along with progression to higher study in India and abroad. For better opportunities after graduation, well-structured pre-placement training programs like soft skills training, Group discussion sessions, technical sessions and company-specific tests are planned year-wise from the First year to the final year.

Students actively participate in sports and cultural activities organised at Institute. They also represent the institute at different university / national / state-level events organized at other institutes and grabbing awards and medals every year.

The institute has a well-organised mechanism for student grievance redressal through Various committee like Anti-Ragging Cell, Women Grievance Cell and Student Grievance Cell.

The Institute organizes alumni meetings every year namely “Runanubandh”. Alumni contribute to delivering expert talks, formulation and evaluation of projects and seminars and help in organizing industrial visits, value-added courses, and placement. A special Alma-connect portal is designed for alumni registration.

Governance, Leadership and Management

The institutional governance and leadership at the institute are in accordance with the vision and mission of the Institute. It is also visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization and participative management through various committees and achieved the short term and long-term Institutional Perspective Plan defined by the institute.

All the Institutional strategies are very well defined as per the norms. In addition, the institutional perspective plan is effectively deployed and functionalised. The functioning of the institutional bodies like the Governing Body, College Development Committee, IQAC etc. are effective and efficient as visible from various policies, administrative setup, appointments, service rules, and procedures, etc. The institute has implemented e-Governance for the smooth conduction of academic, administrative, examination etc. operations with transparency and ease of all the stakeholders.

The Institute has executed various faculty empowerment strategies. It provides various effective welfare schemes for the benefit of teaching and non-teaching staff like EPF, Gratuity, Campus Clinic, financial support for attending STTPs / Workshops/Trainings, Salary Advances, Encouragement for Higher Studies etc.

The Institutions have a Performance appraisal system for all teaching and non-teaching staff. This makes them get involved continuously in self-as well as career development and institutional improvement.

The institution has strategies for mobilization and optimal utilization of resources and funds from various sources. The funds have allocated for planned and unplanned activities, infrastructural and lab equipment to fulfil the requirements. Principal and accounts exercise budgetary controls. It is ensured that the staff salary, upgradation and maintenance, infrastructure build up and academic activities are upheld and improved for the benefit of all the stakeholders. External auditor carries out external Audit of the institute regularly.

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes in all areas documentation Audit, Academic Audit (external), Environmental Audit, Classroom Audit etc. IQAC also focused on Quality Assurance Initiatives by filling AQARs every year.

IQAC reviews the teaching-learning process, structures & methodologies of operations and learning outcomes

at periodic intervals and records the incremental improvement in various activities that also results in achieving better accreditation grades.

Institutional Values and Best Practices

The promotion of quality standards of the higher education system of AICTE is the prime goal of the institute. The institute has accorded high priority to education and academics and extended all kinds of support to transform it to match the expectations of the industry and business across the globe. The key drivers of the academics of the institute are expansion, accessibility, equity, inclusion, and employability. In this criteria through Institutional Values and Best Practices.

The institute is responding to the changing national and global contexts and also how it is a part of the larger education system in the country. We at the institute always organize gender equity programs, and programs related to professional and social ethics and conduct environmental-related activities to promote gender equality and awareness about global warming and environmental concerns.

The institute is always responsive to emerging challenges and pressing such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics issues from time to time. Being socially responsible and proactive in the development of the society we organized various activities like cleaning drives, tree plantation, river cleaning and plastic-free campaigns, rainwater harvesting, and digging for tree plantation. Such practices are adopted internally by the institution.

To understand and promote the importance of the environment to the stakeholders and society, the institute has facilities and initiatives for alternate sources of energy like solar systems, sensor-based equipment, LED lights, etc. Management of the various types of degradable and non-degradable waste is done by separating dry and wet waste, proper management of e-waste, and used papers by signing MoUs with different agencies. For water conservation institute initiated the rainwater harvesting concept.

For the Green campus, institute initiated the initiatives like a plastic-free campus, using a minimum number of papers by moving towards a paperless concept, restricting vehicles inside the campus, and so on. For physically handicapped people we have a disabled-friendly, barrier-free environment. To achieve this, the institute has ramps at various locations, lift, wheelchairs and facilities in washrooms.

The best practices like cooperation, collaboration, and co-creation for engagement, efficiency, and effectiveness through the industry institute interaction and competence enhancement programme and distinctive activities like intellectual excellence through research and innovation via our programs reflecting the quality impact in our academics, administration and organizational spheres. By propagating and practicing values and activities, we keep the institution unique and distinctive in the minds of the stakeholders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NUTAN MAHARASHTRA INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Nutan Maharashtra Institute of Engineering and Technology, Samarth Vidya Sankul, Vishnupuri, Talegaon-Dabhde,Pune-410507
City	Talegaon Dhabhade
State	Maharashtra
Pin	410507
Website	www.nmiet.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vilas V. Deotare	02114-231666	7588191750	-	principal@nmiet.edu.in
Professor	Nitin Dhawas	-	9420080661	-	nitin.dhawas@nmiet.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	14-06-2023	12	EOA
AICTE	View Document	14-06-2023	12	EOA
AICTE	View Document	14-06-2023	12	EOA
AICTE	View Document	14-06-2023	12	EOA

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nutan Maharashtra Institute of Engineering and Technology, Samarth Vidya Sankul, Vishnupuri, Talegaon-Dabhde,Pune-410507	Semi-urban	10	10113.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Engineering,	48	Class XII and MHTCET or JEE or Diploma	English	180	180
UG	BE,Electronics And Telecommunication,	48	Class XII and MHTCET or JEE or Diploma	English	60	44
UG	BE,Information Technology,	48	Class XII and MHTCET or JEE or Diploma	English	60	60
UG	BE,Mechanical Engineering,	48	Class XII and MHTCET or JEE or Diploma	English	60	42
UG	BVoc,Graphics And Multimedia,	36	HSC	English	60	50
UG	BVoc,Automotive Manufacturing Technology,	36	HSC	English	30	4
UG	BVoc,Refrigeration And Air Conditioning ,	36	HSC	English	30	0
UG	BVoc,Software Development ,	36	HSC	English	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				13				43			
Recruited	3	0	0	3	4	0	0	4	29	13	0	42
Yet to Recruit	4				9				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				21			
Recruited	0	0	0	0	2	0	0	2	0	20	0	20
Yet to Recruit	0				0				1			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						5
Recruited	3		0		0	3
Yet to Recruit						2
Sanctioned by the Management/Society or Other Authorized Bodies						21
Recruited	15		6		0	21
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	14	7	0	21
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	6	0	0	1	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	29	31	0	60
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		0		2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	214	10	0	0	224
	Female	100	2	0	0	102
	Others	0	0	0	0	0
Certificate / Awareness	Male	160	4	0	0	164
	Female	70	1	0	0	71
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	10	12	7
	Female	8	6	4	3
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	60	49	61	32
	Female	25	24	20	16
	Others	0	0	0	0
General	Male	99	75	68	58
	Female	48	38	37	29
	Others	0	0	0	0
Others	Male	22	29	46	34
	Female	5	8	17	16
	Others	0	0	0	0
Total		284	239	265	195

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institute's vision and mission are focused on encouraging the holistic development of students as well as educators. To accomplish the institution's vision, the mission statement explicitly addresses the demands of society by emphasizing the importance of ingraining a distinctive value system, a transparent work culture, first-rate academic and physical surroundings, and an atmosphere that fosters creativity and learning. First-year engineering curricula include the fundamental sciences of engineering, such as chemistry, physics, and mathematics. The institute adheres to the Savitribai Phule Pune University (SPPU) curriculum, which assigns the appropriate weight to humanities and social science courses to provide a comprehensive approach that meets STEM requirements. The university prescribes a credit-based curriculum, which the institute adheres to. Through NSS, the students participate in community development initiatives on a regular basis. Since the institute uses the curriculum of Savitribai Phule Pune University, however university is adopting a multidisciplinary flexible curriculum that allows for multiple entry and exit from next academy year. Courses such as Humanity and social science, business communication skills are conducted for the students. Interdisciplinary projects to solve social problems are developed by the students as part of project based learning and final year projects. Institute has various student clubs at Institute level such as ISHRAE, SAE, IEEE, ISTE, IETE, CSI, FPSI, Quad Bike, etc. Students of all departments including Mechanical Engineering, Electronics and Telecommunication Engineering, Information Technology, Computer Engineering are actively participating in the activities. Students learn interdisciplinary concepts and apply the knowledge to develop interdisciplinary projects, as part of student club activities. Students are participating in national and international level project competitions. The Institute also panning to use Bachelor of Vocation course to focus on skill-based practical training, industry exposure and practical approach in specific vocations aspects.</p>
2. Academic bank of credits (ABC):	<p>NMIET is affiliated to Savitribai Phule Pune University (SPPU) and has a credit-based system. Faculties are actively participating in the syllabus designing of their courses at the university level. For</p>

	<p>assessment of the courses, faculties define the assessment tools and design the assignments, tests, quizzes for assessment of the students. SPPU design and developed the new curriculum i.e. focused on NEP 2020 in the new upcoming syllabus structure i.e. course 2024 and the institute has registered to ABC</p>
<p>3. Skill development:</p>	<p>As a step towards competence-based learning that helps students to further improve their core skills, the institute offers a Student Training Program (STP) in the form of Aptitude and Fundamental Training, soft communication, Research Methodology, Technical talk, technical report writing during four years of Engineering program. To develop skill sets in line with industry requirements, industry specialists teach value-added programs and are organized for the second, third and fourth year students. These programs focus on the newest technical advancements and popular engineering topics. These value-added programs go beyond what is included in the SPPU syllabus and are customized according to the needs and interests of the students. The institute has made a Memorandum of Understanding (MOU) with different IT and core industries to get opportunities for students to enhance their skills through Mini projects, Major projects, internships, Industrial visits, research projects and sponsor projects with the collaboration of industries. The Institute offers environmental Studies I & II credit courses at first year engineering, to make the students familiar with environmental issues and their effect which includes conservation of biodiversity and sustainable development. Also, the institute has a project lab for each department so students can take advantage of equipment, software's, and other things for developing various skill during their four-year course. Institute provides strong mentorship to those who want to invent new products, services, and processes and to those who want to set up their own companies. These are assisted by Nutan Incubation Center (NIC) which is a sister center of trust.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute's curriculum is set up to teach in English, but to accommodate slow learners, faculty members provide separate lectures in both English and the language of the region. The institute runs an art circle club to encourage the students' skill development in article writing, photography, painting, literature in multiple languages. The best</p>

	<p>Marathi, English, and Hindi articles of art circle club are selected and published in annual college magazine “AKSHARBANDH”, this magazine inculcates novelty, creativity, and opportunity for progress in present-day and encourages the students to take up novel tasks in future. The students take participation in NSS and organize various events such as drive for tree plantations, blood donation, free dental and health checkup camps, and sports competition etc. The college organizes technical competitions, namely TECHFEASTA & cultural event namely VIHANGAM. It is a leading event of sport and culture organized every year. This event enhances creativeness between students like organizing, analyzing, acting, modeling, interpersonal, singing, playing instruments, dancing, and managerial skills etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Institute is associated with Savitribai Phule Pune University. The syllabus - curriculum is defined by the SPPU and institute follows it closely. The faculty members of different departments contribute and participate to the process of syllabus developing. These faculty members provide invaluable suggestions in the curriculum framing process. According to the standards and directives of statutory regulatory authorities, each course listed under a certain department's curriculum has Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). Teachers, students, and other stakeholders are informed about these POs and PSOs through the institute website, notice boards for students and faculty, notice boards for laboratories, posters in corridors and administrative areas, laboratory manuals, project workbooks, conference proceedings, FDP/STTP brochures, faculty course files, and other means. The faculty discusses the course objectives and outcomes with the students in every subject that they teach. Every department maps the course outcomes using POs and PEOs at the conclusion of the semester to improve the teaching-learning process for the subsequent semester. The institute organizes technical events and competitions in addition to existing curriculum such as Seminar, Mini Project, Project based learning, Internship, and Final Year Project to transform curriculum towards OBE.</p>
<p>6. Distance education/online education:</p>	<p>The Institute works on online platforms like</p>

Microsoft Teams, Google Classroom, Zoom, etc. for efficient classroom teaching. The e-learning study material in the form of Videos, PPT's, lecture notes, MCQ's etc. are shared through online platforms. Also, the institute provided a large scope for students to learn on their own as per their interests. This is in the form of online and offline, on campus and off campus. KNIMBUS remote access and Mlibrary mobile application platform has attracted students a lot for regular courses. Students can register online and learn at their own place. Dedicated digital library facility with 18 computers and access to various online journals, eBooks, NPTEL videos, National Digital library, e-learning resources, etc. Students are encouraged to self-learn through personal counselling and organizing various contests. The college provided a large scope for students to learn on their own as per their interests. This is in the form of online and offline, on campus and off campus. AICTE's NPTEL platform has attracted students a lot on par with regular courses. Students can register online and learn at their own pace. Online platforms such as Coursera, MOOCS, E-Yantra, NASSCOM, INFOSYS SPRINGBOARD are available to students. Subscribed E-resources J-GATE and E-books THM, Pearson, S. Scand, and Wiley publication are recommended in the SPPU syllabus.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Set up under NSS. The activities related to ELC are being organized by the NSS Club under Student Activity related to social awareness.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	As ELC activities are being carried out by NSS Club, the NSS Club faculty & Student co-coordinators are acting for the same.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	The institute along with NSS regularly coordinating the voter awareness campaigns to spread awareness about the voting to young minds to strengthen our democracy. Also, the institute conducted workshop with support of the election commission for guidance to students regarding voter registration and its importance.

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Yes, the Institute organizes awareness programs and voters' registration drives.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1387	1336	1294	1123	1036
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 109

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	61	60	61	61

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
708.83	654.03	81.26	360.83	358.41

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The institution uses organized committees and a well-thought-out, documented procedure to guarantee the delivery of the program.
- The Savitribai Phule Pune University creates and disseminates the curriculum and academic calendar.
- Every semester, the Principal arranges a meeting with the department heads to plan the academic calendar while taking institution activities into account.
- All departments prepare their academic calendar incorporating departmental level activities such as industrial visits, Guest lectures, Value addition courses, workshops, seminar, conferences, unit tests, preliminary examination etc. Every department implements this at the same time.
- The Head of Department (HOD) collects subject choice from faculty and allocates subject as per their choice.
- The distribution of subjects is organized well in advance to ensure effective academic execution.
- Timetables for classes, laboratories, and individual faculty members are created, maintained, and put on display with the HOD and Principal's prior consent.
- Before the commencement of the semester, lab manuals, theories, and practical teaching plans are prepared by the faculty of the respective subject by considering the academic calendar and timetable.
- Course File is prepared by respective subject teacher which contain following information:
- Academic calendar, individual time table, syllabus, teaching notes, CO-PO-PSO Mapping, assignment, tutorial questions, Notes/ PPT / handouts, class test and university question papers, MCQ's, e - contents for delivering online session etc.
- Each department has an academic monitor which regularly monitors theory and practical classes and reviews teaching learning process.
- HOD submits a report on the syllabus coverage and monthly attendance to the Principal and Dean of Academics at the end of each month.
- Extra classes are conducted for direct second year admitted students for timely syllabus completion and make up lectures of learning process for all the students on working Saturdays.
- Central library is having ample number of reference books, text books, e- books, e-journals to cope up with recent trends and demand of industry.
- Students and faculties are encouraged for SWAYAM, NPTEL courses for qualitative learning. Monthly class attendance and test marks are communicated to parents by Guardian Faculty Mentor(GFM).
- For the purpose of enhancing higher learning, FDPs are carried out for faculties at the college, also allows them to attend FDPs in other institutes.
- In order to achieve effective teaching and learning among students, hands on training and

workshops are conducted, active learning techniques like mentimeter, flipped classroom, think share pair are used.

- Students are encouraged for industrial visit, internship, hands on practice and sponsor industry project to gain experiential learning.
- Academic progress, grievances and stakeholder input are gathered and sent to the principal for curriculum delivery reinforcement and overall enhancement.
- Faculty members participate at various committees of the university such as syllabus setter, subject chairman, paper setter who identify in the shortcoming of the curriculum delivery and convey to the concern authorities.
- Corrective action is recommended and will be implemented in the following academic year based on the analysis of the results and the attainment of CO, PO, and PSO.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 06

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
---	-------------------------------

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 14.48

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
322	233	121	194	24

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

- The Institute is affiliated to Savitribai Phule Pune University, Pune (SPPU). The Curriculum Development and Design process is carried out by the affiliating university, based on the needs of the society.
- Curriculum is revised at regular time intervals. The institute/department/BoS collects consistent feedback from all stakeholders, like parents, students, professional bodies, faculty members and recruiters.
- The proposed suggestions are analyzed and the recommendations are communicated to the affiliating University through Dean (Faculty of Science and Technology), Chairman and/or member of Board of Studies.
- A present curriculum includes the topics such as environmental studies, safety, security, ethics, social awareness, humanity and social science, professional code of conduct.
- To supplement the cross cutting issues such as Gender, Climate Change, Environment, sustainability, Human Rights, Human values, special efforts are put on various platforms and activities as Grievances Redressal Cell, Women Grievances Redressal Cell, SC/ST Support Cell, Anti-ragging Cell exists in the institution. Induction programme is arranged as part of curriculum

on cross cutting issues.

- Active NSS Chapter and student association at each department regularly conduct various activities/programs like “World Yoga Day”, “Tree Plantation Program”, “Nirbhay Kanya Abhiyan”, “Meri Maati Mera Desh “and many more.
-
- Gender equality issues as part of the curriculum is covered in co-curricular activities. The girls and boys participate equally in various co-curricular and extra-curricular activities such as Project group, seminars, paper presentation, group discussion, technical quiz, debate, extempore, elocution etc. through departmental association activities.
- Guest lectures are arranged on human rights and health related issues.

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

1.3.2

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

Response: 73.4

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

Response: 1018

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
284	239	265	195	228

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
390	390	390	390	390

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 43.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	90	77	75	74

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	195	195	195	195

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 22.74

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The program has a well-defined structure for monitoring the teaching-learning process. Academic Planning and Monitoring Committee (AMC) is a centralized (Institute level) committee responsible for regulating and implementing different academic activities. It is meant for the smooth and uniform conduction of academics throughout the institute.

AMC works for the following:

Planning

- Teaching learning methodology
- Student assessment, evaluation and remedial methods
- Initiatives toward improvement in the teaching-learning process
- Standardization of academic process – NBA, NAAC, etc.

Monitoring and control

- Quality of content delivery
- Performance of students – Internal and University exams
- Performance of faculty – through student feedback and other factors
- Utilization of academic resources
- Overall student development activities
- To motivate staff and students towards achievement of excellence in the academic process.

1. Project-based learning (Collaborative Learning)

Project Based Learning (PBL) is an innovative practice used to implement Outcome-Based Education. Students are encouraged to carry out projects to apply their engineering knowledge. The PBL activity is described below

- A notice is circulated to students by the PBL coordinator to form their group.
- The topic is identified by the group in discussion with the guide and it is submitted to the PBL coordinator
- PBL coordinator approves the topic

- Laboratory and slots are allotted in the class timetable
- At the end of 1st semester, a poster presentation is conducted and at the end of the year, a project exhibition activity is conducted and evaluated by a team of experts.

2. Smart Classrooms

Smart boards make learning more dynamic since it facilitate a different form of presenting the information.

3. Chalk and Talk

Chalk and Talk is a formal method of teaching, in which the focal points are the blackboard and the teacher's voice.

4. E-learning

Encouraged by NPTEL.

5. Expert Lectures

Expert lectures are organized for various subjects in the Department for the students to gain technical content in various domains

6. Activity Based Learning:

Co-curricular and extracurricular activities are conducted to motivate the students and to improve problem-solving capabilities, leadership abilities in multi-disciplinary, cooperation in teamwork, consciousness in professional ethics and administering critical situations. These activities include webinar, Aptitude training, social welfare camp, group discussion

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	61	61	61	61

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.4.2

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

Response: 5.26

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	3	4	2

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism to deal with internal/external examination-related grievances is transparent, time-bound and efficient

Internal examination-related grievances-

Term-work marks are given by following a continuous evaluation process based on the performance of the students throughout the semester in assignments, internal Unit Tests, records in practical journals, and conduction of experiments.

In case of any discrepancies in the marks obtained in the internal examination (Unit tests and preliminary examination), students can approach the subject teacher for any grievances.

External examination-related grievances- Theory Examinations:

External (University) examination grievances are addressed by the examination section as per the process laid down by the SPPU. The institute follows a time-bound, efficient and transparent process for the examination-related grievances of the students. An exclusive display of detailed processes to be followed for grievance redress is provided in the examination section. In addition, the College Exam Officer (CEO) is appointed by the institute as per university guidelines for the smooth conduction of University exams and addressing exam-related grievances as per the University rules and regulations. A separate team of four senior faculty members is appointed as an 'internal squad' that takes care of students' difficulties like loss of hall tickets, locating the exam hall, identity card issues etc., and monitors the examination process. A documentary of the university theory examination process is also available on the inst website.

- Students grievances related to discrepancies in the marks obtained in the University exams is addressed through a two-step process prescribed by the University,
- Application for obtaining photocopy of assessed answer sheets Application for verification and revaluation.
- The Examination section displays notices for filling out photocopy form, verification and revaluation forms, details about the applicable fees and last date of submission.
- Upon the declaration of the University result online applications for the photocopy of the assessed answer sheets are made by the concerned student/examinee.
- A soft copy of the assessed answer sheet is sent by the University to the concerned student by E-

mail.

- Students then apply for the verification and revaluation process by filling out an online form on the University portal.
- Students submit verification and revaluation fees through challan to the university.
- After the process of verification and revaluation is completed by the University, the student section receives the revised mark lists from the university.
- Examination section then collects the old mark sheet from the student in case of change in marks and distributes revised mark lists to the student

Online Examinations-

During online examination if the student finds any discrepancies in the question, he/she has an option to mark that particular question as an invalid question. The committee of subject experts appointed by the University assesses the queries related to the invalid questions. If the claim is found to be correct a decision is taken by the committee to award appropriate marks to concerned students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program outcomes and course outcomes of all the programs and courses are stated and communicated to the students through the institute website and displayed at prominent places of the institute. The process of CO framing for all courses in all programs is discussed below:

1. For every course 6 intended learning outcomes are stated as Course Outcomes (COs). Unit-wise course contents from the course syllabus form the basis for framing CO statements.
2. CO statements address appropriate Bloom's Taxonomy (BT) levels by considering the proper abilities and skills to be acquired by the learners.

3. The COs are mapped with POs and PSOs having correlation levels of either 1- Slight (Low), 2- Moderate (Medium) and 3- Substantial (High).
4. The process of mapping CO's with PO's and PSO's gives CO-PO and CO-PSO matrices respectively.

Mechanism of Communication of Program Outcomes (POs):

Program Outcomes (POs) are communicated to the students, teachers, staff and other stakeholders through the following ways:

1. Displayed at strategic locations in the departments.
2. Published through the institute website- link.
3. Published regularly in departmental magazines.
4. Printed on laboratory manuals and attendance sheets.
5. Presented during various value-added courses, workshops, seminars and induction programs.
6. Conveyed during the teaching-learning process, tutor meetings and Student's monthly report.
7. Shared to students during the first lecture of the new semester.

Mechanism of Communication of Course Outcomes (COs):

Course Outcomes (COs) are communicated to the students through the following ways:

1. COs are published through the institute website name
2. COs are communicated and discussed with the students during the teaching-learning process at the beginning of the semester and also during the progress of the semester.
3. COs are made available for the ready reference of the students through Course Material, hand-outs, lab manuals

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

1. The institute follows Outcome Based Education (OBE) philosophy for the measurement of levels of attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs).
2. Program outcomes describe what students are expected to know and be able to do by the time of graduation.
3. Curriculum, teaching-learning processes and assessment methodologies are designed to align with POs and PSOs.
4. The COs for individual courses are framed by having an appropriate mapping with POs and PSOs. The process of mapping gives CO-PO and CO-PSO matrices.
5. For each course, the attainment level of all course outcomes is obtained based on the student's performance in the internal and external examinations.
6. This in turn helps in arriving at the PO/PSO assessment as each CO is mapped with certain POs/PSOs.
7. Besides this, the exit survey is taken from students for indirect assessment of the PO's. The alumni and employer surveys are also taken for indirect assessment of the POs.
8. Overall PO attainment is assessed based on direct assessment of CO's and indirect assessment of PO's.
9. The assessment methodologies and the process of measuring attainment levels is summarized below.

Direct Assessment Methodologies

Direct assessment methodology has two components viz- internal assessment (20% weightage) and external assessments (80 % weightage). Internal assessments are carried out for Class Tests and Prelim examinations, External assessments are carried out for in-semester, end-semester examinations, oral/practical examinations and term work evaluation of laboratory work.

Direct assessment Rubrics used for Course Outcomes (COs) are:

CO attainment is calculated with 80 % weightage to external assessments and 20 % weightage to internal assessments.

CO Attainment = 0.8* Attainment Level of External Assessment + 0.2* Attainment Level of Internal Assessment

Indirect Assessment Methodologies for Program Outcomes (POs):

Indirect assessment methodologies for PO's are carried out based on alumni feedback, exit surveys and employer feedback.

Overall PO attainment is calculated with 80% weightage to direct attainment and 20 % weightage to indirect attainment.

Overall PO Attainment= 0.8 * attainment through direct assessments + 0.2 * attainment through indirect assessment.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 95.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
255	349	343	286	188

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	362	346	287	208

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.82</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institute focus on fostering invention and facilitating knowledge transfer is essential in nurturing a dynamic learning environment. One of the key components in achieving this objective is the establishment and effective utilization of an incubation centre. An incubation centre serves as a hub for creativity, entrepreneurship, and collaborative projects, providing the necessary infrastructure, resources, and support to transform innovative ideas into practical products.

Objectives

- To determine the more recent, interdisciplinary, and creative subjects related to the programmes.
- To foster a culture of research at the Institute and to inspire faculties and students to do research.
- To plan conferences, workshops and seminars on development and research.
- To raise knowledge of the different government, university, AICTE, and other agency research

funding initiatives.

- To spread knowledge regarding IPR, patents, and research papers.

Description of the Incubation Centre:

Our institution's incubation centre is a state-of-the-art facility designed to catalyse innovation and entrepreneurship among students, faculty, and the wider community. Strategically located within the campus, the centre boasts modern amenities and a vibrant atmosphere conducive to idea generation and collaboration. It includes dedicated spaces for ideation, prototyping, mentorship, networking, and business development, ensuring that innovators have access to all essential resources under one roof. The aim is to encourage entrepreneurship among locals with the colleges serving as central points. It is a platform for nurturing, encouraging and developing innovation and entrepreneurial skills among the students, research scholars and alumni, as well as students of the region. It takes initiatives for the promotion of following:

1. Developing an Innovative and Entrepreneurial Mind-set through Series of Activities
2. Teaching and Learning: Academic Programmes related to Innovation & Entrepreneurship & IPR
3. Dedicated Infrastructure & Facilities Related to Incubation exist in campus to Promote Innovation & Entrepreneurship
4. Generation of Innovations/ ideas
5. Collaboration & Investment Facilitations to Promote and Support Innovation & Start-ups

Infrastructure and Resources:

The incubation centre is equipped with cutting-edge technology including computers, printer, fabrication labs, high-speed internet connectivity.

Additionally, it offers access to a pool of experienced mentors, industry experts, and successful entrepreneurs who provide guidance and support at every stage of the innovation journey.

Programs and Initiatives:

The centre organizes various programs and initiatives aimed at nurturing entrepreneurial skills, fostering interdisciplinary collaborations, and facilitating knowledge transfer. The centre hosts regular speaker sessions featuring famous personalities from the industry and academia, thereby exposing innovators to diverse perspectives and insights.

Usage:

The effectiveness of the incubation centre is evident from the numerous success stories and tangible outcomes it has generated since its inception. Several innovative start-ups and projects have emerged from the centre, addressing a wide range of societal challenges and market needs. These projects span across sectors such as technology, healthcare, agriculture, and social impact. Moreover, the centre serves as a hub of activity, with a high level of engagement and participation from students, faculty and alumni. The utilization statistics demonstrate a consistent influx of innovators availing the centre's resources and participating in its programs.

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

3.2.2

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

Response: 58

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	10	4	0

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	03	0	0

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institute is affiliated to Savitribai Phule Pune University. The Institute is engaged in 360-degree development of students through quality education, social activities, higher package campus selection and research oriented culture, to make students more employable and good citizens with patriotism.

Institute follows outcome based philosophy and imparts quality education at par with the International standards. Students are motivated to participate in social activities while enhancing professional career. Institute continuously supports the students to participate in extension activities to create social awareness among them.

Extension activities are conducted by the NSS team of the Institute. Various activities are carried out under the banner of NSS like, Cleanness drive at S.T. depo talegaon, Cleanness drive at talegaon dhabade lake, Blood donation camp, Blood donation camp, FIT India campaign thematic December 2020 (Holy ball, cricket, cycling, kung fu session, basketball, fit India awareness, gym work, football competition, daily yoga session), Yoga Day celebration, Fit india campaign, Morning yoga & meditation, Cleaning activity at Vedeshwarm Vyasankmukti awareness, Mahalabharthi Training, Mahila Sabalikaran, Village survey, Gram Vikasa, rakshtra nirmanakade , Tree plantation, Awareness by Mr. Atul Sawakhande on "Sarp: Samaj ani Gair Samaj" etc.

Sensitization: These cocurricular and curricular activities have made the students observe several social woes and develop empathetic orientation.

Through these programs, students get sensitized about importance of social issues of the community like segregation of wet and dry garbage, saving water, blood donation, tree plantations and energy conservation etc. They learn to act as active group leaders and members.

These events inculcate civic sense, awareness of society health and safety, optimum utilization of medical resources.

Institution has been dedicated to conducting extension activities within the neighbourhood community with the aim of sensitizing students to various social issues, thereby fostering their holistic development. These activities have encompassed a wide range of initiatives, including community service projects, awareness campaigns, river cleaning etc. The impact of these efforts on students' awareness of social issues and their holistic development has been profound and multifaceted. Through direct engagement with the community, students have gained invaluable insights, developed essential skills, and experienced personal growth.

These events contributed to rural development, creating awareness related to health, cleaning and sanitation practices, importance of environment protection and minimization of water pollution.

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

3.4.2

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

Response:

The Institute is engaged in the 360-degree development of students through quality education, social activities, higher package campus selection and research oriented culture, to make students more employable and good citizens with patriotism.

The Institute follows outcome-based philosophy and imparts quality education at par with the International standards. Students are motivated to participate in social activities while enhancing their professional carrier. The institute continuously supports the students to participate in extension activities to create social awareness among them. Dr. Shekhar Rahane received the Research Excellence Award 2021 & lifetime achievement award 2021 for remarkable work in research.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 46

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	08	08	20	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 32

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Establishing contemporary facilities for students, faculties, staff, and other stakeholders is one of the Missions of the Institute.

The Institute has the essential infrastructure to fulfill the norms laid by the AICTE, NBA, NAAC, NIRF, DTE, SPPU, and several additional facilities for effective Teaching-Learning process, research and development activities.

The Institute campus area is 10 acres, on which building construction is at sufficient space. The Seminar Halls, Laboratories, and Classrooms have Internet facilities and computing systems. The Institute has a spacious playground for various sports activities. Through the National Service Scheme (NSS) institute has encouraged students and developed an environment providing importance to Support and Extra-Curricular activities. The institute has a rainwater harvesting system through which collected water is stored in a lake which is available at the backside of the institute.

The institute has a well-maintained infrastructure with strong academics and technologies as well as administration support.

1. Sixteen well-furnished and equipped classrooms.
2. All classrooms are ICT-enabled.
3. All laboratories are ICT-enabled.
4. Spacious seating arrangements for staff with qualitative furniture.

The institute has a well-maintained campus spread over 10 acres of green land. The institute Management believes in the all-round development of students. There is a lot of encouragement for the students to participate in sports and cultural activities simultaneously and thus they are awarded and rewarded accordingly. Institute has a spacious and well-equipped Sports room, where Students can play **Indoor games** like table tennis, chess, caroms etc.,

Qualified Physical Directors are being appointed to take care of the day-to-day sports activities of the

institute. The institute teams are formed to take part in state-level and university-level competitions and other intercollegiate competitions. Sports event competitions are conducted at the interdepartmental level in an academic year and the winners are awarded and rewarded accordingly. The outdoor games such as volleyball, basketball, cricket, football, kabaddi etc., are well-practiced and played by the students.

Cultural Activities: The institute has organized various cultural events like Annual Sports Day, Fresher’s, Tech-Fiesta, Farewell, Annual Day, etc. Also, encouraged students to participate in various cultural events to exhibit cultural talents. The institute has various committees namely: the Sports Committee and Cultural Committee which play an excellent role in the overall development of the student community.

The Institute has a Yoga Center (158 sqm), where regular workshops, seminars, and training programs are organized on Yoga Asanas, Surya-Namaskar, Pranayama and Meditation.

Sports Facility for Students:

1. **Indoor games** –Table-tennis, Carom, Chess.
2. **Gymnasium facility:** - Cycle, Abdominal machine, Four-section machine, Dumbbells.
3. **Outdoor games** – Volleyball, Basketball, Football.
4. **Training in Yoga:** Open space is provided to conduct Yoga sessions and training.

Utilities:

1. Drinking Water with a Water Cooler
2. Power Backup DG Set
3. CCTV cameras for Security
4. Single Entry Gate for Security
5. Housekeeping team for Cleanliness in the Campus
6. Maintenance Team to keep all infrastructures intact.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 17.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
230.53	70.41	2.34	38.82	46.07

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library of the institute is a source of information and a gateway to knowledge. Over the years, the library has grown in its Physical space and its digital space turning itself into a knowledge hub. The library plays a leadership role in today's distributed information environment, creation, organization, dissemination, and preservation of facts in building affiliations with students and faculty members.

SLIM21 library management software is used for library automation service in the library and Web OPAC facility is provided to students and faculty for renewal of books and searching library materials. Also OPAC provides various search options of books by Title, Author, Publisher, Keywords, Accession number. It provides online information about the library collection, availability, status of the books etc. Digital library collection rare books, open source books etc. search engine for finding any cataloguing information of the institute library. This software consists of modules on Circulation, Admin, Cataloguing, Acquisition, Reports, Masters, serial control and WebOPAC. Circulation module is the backbone of this system for daily transaction of library resources. Barcode reader is used for fast & effective issue/return of books. Administration is useful for adding new members, defining Library policies, settings of fine charges and many more. All types of reports, viz. Daily, monthly, students, staff issue/return, Department-wise collection of books, year-wise purchasing data, Accession number-wise, fines, etc. are generated by the system. Spine labels, barcodes for books and for library cards are created easily. This history of users is helpful in administration.

The Library is well equipped and managed by experienced staff. we have total 14640 Books including 3680 Titles and more than 2800 Ebooks including McGraw- Hill, Springer, Pearson publication, 30 hard

copy journals. It includes the collection like Text, Reference, Handbooks, Novels, Fictions Biographies, Competitive exams preparation books such as GATE, GRE, CAT, UPSC, MPSC, SSC-CHSL, TNPSC, BANK, RAILWAY etc. In addition to that, the library subscribed to DELNET, and J-GATE in engineering and technology. Various Technical and non-technical CDs are also available. It has a computerized data access system. The Library spread over 406 sq m area with 150 student reading capacity, Reference, New Arrivals sections. Library subscribes to nine daily newspapers (English, Hindi & Marathi) for the users.

The library provides a plagiarism-check facility to students and staff members and for that the institute purchased Quetext Anti-plagiarism software.

The institute Central Library is an institutional member of the below professional bodies 1. IIT Bombay 2. Jaykar Library (Savitribai Phule Pune University) 3. Maharashtra Chamber of Commerce, Industries and Agriculture (MCCIA) 4. Automotive Research Association India. (ARAI) this facility available for the library members.

Well-equipped Digital Library with 20 internet-connected computers available to surfing online information. Students are encouraged to self-learn through personal counselling and organizing various contests. The college provided a large scope for students to learn on their own as per their interests. This is in the form of online and offline, on campus and off campus. Knimbus remote access and Mlibrary mobile application platform have attracted students a lot on par with regular courses. Students can register online and learn at their own pace. Online platforms such as NPTEL, NDL, Coursera, MOOCS, E-Yantra, NASSCOM, and INFOSYS SPRINGBOARD are available to students.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

It is the policy of the institute to keep its faculty and students updated on recent developments in ICT. The campus is Wi-Fi enabled with 500 Mbps bandwidth, has 564 desktops and Fortinet 200F Firewall for network security. Updating and maintenance of all systems are carried out regularly. Open source and license software like Matlab, Autocad, etc are available for students. With the changing teaching-learning/administration needs and evolving technology, IT services are constantly upgraded as discussed below;

Desktop Systems

Institute has 564 Desktops, 12 laptops (464 Desktops for students). Brands are used HP, Dell and Lenovo. Configurations are; Desktops Intel Core i5 - 12th Generation, 8 GB RAM, 512 SSD, Intel Graphics, Wi-Fi and Bluetooth connectivity, USB Keyboard and Mouse. Smartboards, LED TV, ICT facilities are provided in classrooms with a system, projector and internet connectivity and Interactive flat Panel (IFP), Whiteboard. The Institute has 41 LCD projectors. In Computer Labs 3.26 ratio of systems is maintained. There are 71 HP/Epson single printers, 17 Multi-function printers, 20 scanners, 5 color printers and one A1 color printer.

Security

The institute has a network of 564 computers with 500 Mbps Internet connectivity and a Wi-Fi facility to fulfill the academic and research needs. Centralized Fortinet 200F is used for network monitoring, management and security. We regularly upgrade or move to the latest version.

Internet Bandwidth

The institute has 500 Mbps internet bandwidth and fully Wi-Fi enabled. Regular maintenance of Wi-Fi is done.

Licensed Software: - Anti-Virus, Matlab,

Updating IT infrastructure:

The institute Regularly upgrades the software and desktop system for fast execution of processes. Maintaining once in a semester check by system admin, Lab in-charge and Lab assistant.

There is a 30-40 minute reliable backup service for each lab, which is pivotal for conducting any IT-based business. As mentioned above, the Institute regularly upgrades and maintains ICT facilities to enhance and strengthen the infrastructure.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 4.4

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

Response: 315

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	0.0	0.0	0.0

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 73.61

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1041	976	926	840	763

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 56.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
793	986	934	634	172

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 67.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	261	228	177	92

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

2022-23	2021-22	2020-21	2019-20	2018-19
255	349	343	286	208

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

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

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 7.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	05	08	09

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

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services**Response:**

The Institute was established in 2008 and the first batch passed out in 2012. A total of 12 batches completed their graduation successfully from the institute to this date. In the last 15 years around 3050 alumni have been there. The alumni are constantly connected to the institute and the corresponding department. The Alumni Association of the institute is registered Alumni Association with Registration Number MH/1530/2017/Pune dated 7/11/2017/Pune. The association aims to connect, support, and development of all the alumni. Also to share their experiences, extend support, and guide the students.

The institute alumni also connected through various groups at different locations including the UK, USA, Germany, Japan, Delhi, Pune, etc. The institute Alma-connect portal (<https://nmiatpune.almaconnect.com/>) is created for alumni registrations. At present 1335 Alumni out of 3050 graduates are active on the Alma Connect portal.

There are other online platforms where alumni connected

- What's app group: the institute has its own Alumni WhatsApp group namely the institute ALUMNI ASSOCIATION in which a total 652 alumni are connected to the institute. This is the official WhatsApp group of the institute Alumni students. This group aims to communicate with all Alumni and interact with Alumni and current students for their development and benefits. The link to the WhatsApp group is: <https://chat.whatsapp.com/EwuOvIBqe5NCp7fQ8yi3ad>

- Facebook: the institute has its own Facebook group namely the institute ALUMNI in which a total of 925 Alumni are connected to the institute. The link of the Facebook group is:

<https://www.facebook.com/groups/406903352709769/>

The institute alumni selected through UPSC, MPSC, and other government Examinations for various positions in the government sector like Block development officer, Assistant Section officer, Assistant Project Officer, PSI, Central excise Inspector, Senior Railway Engineer, Railway Office, etc.

As a great tradition, our alumni are entrepreneurs and have possessed various positions like Managers, Directors, Design engineers, Merchant Navy officers, and top positions at various multinational, Public sector, and Government fields at the global, national level, and state levels.

The institute arranges "RUNANUBANDH" Annual alumni meet each year. On average more than 300 alumni participate in the alumni meet. The Alumni Meet Program includes Alumni interaction with the students, percolating their ideas and experience among students, staff, and management for the betterment of the institute.

"Runanubandh" is the official the institute alumni magazine of the institute, published annually to showcase the alumni students and faculty. It contains branch-wise all student information, and faculty information. First Runanubandh Magazine was published in 2012 and its legacy continues. This year the institute published its 13th edition of Runanubandh magazine which is Runanubandh 2024.

The institute Development Committee (CDC) includes some alumni as a member. Other than the

annual event, the alumni are continuously in touch with the department in the academic year to give support through, guidance sessions, mock group discussions, workshops, and support for industry visits and internships etc. Alumni students donated the competitive examination such as UPSC MPSC books to the institute library for current student's UPSC MPSC examination preparations.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Our Governing Body is reflective and the prime focus is on the Vision and Mission of the institute.

Vision: To be a notable institution for providing quality technical education and ensuring ethical, moral and holistic development of students.

Mission: To nurture engineering graduates with state of the art competence, professionalism and problem solving skills to serve needs of industry as well as society.

The Vision and Mission statement defines the institute's distinctive features in addressing the interests of the stakeholders involved. In adherence to the above vision and mission, and the norms of AICTE and UGC, college management constituted a Governing Body.

Each Governing Body member engage in active participation, lending their wealth of knowledge and leadership abilities to support the institution's expansion and advancement.

Nature of Governance

The top management including Board of Trustees, Governing Body, College Development Committee, Chief Executive, Principal, Department Advisory Board, Program Advisory Board, and faculty focus on institutional goals as follows –

- Top management directs principal focusing on vision and mission of the institution.
- The Principal consistently follows top management policies to achieve the vision with the support of staff.
- Principal, IQAC Coordinator, Deans, Registrar and Head of Departments come together to form different committees to provide “decentralized administration” to achieve institution's objectives and goals put forth.
- The institution is committed to follow quality framework with the support of IQAC.
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:**

The institution plans well in advance through all departments including Academic Planning: Semester wise academic calendar which includes all curricular, co curricular, extracurricular activities by following University academic calendar. Financial Planning: Budget required in academic year as per perspective plan. It includes purchase of resources, software as per new syllabus or faculty recruitment in case of increase in intake. It includes fulfillment of resources (man, machine, software etc.) as per new syllabus and increase in intake.

Decentralization and Participative Management:-

Involvement of stakeholders (GB, CDC, IQAC, DAB (Department Advisory board), PAC(Programme Advisory Board, student council etc.)

College promotes culture of participative management. Therefore, the committees are set up to execute predefined strategies that emphasize active stakeholder involvement as mentioned below,

- Top Management Level
- Governing Body
- CDC
- Principal's Administration
- Dean academics ,Dean R&D
- IQAC
- HoDs Level/ In-charge / Coordinator Level
- Faculty Level
- Students Council
- Students Association
- Cultural and sport and other activities

Top Management Level: (Governing Council, Chief Executive and Manager of the Sanstha, CDC, Academic advisory board,) provide directions and guidelines focusing vision and mission of the institution. Principal's Administration: This is the key node that provides effective administration by handling academic and all college level administration. In-charge / Coordinator Level: They can take necessary action for overall controlling and monitoring of their corresponding committee / cell.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The effective and efficient functioning of institute is achieved through Governing Body (GB), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Department Advisory Board (DAB) and Institute Level Committees which includes Principal, Deans and HODs.

Improvements in research and development activities can be made, according to the findings of the last NAAC assessment and the AQAR of 2017–18 and 18–19. In the IQAC meeting it is discussed about planning and organization of the activities that would inspire teachers and students to conduct research. It was decided to organize an international conference that would give teachers and students a forum for fostering a research atmosphere.

Case Study: International Conference- The institutional Strategic/ perspective plan is effectively deployed and it is seen from the case study of the International Conference 3rd International Conference on Advances in Engineering, Technology and Business management (ICAETBM_2022) held on 22nd – 23rd Feb 2022. Institute had initiated planning for it at the beginning of the academic year 2020-21.

Various committees involving resource persons from industry, academicians, faculty, staff members and students. Total 102 papers were received, out of which 52 papers were accepted for the conference. Numbers of participants present for the conference were 166. All the papers were presented and selected papers were published in journals listed under Scopus/Web of Science/ UGC CARE.

This conference gave exposure to the recent trends in science and technology to the faculty and students of this institute. It motivated them to search for different research areas of their interest and work on them, which is a good beginning to inculcate research culture in the institute.

The College's Governing Body is the highest administrative body. It is set up in accordance with the regulations of the governing bodies. The Governing Body is aspirational and uses a strict governance framework to translate goals into results.

In order to serve the interests of the stakeholders, the Governing Body approves the Institution's Vision and Mission as well as annual budgets and short- and long-term goals.

The Governing Body in relation to the authorized plans evaluates the institution's performance.

Decentralization and power delegation guarantee everyone's participation in decision-making at their appropriate levels. As a result, there are numerous institutional committees made up of employees and faculty. The accompanying transparency is another crucial aspect of the workplace culture. In accordance with the guidelines established by the regulatory authorities, the Nutan Maharashtra Institute of Engineering and Technology has established policies as well as service rules and processes. The institute adheres to the same. The copy of the service rulebook is available in the Establishment Section, Library that can be referred by the faculty/staff whenever necessary.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Institute understands that faculty is the backbone of the educational system. So the Institute has effective welfare schemes for the benefit of its teaching and non-teaching staff.

Employee Provident Fund (EPF): The scheme is implemented for teaching and non-teaching staff members.

Gratuity: The institute has a gratuity scheme for all faculty and staff members.

Leaves: The faculty and staff can avail different types of permissible leaves like Casual Leave, Medical Leave, Earned Leave and Maternity Leave etc. as per institute service rules.

Campus Clinic: Preliminary health issues of the students, faculty, and staff are taken care of by the Campus Clinic. Hospital Facilities for all Students, faculty, staff.

Support for attending STTPs / Workshops/ Trainings, etc: The institute encourages faculty and staff members to acquire new skills by supporting them to attend various STTPs / Workshops/ Trainings.

Encouragement for Higher Studies: The institute recognizes the need for continuous qualification upgradation of faculty and staff. Due encouragement is given by granting study leaves as well as supporting financially in selected cases.

Salary Advances: Institute sanctions salary advances to faculty/staff for their needs like medical emergency, educational needs, marriage, etc. wherever necessary.

Performance appraisal is done by submission of self-appraisal reports and annual activity reports. It is mandatory for every faculty, staff member and supporting staff. This makes them get involved continuously in self-development and improvement of institutional activities.

The performance appraisal of HOD and Faculty is also taken in online mode. The performance parameters on appraisal form and online mode are the same. The online system helps to analyse the performance and counsel faculty to improve.

The parameters of the performance appraisal system of HOD, faculty and staff are used to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Performance Appraisal Report of Head of Department:

Concerned HODs should enter their self-evaluation score for all the assessment parameters. Enter the total of every assessment head and Completed appraisal form should be submitted to the Principal. On receipt of the form, the Principal shall score against each parameter /sub parameter. The summation of the scores for each parameter is to be provided in the PI table. The calculation is to be done and the final PI is to be calculated.

Performance Appraisal Report of Faculty:

Concerned faculty members should enter their self-evaluation score for all the assessment parameters. Completed appraisal form along with necessary proofs should be submitted to the HOD. On receipt of the form, HOD shall verify the score of every assessment parameter and give justification for his/her corrections. Enter the total of verified scores of every assessment head in column of the PI table. HOD jointly with faculty members shall complete column of PI table. Similarly, the Appraisal report of non – teaching and administration staff with different parameters have to fill and evaluated with their concerned heads and principal.

Principal should submit the report duly completed in all respects, to the President / Vice President.

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

6.3.2

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

Response: 3.62**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	00	01	00

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

6.3.3

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

Response: 39.87**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	41	35	47	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

At the beginning of every financial year, every department submits budget requirements to the institute. Department heads asks to laboratory in-charges for the modifications or procurement of new equipment. Head of the departments prepares budget reports, based on information provided by various lab in-charges and submit it to the institute.

Budget is proposed by Principal in Governing Body and College Development Committee, and is approved by them. Looking at the syllabus revisions and requirements, thereof additional procurement is suggested if any. At the end of every financial year, it is observed, whether the allocated budget is properly utilized or not. For above procedure, the institution is having qualified practicing Chartered Accountant as external auditors who audit the accounts annually. After the audit, the report is sent to the management for review. The auditors are appointed by the board of trustees in the trust board meeting.

In addition to this, the institution is having consultants to give opinion on taxation and legal issues. The college is filing income tax return every year within the stipulated time. The institution is ISO 9001 – 2015 certified, hence all framed procedures are externally audited regularly.

M.Y Malhotra & Company C.A., Pune, carries out external Audit.

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

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

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

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

The procurement procedure for lab consumables, equipment, upgradation is initiated by purchase section in consultation with departments. Budget is prepared in March whereas the syllabus revision, Admissions and fees allocation is done in June/ July. So there may be some deviation in utilization and budgeted amount.

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

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has made significant contributions for framing and implementation of the quality assurance strategies and processes. The IQAC undertakes various quality assurance initiatives.

IQAC conducts academic audit covering all the important aspects of teaching-learning process. A separate audit to assess quality of course file contents of individual faculty. Continuous improvement is

achieved through periodic audits and satisfying statutory requirements. The recommendations and guidelines provided by the GB, CDC, DAB, PAC are implemented effectively in coordination with the IQAC.

Teaching-learning processes, methodologies and learning outcomes are periodically reviewed by the IQAC. The effectiveness of the implementation of these initiatives is monitored periodically by conducting academic audits. Various reforms and quality initiatives undertaken post first cycle of accreditation and during the last five years by IQAC are elaborated:

1. Enhancement in the usage of innovative pedagogy techniques

The IQAC cell encourage faculty to increase the usage of innovative pedagogy techniques. It is made mandatory for the faculty to include their strategy for adopting innovative pedagogy techniques in their teaching plans. The faculty has adopted innovative pedagogy techniques such as LMS, online quizzes, practical videos, hands-on practices, learning through fun games, etc. during the teaching-learning process and also in department associations' activities. The IQAC ensure effective usage of innovative pedagogy techniques during periodic academic audits.

1. Enhancement in the usage of ICT tools

The IQAC periodically takes the review of ICT tools usage by the faculty and also ensures the adequacy of ICT infrastructure for the teaching-learning process. During the last five years ICT enabled facilities are strengthened with total 20 numbers of classrooms 03 seminar halls and one conference room are equipped with ICT tools. Smartboard installed in the classrooms.

1. **Implementation of Outcome Based Education (OBE)**, periodic review of learning outcomes/ course outcomes and their attainments IQAC has contributed significantly to the implementation of OBE. IQAC monitors and undertakes periodic review of program outcomes, course outcomes and their attainments. The faculty revises intended course outcomes as per the revisions in the curriculum and also with respect to the broad context of technological changes in the respective subject domains.

2. **Strengthening of the ERP system** IQAC has proactively played its role in continuously updating the features and modules in the institute ERP system. ERP system is used effectively for monitoring student performance in the internal examinations, student's attendance, syllabus coverage and student feedback on various curricular aspects. IQAC was instrumental in introducing MCQ exam module in the ERP system which is being used by the faculty to conduct MCQ based exams. Improvements are made in the institute library module, and a store module has been newly added to the ERP system. The process of generating letters to be sent to the parents / academic progress reports of the students has been automated through the ERP system.

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

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Response:

Gender equality is promoted in all spheres by Nutan Maharashtra Institute of Engineering and Technology. The institute has 42.72% of female staff and 30.34% female students. Women faculties are leading as HoD and coordinators in portfolios/activities. Numerous services and facilities are offered on the campus intended for all candidates. Students and staff are sensitized on gender equality through webinars/seminars/counseling/guidance sessions. A Separate girls' and Boys hostel is available on the campus with a capacity of 196 beds with furnished rooms. Services including Wi-Fi, English and Marathi newspapers available to enhance the general knowledge, 24-hour drinking and usable water available with alternate arrangements, Stationery and Xerox facility within the campus.

Security and Safety

The campus has round-the-clock security coverage with CCTV cameras and security guards. A medical care center is available within the campus to ensure the wellness of staff members and students. In addition, the Anti-Ragging Squad, Women's Grievance Redressal Committee, Internal Complaint Committee, and Equal Opportunity cell are in place to make sure that both teachers and students are safe and secure on campus. It aims to give a secure and supportive atmosphere to guarantee safety, every building on campus has a fire extinguisher.

Counseling Facility

Employers need to promote inclusive work environments that put students and staff's mental health first. Students and staff feel appreciated, respected, and empowered to talk about their mental health issues without fear of consequences when a supportive environment is created. To establish an environment that supports staff and student mental health, it is necessary to support staff and students can get help from a counselor. Counseling of students in our institute is handled under the leadership of Mrs. Manisha Gondhale. She has provided counseling facilities for needy students and staff from various departments. Students were identified and counseling was provided by teachers of the concerned departments.

Common Facility

Particularly for students in their early adult years, personal space is necessary. This is crucial for them to communicate, engage in conversation with their equivalents, and take breaks when needed. The institute has given provision for a girls' and boys' common room which is equipped with an attached washroom, Sanitary vending machine, and furniture where the students can sit and rest in case of an emergency.

Any other relevant information

Anti-Ragging Squad, Internal Complaint Committee, and Equal Opportunity Cell, which includes senior faculty members, all these committees were established to guarantee the security and safety of female students and staff. To address the issue of sexual harassment of female students, a Women's Grievance Redressal Committee was made up of senior female teachers. Under the Women's Development cell multiple activities are organized for female students and staff, On March 8th, the institute celebrates International Women's Day is as a prestigious event of the institute

In the institute having 44% staff members are female, and 50% of the ladies faculties are enrolled in research programs. They occupy various roles within the establishment, including Head of Departments, work in the staff selection process, and Club/Cell In-Charges.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties, and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities. The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the qualities of freedom fighters and emphasizing the duties and responsibilities of citizens. The institute establishes policies that reflect core values. A code of conduct is prepared for students and staff and everyone should obey the conduct rules. The institution encourages the participation of students in Sports and Games, NSS at the National and societal level to strengthen nationwide bonds and relations. Staff members participate in the national celebrations, and take oaths for the cause of the nation. The institution takes many initiatives like conducting awareness campaigns, organizing orientation programs, training programs, seminars, and workshops to sensitize future leaders to inherit human values coping with constitutional obligations. Ethical Values, rights, duties, and responsibilities of citizens are some of the topics that are enlisted in Elocution/Debate activities. Through NSS Units, the institution actively participates in several social initiatives. The NSS group promotes the general welfare of society by planning and taking part in social issue-related activities. The organization also honors national holidays, and cultural celebrations such as Yoga Day, Republic Day, and Independence Day with great fervor, creating among its pupils a feeling of cultural awareness and patriotism.

The institution sensitizes the students and the employees through a variety of curricular and extracurricular activities, the institution makes students and staff aware of their constitutional commitments regarding values, rights, duties, and responsibilities. It also continuously strives to develop them into better citizens of the nation.

The following are the numerous events organized:

- The National Service Scheme has organized Swachh Bharat activities and helmet awareness for the benefit of local schools and the general public. Constitution Day was celebrated to commemorate the adoption of the Constitution of India. A blood donation camp was organized to create awareness on health and hygiene among students and the general public. Swachh Bharat plough activity at the roadside, Swachhta Hi Sewa to create awareness of managing garbage that created an opportunity to benefit nearby schools and villages.
- The National Service Scheme has been working with commitment to contributing towards the welfare of the local community by organizing tree plantation camps, awareness programs, and presentations on global warming to inculcate the values and responsibility of a citizen.
- In addition to national holidays honoring Independence Day, Republic Day, teachers' Day, and International Yoga Day, events were held to promote human behavior. Students had the chance to expand their horizons through guest lectures and organized events. Information that in later life will enable them to contribute to the advancement of society.

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

7.2 Best Practices

7.2.1

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

Response:

1. TITLE OF THE PRACTICE1: Cooperation, Collaboration, and Co-creation (C3) for engagement, efficiency, and effectiveness (E3) through Industry Institute Interaction (I3)

2. OBJECTIVES OF THE PRACTICE:

- Collaborate with industries to set up centers and manage specialized programs.
- Design, Implement, and Evaluate programs that benefit various stakeholders in collaboration with the industry.
- To develop educational programs that are in line with the industry's broad requirements and that can produce engineering personnel able to keep up with the rapid pace of technological advancement;
- To establish sufficient facilities for professional engineers and technologists to update their knowledge to meet the industry's growing and developing needs.
- To coordinate the research and development activities.

3. THE CONTEXT: The industrial landscape is rapidly evolving in the wake of the government of India's recent adoption of a liberal economic and industrial strategy. Industries are forced to compete with multinationals for the domestic market and export a portion of their output. To generate high-quality goods, skilled manpower has become more important. Industries now rely more than ever on technical institutes for R&D and the provision of highly skilled and qualified engineers.

4. THE PRACTICE:

- Professional competence development of students and faculty.
- Placements, internships, and events involving industry/industry bodies.
- Learning and development with industry/industry body as partners and government
- Startup ecosystem-related events and promoting entrepreneurship.
- Alumni interactions, support, and networking.

5. EVIDENCE OF SUCCESS(2022-23):

56 Linkages have been established with the prominent industries in the region.

3 Industry Experts participated in the academic development of the Department

5 Guest Lectures were delivered by Industry Personnel in the recent past

Total 6 Industrial Visits have been undertaken by Students

To enhance Industry - Institute Interaction following activities are undertaken throughout the year:

- Encouraging engineers from industry to visit our institution to deliver guest lectures
- Arranging industrial visits.
- Collaborative hands-on workshops in association with industries.
- Project Exhibitions assessed by industry experts in association with professional societies.
- Organizing Workshops and seminars with joint participation of the faculty and the industries.
- Visits of industry executives and practicing engineers to the Institute for discussions and delivering lectures on industrial practices, trends, and experiences.
- Linkages between the institute and industries to bring the two sides strategically closer.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Convincing the industry to collaborate with institutes, particularly at the upper echelons of the model, has never been easy. However, partnerships with industries typically move to greater levels when activities are executed with rigor. The resilience of connections is determined by the learner's mindset. Often the relationship suffers due to the lack of proper attitude of the learner in the industry environment. Careful monitoring and coaching by faculty members are essential to alleviate this problem.

Depending on the level, different resources are needed for the exercise. Higher levels correspond to higher resources in terms of people, money, and time. The findings show that the institute and industry both find the resources invested to be worthwhile.

BEST PRACTICE-2

1. TITLE OF THE PRACTICE: COMPETENCE ENHANCEMENT PROGRAM

The institute prepares students for all aspects of career planning, including postgraduate study, employment opportunities, entrepreneurship, and other areas including research and development. To develop better graduates who are technically sound and have the professional attitude, abilities, and temperament required to fulfill the community's changing and dynamic demands, the institute works to strengthen both individual and institutional culture.

2. OBJECTIVE OF THE PRACTICE:

- To attain program-specific outcomes, students are trained in communication skills, soft skills, social tendencies, and current trends and technologies.
- To produce skilled technocrats who can handle a variety of jobs in the future..
- To impart professional and technical skills focused on the industry in preparation for the institute placements and beyond.

- To improve entrepreneurial abilities and provide the required resources, like technology.
- To make it easier for students who want to pursue higher education to choose the right course of study.

3. THE CONTEXT:

According to numerous organizations, including NASSCOM, just 25% of graduates are genuinely employable. The institute has seized the chance presented by this challenge. The last few decades have seen the remarkable rise of the engineering and technology sectors, which has radically changed the nature of the work market.

Students who enroll in the institute come from a variety of backgrounds, including rural, semi-urban, and metropolitan ones. They struggle to meet the demands of the sector and require a range of skills, including technical competence. The Institute has created an extensive Competency Enhancement Program in order to get over this obstacle.

4. THE PRACTICE:

- Soft Skills and Communication
- Aptitude and Group Discussion
- Add on and Value added Courses
- Foreign Language Training
- Industrial Visits
- Intellectual Excellence
- Effective Academic, Professional and Personal mentoring
- Parents connect and counseling
- Professional ethics and human values
- Contents beyond Syllabus
- NSS

5. EVIDENCE OF SUCCESS (2022-23):

The success of the Competence Enhancement Programme is evident from the impact and success stories.

Year	No. of Students having Quality Placement (Salary \geq 5 Lacs/annum)
2022-23	72
2021-22	64
2020-21	30
2019-20	5
2018-19	2

Year	Students having Avg. Salary
2022-23	4.869
2021-22	4.312

2020-21	3.749
2019-20	2.831
2018-19	2.621

Number of students who were placed and pursued higher education throughout the previous five years.

Year	Total Students	Placed students	Students having Average Salary >=5 LPA	students having average salary <5 LPA	Higher Studies & Competitive exams
2022-23	309	207	72	131	3
2021-22	362	253	64	174	8
2020-21	344	217	30	186	11
2019-20	268	169	5	164	8
2018-19	207	91	2	89	1

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- Students from non-circuit branches having less exposure to programming were deprived of better opportunities. The institute has initiated training courses on programming skills for Second Year.
- Cocubes Assessment Tests are given starting in the second year of study to help students enhance their aptitude.
- Companies recruit candidates based on global certifications like AWS, Microsoft-Azure, AutoCAD, Google etc. The institute provides guidance for global certification.
- Students preparing for higher studies lacked resources like material, coaching, program information and scholarships. The institute provides study material, and arranging sessions for guidance for higher studies.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Creating the research eco-system in the institution will greatly improve the knowledge. The research environment in the institute has improved in the last five years through the creation of additional resources, proper utilization of the research facilities, increasing activities in emerging areas, and the

overall research focus of the faculties and students.

The engineering program grooms the students and teachers to be competent in their professional sphere. The academic world goes through unprecedented changes due to advancements in the field of science and technology. As a professional one need to be updated with the changes and adapt to the ever-changing world. The students and teachers should be practitioner researchers to fit themselves into the dynamic world of academia. Hence Intellectual Excellence through Research and Innovation is an attempt to inculcate the research culture among all the stakeholders of the institute (Students and Faculties).

The feedback and deliberations from the stakeholders sow the seeds of the Research & Development Cell (R&D Cell). The cell initiated various activities and programs to inculcate the skills and competencies required for teaching professionals and students to upgrade their research skills. The cell organized expert talks, guidance, and assistance for research publication, research funding, guidance for applying for copyrights and patents, etc.

Research emphasis: Research has greater or equal priority than other goals. Research is part and parcel of an institute and a faculty.

Research Culture: faculty members and students are bonded by shared, research-related values and practices, and have a safe home for testing new ideas

To create a Positive group climate: The climate is characterized by high morale, a spirit of innovation, dedication to work, receptivity to new ideas, frequent interaction, high degree of cooperation, low member turnover, good leader/member relationships, and open discussion of disagreements.

Mentoring: Beginning and midlevel members are assisted by and collaborate with senior faculty.

Communication with professionals: faculty members have a vibrant network of colleagues with whom they have frequent and substantive (not merely social) research communication in and outside of the institution.

Rewards: Research is rewarded equitably and by defined benchmarks of achievement by potential rewards including money, promotion, recognition, and new responsibilities.

Institute supports:

- Faculty Training and Support Programs
- Mentoring programs
- Continuing education courses
- Grant-writing support and Research funding
- Encouragement of Faculty Collaboration
- Sponsoring faculty participation in conferences/FDPs
- Hosting conferences and symposia
- Establishing institutional relationships with professional associations and government
- Balanced Teaching and Research Responsibilities
- Developing a culture of research within a teaching-focused unit will likely entail reducing

teacher course loads to give faculty more time for scholarly productivity.

OBJECTIVE:

- To inculcate research culture both institutional and individuals are set a clear research goal
- To devote substantial resources to the promotion of research through faculty training and support.
- To create an innovative ecosystem for the fellow's available research that includes student participation.
- Drive to explore, understand, and follow one's ideas, and to advance and contribute to

society through innovation, discovery, and creative works.

- To improve the focus of the faculties and students on research activities progressively on par with teaching-learning processes.
- To improve the publications and execution of sponsored projects is in an optimum way
- To create awareness about the importance of research among students and teachers
- To provide opportunities to conduct research and networking
- To hone research skills and competencies among students and teachers.
- To provide avenues for professional development and networking
- To conduct research sessions, workshops, FDPs, and orient in filling research projects.
- To apply for Patents and Copyrights of own research work.

OUTCOME:

- Patents: 23 patents have been filed
- Copyrights: 91 copyrights have been filed
- Publications: 97 papers have been published

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

5. CONCLUSION

Additional Information :

The institute was established in 2008 under the aegis of Nutan Maharashtra Vidya Prasarak Mandal (NMVPM). It runs Undergraduate (UG) programmes for four disciplines, viz. Computer Engineering, Information Technology, Electronics & Telecommunication Engineering, and Mechanical Engineering. The institute works on a Six Pillar Philosophy: The Six pillars are Teaching and Learning, Life Skills, Research and Development, Entrepreneur, Finance, and Governance. The institute is aiming to become a Centre for Technology Transfer at the National level. The Institute hosts several University events like competitions and FDPs on its campus. The institute has allotted a good amount in the annual budget for students' development, which is utilized for students' development programs, participation in competitions Smart India Hackathon, Quad Bike Competition, Project competitions, technical events, ATVC, etc. So far more than 2000 students have been placed in on-campus and off-campus drives. The building and other infrastructure are in good condition. As the Institute does not have a Postgraduate (PG) programme, the Publications number is relatively small. Most of the publications are based on final-year projects. The institute has the Policy of promoting internal candidates and hence recruitment is usually done at Assistant Professor Cadre with ME/M. Tech qualification. Presently the Institute has 25% faculties with PhD qualification and 50% faculty members have registered for PhD. Recently institute set a new world record for maximum copyright submission in a single day. The institute submitted a total of 221 copyrights in a single day. Institute having own incubation center “**NUTAN INCUBATION CENTER**”. The NIC Institute has great initiative towards the development of entrepreneurs. So far more than two digits students started their startups.

Concluding Remarks :

The institute's vision and mission are clearly defined and consider the needs of all societal stakeholders. It adheres closely to and implements the curriculum, examination reforms, and academic calendar because it is an affiliated institute of SPPU. A number of academic staff members set and assess exam papers for universities. The institute has a strong feedback system in place to alter and enhance the teaching-learning process. The Institute is committed to providing technical education of the highest caliber. The activities carried out throughout the years resulted in a good number of placements to prove the institute's systematic and well-planned efforts in this area. For an efficient teaching-learning process, the faculty uses ICT-enabled tools and student-centric methodologies. The Institute is dedicated to upholding complete openness in all its operations. Stakeholders are involved in academic affairs, policy execution, and policy making. The institute provides a gender-neutral atmosphere. The institute's policy for research and consulting is already established. Over the past five years, a good number of research papers have been published in international journals. Every department has a working Memorandum of Understanding with the industry to improve industry-institution collaboration during the teaching and learning process. The institute has an authorized Alumni Association that organizes alumni meetings. The institute is equipped with sufficient cutting-edge facilities and educational materials. Sufficient financial allocations are established to maintain and strengthen the current infrastructure. The institute has a well-established organizational structure that allows the effective functioning of both academic and administrative activities. It offers both teaching and non-teaching staff efficient welfare measures. In view of all the above credentials and recognition in the field of technical education over the period of time, the institute is planning for ‘Industry supported labs’ and ‘Academic Autonomy’ in association with industry and Government bodies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :06</p> <p>Remark : As per clarification received from HEI, and excluding courses which are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1282</td> <td>679</td> <td>1413</td> <td>770</td> <td>105</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>322</td> <td>233</td> <td>121</td> <td>194</td> <td>24</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and according to the changes done in the above related metric, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1282	679	1413	770	105	2022-23	2021-22	2020-21	2019-20	2018-19	322	233	121	194	24
2022-23	2021-22	2020-21	2019-20	2018-19																	
1282	679	1413	770	105																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
322	233	121	194	24																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1193</p> <p>Answer after DVV Verification: 1018</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
284	239	265	195	228

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
284	239	265	195	228

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
390	390	390	390	390

Remark : As per clarification received from HEI, and Student strenght of B.Voc program to be added in the data for the metric id 2.1.1.2, thus DVV input is recommended.

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
151	138	124	89	96

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
104	90	77	75	74

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
203	199	203	223	210

Answer After DVV Verification :

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

195	195	195	195	195
-----	-----	-----	-----	-----

Remark : As per clarification received from HEI, and number of the students admitted should not be more than the seats earmarked in the metric id 2.1.2.1, and data for the metric id 2.1.2.2 should be according to the state reservation policy of the data for the metric id. 2.1.1.2, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	66	60	62	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61	61	61	61	61

Remark : As per clarification received from HEI, and excluding librarian, physical education director, workshop suppretendent, training and placement officer, thus DVV input is recommended.

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
254	349	352	292	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
255	349	343	286	188

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
304	362	354	293	208

Answer After DVV Verification :

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

290	362	346	287	208
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Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14.00	00	00	1.575	00

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and audited statement and utilization certificate not provided without which the claim can not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	32	20	07	08

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per the journal titles none of the claims found listed in UGC care, and calender year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	07	04	03	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	03	0	0

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

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	12	25	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	08	08	20	06

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

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :32

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

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

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

Answer before DVV Verification : 424

Answer after DVV Verification: 315

Remark : As per clarification received from HEI, and according to the bills are provided, thus DVV input is recommended.

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>221.82</td> <td>197.68</td> <td>29.77</td> <td>159.5</td> <td>136.99</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and expenses for administrative heads, functions and seminar related claim which cannot be considered as per SOP, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	221.82	197.68	29.77	159.5	136.99	2022-23	2021-22	2020-21	2019-20	2018-19	0.0	0.0	0.0	0.0	0.0
2022-23	2021-22	2020-21	2019-20	2018-19																	
221.82	197.68	29.77	159.5	136.99																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.0	0.0	0.0	0.0	0.0																	
5.1.2	<p>Following capacity development and skills enhancement activities are organised for improving students' capability</p> <ol style="list-style-type: none"> 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per clarification received from HEI, thus DVV input is recommended.</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1653 1046 1787"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>210</td> <td>261</td> <td>228</td> <td>177</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1865 1046 2000"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>210</td> <td>261</td> <td>228</td> <td>177</td> <td>92</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	210	261	228	177	92	2022-23	2021-22	2020-21	2019-20	2018-19	210	261	228	177	92
2022-23	2021-22	2020-21	2019-20	2018-19																	
210	261	228	177	92																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
210	261	228	177	92																	

2022-23	2021-22	2020-21	2019-20	2018-19
254	349	352	292	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
255	349	343	286	208

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	17	4	3	13

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding intercollegiate level, district level, runner up awards, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	32	22	33	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	05	08	09

Remark : As per clarification received from HEI, and All activities conducted under an event will be counted as one event, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	39	11	16	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	00	01	00

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	38	33	35	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	41	35	47	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	03	02	12	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	31	31	31

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

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per clarification received from HEI, and NIRF institutional ranking for the specific field/overall related document is not found, thus DVV input is recommended.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 149 Answer after DVV Verification : 109</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>70</td> <td>66</td> <td>60</td> <td>62</td> <td>62</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>61</td> <td>61</td> <td>60</td> <td>61</td> <td>61</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	70	66	60	62	62	2022-23	2021-22	2020-21	2019-20	2018-19	61	61	60	61	61
2022-23	2021-22	2020-21	2019-20	2018-19																	
70	66	60	62	62																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
61	61	60	61	61																	