SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

BHAGWANT INSTITUTE OF TECHNOLOGY

GAT NO.-1242, TADSOUNDANE ROAD, LATUR-KURDUWADI BYPASS,
BARSHI.
413401
www.bitbarshi.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bhagwant Institute of Technology Barshi (BIT) is governed by Shree Bhagwant Education and Research Charitable Trust (SBERCT) registered under Bombay Public Trust Act 1950 and Societies Registration Act 1860. The SBERCT started the Bhagwant Institute of Technology Brashi in the academic year 2011-12 The College is approved by All India Council for Technical Education (AICTE), New Delhi, recognized by Government of Maharashtra Director of Technical Education (DTE) and affiliated to Punyashlok Ahilyadevi Holkar Solapur University and recently to Dr. Babasaheb Ambedkar Technological University, Lonere. Prof. Dr. T. J. Sawant President of SBERCT is renowned entrepreneur and educationalist. He strongly believes that establishment of excellent technical institutions is the key solution to the problem and development of techno economic society. He is also Founder Secretary of Jayawant Shikshan Prasarak Mandal (JSPM) which is established in the year 1998 and is known as one of the leading education group in India, the trust has form number of institutes such as Engineering, Management, Pharmacy, Diploma, Computer Application and Pre-Primary, Primary, Secondary School in and around Pune in five campuses.

Bhagwant Institute of Technology, Barshi is housed in a spacious campus at Gat. No.-1242, Latur-Kurduwadi bypass, Tadsoundane road, Barshi which is surrounded by greenery.

Vision

Satisfy the ambition of youth, who want to lead and serve our nation towards prosperity through techno-economic development.

Mission

To provide, foster and sustain a milieu of high academic excellence, research and entrepreneurship for all those aspiring students which will prepare them to face global challenges, crafting high ethical and moral standards.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent infrastructure and well equipped laboratories conducive for learning.
- Enthusiastic faculty members.
- Good supporting staff.
- Institution is situated in an Educational hub of rural area of Barshi.
- Interaction with local Industries specially sugar and plastic.
- Student involvement in learning for enhancing their career opportunities.

Institutional Weakness

- Less exposure to high end and large scale industries due to location of college in rural area.
- Inadequate Consultancy as college is located in rural area.

Institutional Opportunity

- Learning hub for students using digital platforms to have hands-on experience from the available infrastructure.
- Scope for developing agro based Engineering applications to enhance growth in the local area.
- Preparing students as entrepreneurs.
- Opportunities to start incubation center.

Institutional Challenge

- Non availability of senior staff in specialized areas.
- Increasing consultancy and R and D funded projects.
- Large scale Industrial exposure to students and faculty.
- To get adequate placement in industries of repute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is designed by the affiliated university, Punyashlok Ahilyadevi Holkar Solapur University and recently as the college is now affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere. The college has a clear vision for learning, research and extension for all, strategies for effective deployment of curriculum and activities beyond the curriculum are evolved. Planning consist of innovative teaching methods such as presentations, assignments, workshops etc. Academic calendar is evolved to incorporate all the curricular and co-curricular activities such as tests, industrial visits, guest lectures, etc. Following are some of the ways with reference to academic flexibility through which students get help for skills development progression to higher studies:

 i) Range of Core / Elective options offered by the University and those offered by the college.

 ii) Students enhance their academic and employability skills through the following:

    a) Guest lectures delivered by industry person.

    b) Mini projects

    c) Industrial visits

Some of the faculty members represent Academic Council which play vital role in curriculum development. To integrate the academic program and institution's goals, the initiatives are taken to improve the curriculum. Few of them are:

i) Add-on courses are included and updated in the curriculum to bridge the gap in the university curriculum so that the employment potential of the concerned program is enhanced worldwide.

ii) The Institute organizes field trips, technical training programs for students and also conducts training workshops by inviting resource persons from various institutes and Companies. The college has a formal mechanism to obtain feedback from students and all stakeholders as Alumni, Students, Faculty & Parents.

Teaching-learning and Evaluation

Student Enrollment at institute is effective and transparent as the institute follows the rules and regulation of Directorate of Technical Education and admissions are through Centralized Admission Process regulated by Admission Regulating Authority. The reservation policies of State Government are followed for admission. Institutional strategy to identify learning needs of students at commencement of semester helps to groom the students appropriately so as to reach the expected outcome. The student-teacher ratio of 15:1 is a strong point to implement mentor mentee scheme (Guardian Faculty Member System). The policy of outcome based education and student centric teaching learning process adopted by the institute helps to nurture the students appropriately and provid competent manpower to society.

In association with stakeholders, Programme Outcomes, Programme Specific Outcomes and Course Outcomes are formulated, adopted and practiced by the Institute for all courses. Use of Learning Management System (LMS-MOODLE), Virtual laboratories, Self-learning laboratories highlights adaption of ICT and innovative practices in teaching learning process. There is a good blend of Post Graduates faculty members reflecting better experience.

Appropriate direct and indirect assessment tools are incorporated, which are reviewed for assessing given attribute and modified if required, e.g. unit test by end of chapter. The institutional mechanism ensures effective and efficient grievance redressal. Importance is given for implementation of institutional plan for the expected outcome, deviation if any is tackled appropriately.

Research, Innovations and Extension

In quest of excellence, the institute takes efforts to build capacity of individuals in terms of technical expertise, research publications and projects of social benefit and development of Nation. Institute provides full infrastructural and administrative support for overall development of students. Faculty members are provided with full monetary benefits of consultancy.

Collaborations and MoUs signed with industries and institutes help leverage the R&D activities at institute level. Attempts made by the institute for obtaining grants have shown positive impact. Through the R&D activities, the problems faced by sponsoring agencies are resolved to achieve transfer of technology from lab to land.

Institute motivates and guides faculty members and students to take up innovative and creative projects, which have resulted into four patents, participation at National and International level competitions and publishing research work in the form of journals/books. In practice, due care is taken in terms of code of ethics and plagiarism.

Students and faculty members are motivated for extension activities and volunteer services for the society. Many students participate in activities, which are conducted at institute & university level to learn and demonstrate the spirit of responsibility towards Nation and community. The institute celebrates students for the core universal values like truth and righteousness on all possible platforms like annual cultural festival, sports meet and technical events.

Infrastructure and Learning Resources

The institute provides adequate and quality infrastructure to all incumbents. The need of changing developments in education and technological improvements reflected in market are taken due care and accordingly institute keeps on enhancing its infrastructure. The institute infrastructure satisfies the requirements said by the apex body AICTE. The facilities made available by the institute for sports and cultural activities are also considerable. The supports obtained by students in sports and cultural activities are reflected through the student achievements in competitions organized at various level. The resources available on this

LMS are used by the students and facility members during regular teaching- learning process in all class room and laboratories which are ICT enabled. The provision of smart board is also made available at selected locations in institute. Some classrooms are equipped with lecture capture facility. One seminar hall is equipped with video conferencing facility for delivering online lectures which is the outstanding features of the Institute. Exclusively designed Training and Placement (T & P) cell provides adequate infrastructure for trainings, placement and co-curricular & extracurricular activities. Ramps and lifts are provided for physically disabled students.

The Institute has well maintained fully air-conditioned library and reading room with necessary and essential books, journals, e-resources available for staff and students. Adequate provisions are made in the annual budget for the enhancement and maintenance of library. The books issue counter is kept open after college time up to 7 pm, and reading room facility is made available to the students throughout night in the benefit of students. Which has additional facility given to the students during examinations.

A strong IT infrastructure is the backbone to achieve the deployment of e-learning tools. High end IBM servers, fully commissioned Cyber roam Firewall, 60 Mbps bandwidth in the campus and sufficient Wi-Fi access points have promoted the usage of MOODLE and social media for e-learning resources. Institute has a policy of acquiring necessary software to match the needs of development in engineering field.

Student Support and Progression

Institute aims at the overall growth of the students combining a commitment to teaching excellence with extensive co-curricular and extra-curricular activities. An integrated model for student support and progression exists in the institute. The responsibility of extending benefits to the students by means of scholarship and free ships is shouldered by the team consist of social welfare office, guardian faculty member and concerned staff from administrative department. The institute has active Student Council. Student council provides an opportunity to the students to enhance their leadership qualities.

Training and Placement Cell (T&P) is playing a key role in organizing aptitude test and personality development activities. The Institute encourages and develops entrepreneurial skills by involving and exposing them to a wide variety of seminars/workshops/conferences. Students are encouraged to appear for GATE,

Central /State government exams, Defense services and competitive exams like UPSC, MPSC to enhance their employment prospects and higher studies.

Institute joins hands with external agencies to impart required training to the students. The institute conducts sports and cultural activities as per the University academic calendars and circulars published from time to time. Anti-ragging committee, women grievance cell and

Disciplinary committee have been established to safety and security for students, thus till date no case of ragging and sexual harassment has occurred in institute. The registered alumni association of institute is functioning actively.

Governance, Leadership and Management

Leadership at institute directs the organization towards the institutional vision and mission of the institute through effective curriculum implementation. Based on the need arises from demand of stakeholders, institute has developed strategic plan. An effective use of IT resources for teaching learning and assessment process, in-house ICT based teaching-learning material is part of strategic plan.

Various committees are constituted for the smooth functioning of the Institute. All the committee meetings are conducted at regular time period for the improvement of managerial activities. The Governing Body meeting is being conducted in an effective manner. The institute has well developed organizational structure. The roles and responsibilities of various bodies and committees are well defined. All the policies are developed and documented in manual of Institute. The effectiveness, efficiency and transparency in various areas of operation is ensured by implemented in-house developed e-governance system.

Due care is taken by the institute in domain of staff welfare by implementing the schemes. Attempts are made by institute to identify the training needs of employees. The performance of faculty member and staff is checked by established online /offline performance appraisal system. Institute conducts internal and external audit regularly. The institute being self-financed institute, major source of funding is through student fees.

IQAC has contributed best practices for the cause of quality assurance. Some reforms in teaching learning process are suggested. Quality initiatives for promoting quality culture are implemented through IQAC.

Institutional Values and Best Practices

In line with vision, institute provides equal opportunity to male and female students to participate and lead in all the educational avenues and it is reflected by participation of students in events ARAMBH.

Green Audit is conducted by External Government Approved Agency as per standards. Attempts are made by the institute to implement the suggestions given by the agency. The importance of environmental and sustainability is imbibed among students by implementing various courses and practices like solar system, rainwater harvesting, use of LED and others. The degradation of environment is taken care by appropriately handling various types of waste generated in institute.

"Unity in diversity" is feature of a Nation and same is the case with us. The gained technical know-how by the students is passed on to the society by the students reflecting human values and professional ethics. Institute

makes an attempt to nurture the students for holistic development along with professional expertise and nationalism.

Institutional performance is boosted by adopting best practices; we have more than three best practices however following two have been highlighted in the report as mentioned below

 i) *Academic Enrichment Program through Mini Projects*

ii) **Promoting life skills and professional skills.**

The institute has distinctiveness of developing rural manpower and technology support services taking advantage of rural setting of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHAGWANT INSTITUTE OF TECHNOLOGY
Address	GAT NO.-1242, TADSOUNDANE ROAD, LATUR-KURDUWADI BYPASS, BARSHI.
City	BARSHI
State	Maharashtra
Pin	413401
Website	www.bitbarshi.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	DESHMANE ANIL KISHANRAO	02184-220070	8669605809	02184-220031	principal@bitbarshi.edu.in
IQAC / CIQA coordinator	MUNDHE V YANKATESH LIMBRAJ	02184-220071	7770014803	-	vlm_barshi@rediffmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	03-08-2011

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

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological 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	10-04-2018	12	Recommended

Details of autonomy

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

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	GAT NO.-1242, TADSOUNDANE ROAD, LATUR-KURDUWADI BYPASS, BARSHI.	Rural	10	15518.2

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	BTech,Mechanical Engineering	48	XII th or Diploma	English	120	39
UG	BTech,Civil Engineering	48	XII th o Diploma	English	60	34
UG	BTech,Electronics And Telecommunication Engineering	48	XII th or Diploma	English	60	18
UG	BTech,Computer Science And Engineering	48	XII th or Diploma	English	60	31

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				5				17				60
Recruited	1	0	0	1	0	0	0	0	23	1	0	24
Yet to Recruit				4				17				36
Sanctioned by the Management/Society or Other Authorized Bodies				4				17				36
Recruited	4	0	0	4	17	0	0	17	36	0	0	36
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				38
Recruited	36	2	0	38
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	11	8	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	73	14	0	87

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	425	0	0	0	425
	Female	230	0	0	0	230
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	15	36	28	22	
	Female	8	12	15	12	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	46	123	102	0	
	Female	7	47	48	0	
	Others	0	0	0	0	
General	Male	176	129	222	166	
	Female	32	146	48	104	
	Others	0	0	0	0	
Others	Male	81	0	0	0	
	Female	10	0	0	0	
	Others	0	0	0	0	
Total		375	493	463	304	

3. Extended Profile

3.1 Program

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

Response: 394

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	5	5	5

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
649	554	417	256	259

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
150	150	159	159	159

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
142	93	76	48	NA

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	66	67	79	58

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	66	67	79	58

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 19

Number of computers

Response: 261

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

2017-18	2016-17	2015-16	2014-15	2013-14
239.55	256.66	352.08	351.27	275.24

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The College is affiliated to Punyashlok Ahilyadevi Holkar Solapur University (Solapur University) /Dr Babasaheb Ambedkar Technological University Lonere University and the curriculum and syllabus prescribed by the university are strictly adhered to. Apart from this prescribed curriculum, the College has strategized ways and means to strengthen the teaching-learning process in the following ways:

A.   Planning of Academic activities and calendar in alignment with the University issued Calendar of Events

B.   Formulation of objective-driven teaching plan at the beginning of the semester

C.   Adopting new and innovative teaching techniques, in addition to the traditional lecture method to get the students actively involved in the teaching-learning processes and employing learner-centric techniques such as web related assignments, peer learning, group discussion, use of

National Program on Technology Enhanced Learning (NPTEL) Lectures, case studies, Modular Object-Oriented Dynamic Learning Environment (MOODLE), knowledge wall, projects, surveys, quiz etc., in the delivery of the academic courses.

D.   To meet the challenges in the technical environment, the institution organizes contemporary video discussion shows for each Engineering discipline, well planned. Videos depicting the latest technologies are displayed to the students. The students are allowed to discuss, deliberate and innovate upon the ideas within themselves and also with the staff members.

E.   Entrusting the teaching faculty with the task of mentoring 15 students on academic and personal issues, thereby strengthening the bond between teachers and students, leading to a better learning atmosphere and effective curriculum delivery.

F.   Organizing suitable guest lectures by industry personnel and industrial visits to improve the effectiveness of the implementation of the curriculum designed and specified by Solapur /Dr Babasaheb Ambedkar Technological University Lonere University.

G.   The Head of the Department and the Principal do a periodical review of the portions covered by the staff members and also the student's attendance.

H.   Monitoring of course delivery and syllabus completion through formal and informal feedback.

I.   The systematic examination process, standard question papers, proper and prompt evaluation and dispatch of reports to parents.

J.   Guest lectures, seminars, Industrial visits and training programs to supplement the curricular inputs.

K.   Encouraging students to do innovative project work of national interest through Innovation & Entrepreneurship Development Cell (IEDC).

L.   Motivating students for doing research work and present papers in seminars and conferences and publish in journals.

M.   Bridging Industry –Institution gap with suitable value-added programs which are part of the regular time table.

N.   Adopting "outcome-based approach" for the effective delivery of the curriculum.

Question papers for the internal tests are so designed to facilitate the assessment of the attainments of the course outcomes for the various courses.

All of the above processes are well documented and planned for effective curriculum delivery.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

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

Response: 2.99

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

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

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

1.2 Academic Flexibility

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

Response: 22.08

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

Response: 87

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

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

Response: 100

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

Response: 04

File Description	Document
Name of the programs in which CBCS is implemented	<u>View Document</u>
Minutes of relevant Academic Council/BOS meetings.	<u>View Document</u>

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

Our Institution believes that integrating cross-cutting issues with the curriculum would create a positive effect on the student's in both terms of their educational and societal commitment.

Gender quality:

- Institute organized different functions for encouraging boys and girls like cultural events, sports and combine team events under the departmental associations.
- Female faculty members and girl students are regularly counseled on women safety and security by GFM's. GFM's provide academic and general counseling.

Environment and Sustainability:

- For fulfillment of environment and sustainability "Environmental Science" course is included in the curriculum of the second year.

- Also, students have performed the projects related the environmental studies.
- Our institute celebrated the environmental day by organizing different events every year. Institute organizes various activities like tree plantation, public awareness during festival season with the help of students.

Human Values and Professional Ethics:

Human Values:

A necessary part of the curriculum is to inculcate good human values among students. Our institute always believes to make each student be a good human being & good engineer. Students learn not only respect the teacher, seniors but also to respect themselves. The college has Anti-ragging cell to ensure ragging free environment. Internal complaints committee & discipline committee headed by senior faculty to take care of human values. The college has a handicap friendly campus. The college has constructed a ramp near the staircase for physically challenged students. Lift facility is also made available to the students.

Professional Ethics:-

Institute has given equal importance about professional ethics along with academics because knowingly & willingly students should not do wrong things. Professional ethics encompasses personal & corporate standards of behavior expected by professional. Ethics is a branch of philosophy that addresses the concepts of right & wrong or good & evil.

- To understand the concepts of computer ethics in the work environment.

- To understand the threats in the computing environment

- To understand the intricacies of accessibility issues

- To ensure safe exits when designing the software projects

- To understand and find an ethical solution for the workplace and society issues.

- To create an awareness of business ethics and human values which also instills moral and social values

Sr. No.	Cross-cutting issues	Title of course addressing CCI	Program/Branch

1	Environment and Sustainability	Environmental Science-I	SE (ALL)	
2	Human Values	Professional Ethics and Human Values	TE (ALL)	
3	Professional Ethics	Professional Ethics and Human Values	TE (ALL)	

File Description	Document
Any Additional Information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 21

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

Response: 21

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 21.88

1.3.3.1 Number of students undertaking field projects or internships

Response: 142

File Description	Document
List of students enrolled	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 63.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
251	239	203	122	162

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

2017-18	2016-17	2015-16	2014-15	2013-14
300	300	318	318	318

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 49.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
101	89	64	69	58

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

2.2 Catering to Student Diversity

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

Response:

After taking admission to engineering there should be much focus on the cognitive skills, attitude skills for the overall development of students. So, we classify the students as slow learners and advanced learners for newly admitted first-year students and DSE students. This type of assessment and counseling is done at the first year level, through the experts. Initially, a test is conducted which helps in identifying the advanced learners and slow learners (Prerequisite). In the first year, students are also segregated according to their merit, based on, CET score. Direct Second Year admitted students are segregated according to their Diploma final year marks and Prerequisite test.

*Programs for both slow learners and advanced learners

1. **Content Delivery**

1. Teaching-learning process using instructional strategies and use of ICT.

2. Expert talk, Guest lectures, seminars/presentations on advanced topics.

3. Mock practical oral examinations.

4. Mini-projects

5. for improving soft skills: Debate, group discussion.

* **Assessment Strategies**

1. In semester Evaluation (ISE) - Two Tests (SUS) / Two mid sem Test (BATU)

2. Internal Continuous assessment (ICA)

3. Conventional methods and ICT based assessment through Quiz using MOODLE.

* **Academia-Industry Interaction**

1. Industrial Training

2. Industrial visits

3. Industry Expert Talks on latest trends

On the basis of various continuous assessments as mentioned in assessment strategies students' are categorized as advanced and slow performers. After interaction with these groups, strategies and their weightage are decided for the following actions/treatments for students' improvement and building their confidence.

* **Programs for slow learners**

1. Remedial/Revision classes

2. Retests/additional test for improvement

3. More practice in the form of Assignments, Lab practices, presentations, etc.

4. Counseling/personal guidance as per need (GFM)

* **Programs for advanced learners**

1. Outside participation through National/International level Conferences and workshops through

various technical festivals.

2. Organization of various technical events at the national level (Aarambh 2k18, Paper Presentations) every year at the institute to showcase their leadership and interact with outside counterparts.

3. Preparing students for competitive exam for higher studies and for employment such as GATE etc.

4. Various co-curricular and extra-curricular events through various student associations, Entrepreneurship Development cell, and Soft-skill development center, etc.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 10.14

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

At our institute, to improve students' learning by reducing the gap between teachers' expectations and students' level of learning, faculty members are practicing various learning and teaching methodologies. Students' learning outcome depends on the instructional strategy being employed by the faculty member. Therefore, while planning for course delivery, teachers at our on the basis of predefined learning outcomes, develop the assessment methods and then select instructional strategies that engage students in multiple activities rather than just attending and noting down points while in class, making the class more active and assist in attaining the identified learning outcome.

Following are some of the strategies employed by faculty members during their content delivery:

Participative Learning:

1. Role-play demonstrating various concepts

Experiential Learning:

Experiential learning is the process of learning through experience. Institute is inculcating self–learning and lifelong learning skills through Projects, seminars, mini projects, vocational training, parametric study, lab practices, etc.

1.Use of various Tools to build & enhance fundamentals and Skills of programming languages

2.Use of visualizations like animations

3.Workshops with hands-on sessions

4.Industrial/Vocational training

5.Use of handouts available such as notes, worksheets, assignments, laboratory sheets, and question sheets

6.Projects, Mini-projects

Problem Solving Methodologies (for critical thinking and analytical thinking):

1. As students admitted in our institute are from farming and rural backgrounds, so they are inspired for creating projects for ease of farmers to improve their economy and ease their work. So, our mechanical students have created some projects which can be used in real time applications.

2. Real-time projects providing solutions on various, Societal issues through Project Based Learning

3. Handout based Learning for subjects with lab practices

Other additional student-centric approaches for enhancing student learning

1.Use of technologies and tools like WhatsApp application, Apps development for course delivery.

 2.Effect of guided presentation for effective writing for the first year and second year students

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 64

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

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

Response: 12.02

2.3.3.1 Number of mentors

Response: 54

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The traditional chalk & talk method of teaching-learning is now becoming monotonous to the current tech-savvy an agile generation. Hence it is the need of the hour to bring innovations in the teaching-learning process to make it more attractive to students. Teachers are realizing these changes in the cognition process of students and are innovating various tools and techniques in the teaching-learning process to deliver the contents/ knowledge so that students actively participate in it and grasp the ideas quickly.

Apart from regular lectures through chalk-and- talk following innovative teaching approaches is being practiced in various departments.

- Use of Video Conference hall for the eminent lecture.
- Animations of bottleneck topics to understand the concept easily.
- Use of simulation to elaborate the mechanism approach in a most appropriate way in the context of understanding.
- Gamification for Quiz in Moodle.
- As students are from rural backgrounds each example is illustrated in their own thinking way by using different techniques.
- The facility of Self Learning Lab is available.
- Subject wise study material is available in the departmental library, the student comes in Self-learning Lab and studies the material.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 3.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	03	03	02	01

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.05

2.4.3.1 Total experience of full-time teachers

Response: 451

File Description	Document
Any additional information	View Document

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

Response: 7.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	02	03	00	00

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

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

Response: 14.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	12	10	03

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

2.5 Evaluation Process and Reforms

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

Response:

1. Projects are assessed by faculty members where students demonstrate their project representing their project idea along with individual communication, leadership, management and teamwork

skills. Parameters for project assessment are innovation, sustainability, field relevance, societal applications, technical proficiency, etc.

2. Mock practical tests are carried out at the end of the semester to assess their communication, knowledge, attitude skills.
3. Internal Continuous assessment and term work is assessed on the basis of their performance, attendance, assignment completion, oral test, etc.
4. In Semester Exam is assessed on their two internal tests and the final assessment is done by taking the best of two tests, carried out by the respective department.

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

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

Response:

The internal evaluation system at the institute level is based on the following parameters

- Regular attendance of the student
- Internal POE
- Proactiveness during the session and its accuracy
- Performance in weekly assignments
- Journal and Assessment of Practicals
- Quality of assignments completed and adherence to the schedule of submission of assignments, over a period of time.

Our internal assessment is very *transparent* due to the following features:

- Head of Department and Class Coordinators (CC) conduct orientation programs at the beginning of every semester, in which the entire schedule and system of internal evaluation are conveyed to the students.
- Students are made aware regarding the minimum 75% attendance requirement for granting the term.
- Well defined assessment schedule for every semester which is a part of the published academic calendar
- The course curriculum for every test is predefined and made known to students well in advance
- Weightage is known to students
- Aggrieved students have an opportunity to put forward their grievance addressal and redressal, if not satisfied with the grievance addressal.
- Assessment results are in the public domain along with answer books
- Students' performance in assignment and laboratories are communicated in the stipulated cycle. For any queries, they are free to contact subject teachers.

- Final Year students are informed about project assessment. The project diary includes the entire schedule of project stages, which is prepared and distributed to all groups. Final year projects are reviewed by the third party for a real-time application approach.

- Industrial training assessment criteria are informed to the students before joining the training by the industrial training coordinator.
- Opportunities of reassessment for slow learners and assessment on higher difficulty level for advanced learners.

Information to the Parents

- Parents are made aware of internal evaluation criteria in Parents' Meetings, which are conducted for every class at least once in a year.
- Test marks are conveyed to parents through Students' appraisal report.

Robustness in terms of frequency and variety.

Over a period of time, we have been giving a good hearing on the grievance of the students and accordingly, the changes/alterations have been incorporated time to time in the system making it more robust. We always encourage input from the students in this regard.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

At institute level Exam Grievance cell is established to look after about any query regarding the exam by the student.

Sr. No.	Name	Designation	Committee Designation
1	Dr. A. K. Deshmane	PRINCIPAL	Chairman
2	Mr. Shinde A. R.	Asst. Professor	CEO

3	Mr. Patil D. B.	Asst. Professor	Member
4	Mr. Kulkarni A. D.	Asst. Professor	Member
5	Mr. Kulkarni V. V.	Asst. Professor	Member
6	Miss. Kadam J. v.	Asst. Professor	Member

1. **At Departmental Level**

1. The continuous evaluation of students is carried out by faculty in terms of theory lectures, labs, assignments, etc.
2. The term work marks are allotted based on defined strategies and displayed on notice board.
3. Query if any is discussed with Department Exam Coordinator.

1. **At Institute Level**

1. The committee constituted by the Principal of the Institute consisting of senior faculty members takes care of the grievances regarding the evaluation process.
2. In case of any discrepancy in University result sheet, Institute verifies the details in available records at the Institute and guides the student with a possible solution at Institute level or refers him with a proper document to the university.
3. After conduction & evaluation of the test, the subject teacher distributes evaluated copies of their test papers to the students. The solutions for the question paper are discussed in the class. The students can approach the teachers in case they need clarification on the award of marks and scheme of valuation discussed in the class. The teacher clarifies doubts regarding evaluation.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Institute is affiliated to DBATU and follows the academic calendar of DBATU. Before the commencement of each semester, the institute prepares its own academic calendar in-line with the university academic calendar. Based on the Institute's academic calendar, the department prepares its academic calendar showcasing events planned by the individual department. The academic calendar of the Institute includes a schedule of curricular activities, assessment dates, technical events, class tests, submission of mark lists, list of holidays and extra-curricular activities. Students are then informed about the time table and the academic calendar.

Internal examinations are conducted by all the departments on the dates planned in the academic calendar

in the first-semester test one is conducted in the month of August and the second test is conducted in the month of September. In the second semester, two tests are conducted in the months of February and March. Results of internal assessment are declared and communicated to students within a scheduled time.

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

2.6 Student Performance and Learning Outcomes

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

Response:

- The program outcomes and Course outcomes are specified by Solapur University in its syllabus document.
- The courses whose course outcomes are not specified by the University, course co-ordinator prepares it for respective subjects.
- The subject teacher maps COs to POs.
- The subject teacher carries out the assessment of the achievement of COs and POs.
- COs and POs are communicated by the respective subject teacher in their classes.
- Also, it is Communicated by GFM at student their sessions.
- Display of COs and POs on the institutional website.
- Course file contains it in detailed.
- Displayed on all prominent places in the college building.

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

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

Response:

Several strategies are designed for assessment of the attainment of program outcomes, program specific outcomes, and course outcomes. Each Course Outcome (CO) is mapped with POs / PSOs.

Several Policies are defined for the attainment of each CO through mini-project, tests, lab work, and student's activities by the course coordinator. CO's are mapped with all questions asked in the internal

test. As the affiliated institute, there is a 60% weightage for external tests and 40% for internal tests. Also, CO's are mapped with the Performance of students in projects, lab work, and student's activities.

The attainment of COs is evaluated using direct tools like a test, projects, performance rubric, and student's portfolio at mid-semester and end semester. The attainment of POs/PSOs is evaluated through CO mapping. For the perception of self-evaluation using indirect tools like course end surveys, and exit surveys are employed.

Weightage is given for getting overall attainment of POs/PSOs is 50% for the test, for getting attainment through student's activity is 40% and for indirect tools through various surveys and feedback is 10%.

As the reports of attainment are assessed and evaluated by course and program coordinators, the action plan for improvement is suggested in next cycle.

2.6.3 Average pass percentage of Students

Response: 89.44

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

Response: 127

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

Response: 142

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 6.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.82	1.86	0.90	0.11	0

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

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

Response: 0.1

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

Response: 32

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

Response: 334

File Description	Document
Supporting document from Funding Agency	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

1. The institute started from the academic year 2011-12. Till now, 03 faculty members have registered for Ph.D. This initiative has given good energy to the research and innovation ecosystem.
2. The institute has created a culture of applied research through student projects. Faculty members and students visit industries to identify industry problems and formulate projects based on the industry problems. Many such projects have been successfully completed in the last five years. A few of the innovative industry projects are as follows.

1. Litter raking machine.
2. Centrifugal inner pipe cutter apparatus.
3. Portable plastic crusher.

Award-winning student innovation projects:

a) Students are motivated for experiential learning through participation in various international and national events in the last Five years.

b) Institute provides financial support to the faculty members for attending research conferences, workshops, etc.

The well-planned ecosystem for research and innovation has fetched the following outcomes:

86 –Publications in various international journals and conferences in the last 5 years.

09–Books published.

IPR Awareness and Adoption: Connecting IP Cell to protect innovation.

File Description	Document
Any additional information	[View Document](#)

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

Response: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	6	5	2

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

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

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

Response: 0.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	20	13	14	8

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

3.3.4 Number of books and chapters in edited volumes/books published and papers in

national/international conference proceedings per teacher during the last five years

Response: 0.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	04	04	03

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

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

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	03	04	02	02

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

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

the last five years

Response: 53

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	13	12	05	05

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

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

Response: 73.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
552	411	315	176	167

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

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

Response: 70

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	15	30	05	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

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

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
07	02	05	01	01

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute vision is to constantly improve the students learning environment, for that the institute has created and enhanced the infrastructural facilities regularly. The state-of-the-art infrastructure augments learning and promotes a good Teaching-learning environment.

AICTE and Dr. Babasaheb Ambedkar Technological University, Lonere is the statutory body which specifies the minimum requirement of facilities for teaching-learning. The institute has all facilities as per the minimum specified requirement by statutory bodies. Total 16 classrooms, 4 tutorial rooms 38 laboratories, common computer center, workshop, central library, 3 seminar hall, 1 open auditorium, canteen facility, and playground are available in the campus. Every department has dedicated laboratories and classrooms. Considering the contact hours of each course, classroom and laboratory utilization time table is planned by the departments. Regular Classroom and laboratory sessions are conducted six days a week.

Resources are shared across departments whenever needed. Every department has computer laboratories which are utilized for online examinations, aptitude tests, project development and competitions by students of all departments.

The common facilities like auditoriums and conference halls may be utilized by government / social bodies booking in advance. These can be used for conducting guest lectures, training, conferences and workshops.

Specialized features: Institute uses the Learning Management system i.e. MOODLE. Project Labs are available to enhance practical Knowledge about new trends in engineering and technology. Central and departmental libraries support the teaching-learning process through books, journals, e-journals, magazines, etc. A Virtual Class Room is set for conducting live expert lectures from different remote locations.

Library facility: It is well stacked with recommended text and reference books, e-books, e-journals, printed journals, CDs, rare books, digital library with air-conditioned reading room, etc. The library has taken the membership of national and international e-Journals and e-book as well as print journals.

Transport facility: Institute provides bus facility for students commuting from different places of Barshi and nearby 50 kilometers area.

Cafeteria: Canteens with all necessary amenities and hygiene are available. A separate air conditioner hall for guest, parents, and staff is available

Common room: To facilitate our female/male students, the Campus has established separate and spacious common rooms. This space has been designed to give students a place to relax, study, have informal discussions in free time available. Daily newspapers, magazines are available for leisure reading.

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

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

Response:

Sports facilities have been established for various games inclusive of Cricket, Football, Basketball, and Volleyball to ensure the focus of the institute in providing extra-curricular activities to the students.

The institute has adequate sports facilities and cultural centers for the holistic development of students. The details of the facilities available are as follows:

1)   Open playground one Acr.

2)   Basketball court with.

3)   Volleyball courts with.

4)   Football cum cricket field.

5)   A Kho-Kho ground.

6)   Indoor games facilities like Carom and table tennis are made available to the students.

The college has a well-equipped gymnasium with facilities such as machine exercises, free weight exercises, etc., Physical Education Director is appointed to train the students participating in various zonal, all India and Inter-university level tournaments.

The College has Open Theatre with sound system, music system, drum set, light system, and various allied equipment. To promote Indian classical culture among students. Every year students organize the cultural event named "TechFest", which is annual Social Gathering in which dance, skits, singing, etc. are promoted. The students from the college have participated in various state and national level competitions and also won prizes in the same. Students are motivated to participate in intercollegiate competitions.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 27.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.36	8.00	38.06	109.93	243.67

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

4.2 Library as a Learning Resource

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

Response:

The Central Library of the institute is fully automated with KOHA (by KOHA open source community) Software version 18.11.01.000. This system enables efficient library administration to catering students and staff services. This software has various modules as under Circulation (lending materials to patrons and receiving them back): In the library, circulation module provision is made to issue/return/renew for

books circulation, non-print material circulation (CD, DVD, etc.) and serial circulation (Print Journals/Magazines). Library rules setting, generate the barcodes, a listing of books (by authors, publishers, and suppliers), the printing of member barcode, etc. There is provision for immediate confirmation of library transactions through the email and message alert facility.

OPAC: Online Public Access Cat Log for searching library resources. User can search the library resources as per follows:

1. General Search: Title Author Publication Keywords Classification

2. Advanced Search: The searching can be done with various combinations Title Author Publication Keywords Classification.

3. Accession Search: Search can also be done through the accession numbers without remembering the title or author of the book. This facilitates fast & accurate searching. Reports: This is an important component of the Integrated Library Management System (ILMS) which helps to generate various reports/ returns. The following reports are generated through this module: Books Issue/Return date wise, user wise, Department wise, Reports required for various statutory bodies and inspection teams and History of user and library resources. This will help in maintaining optimum stock of the concerned resources.

Important module of koha:-

Serials: This is an important module of the Integrated Library Management System (ILMS) to maintain and keep record the serials (Print Journals, Magazine, bound volumes, and Newspapers). Through this module, we can track the subscription period and renewal date of the serials.

Links:-

1. http://49.248.135.58:8081/cgi-bin/koha/members/moremember.pl?borrowernumber=7153
2. http://49.248.135.58:8081/cgi-bin/koha/members/moremember.pl?borrowernumber=7742

File Description	Document
Any additional information	[View Document](#)

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

Response:

Institute library is enriched with a good number of textbooks, reference books, handbooks, communication skills books, soft skills books, and print journals. Institute library is a member of the National Digital Library (NDL) to access different manuscripts and Special reports. The institute has the link to rare books collection made available from Rare Book Society of India (RBSI). Apart from the standard books, the library has taken initiatives to enrich with e-resources like- e-books, e-journals related to the subject, to benefit students and faculty for their knowledge enhancement, research and exploring new things.

Other knowledge resources: The Institute library is enriched with books on developing analytical skills, soft skills management, business communication, entrepreneur skills, placement, higher study, and competitive exam preparation books are available in a library. Newspapers are made available in the library to enrich the General Knowledge and Current Affairs for students.

• Access to website Rare books of India is provided through digital library through the website

http://www.rarebooksocietyofindia.org/

• The college library subscribes AICTE approved J-Gate management e-journals containing a

package of more than 2000 e-journals.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

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

Response: 8.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
4.53	2.56	16.94	14.32	5.57

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.82

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

Response: 70

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institute has a dedicated System Administration cell to take care of hardware and internet connectivity, software installation, creating new software and their maintenance. System Administrator with his team is taking care of all the Planning, Designing, Product Evaluation, and Implementation work, along with the renovation of the old network infrastructure. Recently the Internet connectivity bandwidth is upgraded to 60 Mbps speed. Institute has internet security mechanism with Cyberoam firewall software. Institute have dedicated servers for Learning Management System (LMS) like Moodle.

- **Computer to students ratio :-**1:6
- **Availability of licensed software: -** Available.

System Software	Windows 8 Pro
	Windows 8 Pro K
	Windows 7 Professional KN with SP1
	Windows Server 2003 R2, x32 Ed.
	Windows Server 2003 R2, x64 Ed.
	Windows Server Standard 2008
	Office 2007 Suites
	Office Standard 2010
	Office Standard 2013
Internet and WI-FI facility	Internet Facility Details:60 Mbps leased li
	Content Ratio: 1:1
	(ISP provider –BSNL

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 2.49

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 14.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
28.54	44.25	39.18	62.10	40.23

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

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

Response:

Mechanisms for maintenance and upkeep of physical, academic and support facilities.

1. Adequate budget provisions are being made for maintenance. Cleanliness facilities are maintained and monitored by the Infrastructure and Maintenance committee. Up keeping of corridors, toilet blocks, and the landscape is also monitored by the Infrastructure and Maintenance committee.
2. Periodically all the buildings are inspected and repairs are carried out as per the maintenance budget.
3. The greenery (Lawns, Plants & Trees, etc.) Stretches are maintained inside the campus.
4. Lab equipment is being maintained with proper maintenance schedules, Breakdown, Routine, and planned maintenance.
5. Computing facilities are maintained by System Administrator. Inspection and servicing activities are being carried out once in a semester. Licensed software's and open source tools are purchased as per requirement.
6. **Electrical, Drinking water coolers, Lift, etc.:** The Campus has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, General Lighting, Power Distribution System, Solar Panels, etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier. The maintenance of equipment's for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.
7. **CCTV, Security, etc.:** To maintain internet connectivity and CCTV security system, network and the system administrator is appointed. Security staff including ladies guards under a security supervisor is employed to safeguard the whole premises.
8. Fire safety equipment's in various blocks, labs, hostels, offices, etc. are maintained regularly
9. RO drinking water supply coolers are provided at appropriate places in the building.
10. **IT facilities:** A system administrator is appointed to maintain the IT facilities in the institute. In case of major issues of maintenance, vendors are hired for maintenance of IT facilities

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 73.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
521	498	292	179	150

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

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

Response: 1.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	10	5	0

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

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 19.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
148	163	63	62	19

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

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

Response: 0

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

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

File Description	Document
Details of the students benifitted by VET	

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

Response: Yes

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

5.2 Student Progression

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

Response: 55.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
113	84	48	21	00

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

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

Response: 4.23

5.2.2.1 Number of outgoing students progressing to higher education

Response: 06

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

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

Response: 20.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	00	03	00

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	06	06	08	00

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

5.3 Student Participation and Activities

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

Response: 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	18	02	01	00

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

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

Response:

The Students Council (SC) provides programs, activities, and services which serve the co-curricular, cultural, social, technical and educational interest of students at the University and colleges. It contributes to the development of student's leadership skills and experience, program planning, and development.

Following is the narrative of functions and events conducted by various Committees:

1. Students Council: Under section 40(3) of Maharashtra Universities Act, 1994, this council is established every year in the Institute and it performs its duties prescribed.
2. This committee co-ordinates various cultural activities and events throughout the year "Bits 2018" is an annual social gathering which represents the cultural talent of students. Our students participate in prestigious intercollegiate competitions such as poster presentation, project exhibitions
3. This Committee organizes inter-departmental sports events. Our students actively participate in various sports in the intercollegiate, inter-university, state level.
4. Technical Activities: The Student Association committee is created for improving student's technical development. At the institute level, these committees are formed for each department. Those are Mechanical Engineering Student Association (MESA), Electronics and Telecommunication Student Association (ETSA), Civil Engineering Student Association (CESA) and Association of Computer Science & Engineering (ACSES). Those committees can be formed at the department level through election by departmental students. Students are selected for the post of president, vice-president, secretary & treasure. Those committees are formed to bring about the technical development of students by organizing some activities such as Quiz competition.
5. Library committee: Library Committee had been constituted for the purpose of the smooth functioning of the library and coordination with all Heads of the Department, faculty members, students, and the management. This committee helps the students to express their knowledge.
6. Academic & Administrative Bodies: The student representatives are as a part of Academic & Administrative Bodies such as Departmental associations, Students Council, Placement Cell, Technical and Non –technical activities.
7. Role of Student Representatives:

- Collecting student database for technical & Non-technical events.
- Organizing different social activities during the Academic year such as tree plantation, blood donation, swachata Mohim.
- Keeping a healthy environment on campus under Anti Ragging Cell for girls.

8. EDC Cell:

   EDC Cell activates students such as developing Real time projects.

File Description	Document
Any additional information	[View Document](#)

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

Response: 6.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	09	09	03	00

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

Alumni of any institute have strong emotional attachment with their institute. They are the brand ambassadors of the institute spread far and wide. Alumni have been and shall continue to be an important resource for any institution of learning provided alumni linkages are nurtured and their involvement with institute affairs is facilitated. The Alumni Association plays an important role in helping to shape the future of the Institute by representing the views of its members and contribute to build an engaged and supportive alumni community. Institute with its existence over a decade has a significant pool of its own alumni.

The alumni is engaged with institute since first batch of graduation in year 2014-15, however the formal registration is done on 03rd March2018 and got registered in the year 2018 as "Bhagwant Institute of Technology Alumni Association, Barshi" with registration number Solapur/0000096/2018. Under this association institute has collected Rs 48000/- as a registration Fees from alumnus. The alumni of this Institute are giving the suggestions for recent trends in industry and accordingly the topics are covered through expert lectures, industrial visits or value addition programs. They are also asked to give their suggestions for the courses that can be conducted to bridge the gap between industry and academia which in turn make our students more employable. Network with alumni is made effective through the Alumni association and alumni also keep in contact.

Every Department has a separate Alumni coordinator who conducts Alumni Activities. Alumni meets are conducted once in a year at institute levels. The institute has established a network with its alumni to have their active Participation in the development of the students and in turn Institute. Alumni share their expertise with the students for guidance in Projects / Placement / Contests / Internships etc. They guide students aspiring for higher education by providing guidance and assistance for GATE and other

competitive examinations. The alumni are invited for training and expert talk on the recent trends being followed in industry. Feedbacks from alumni are used to improve the teaching-learning process and the overall facilities provided to students.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 3

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

"Satisfy the ambition of youth, who want to lead and serve our nation towards prosperity through techno-economic development."

Mission:

"To provide, foster and sustain a milieu of high academic excellence, research, and entrepreneurship for all those aspiring students, which will prepare them to face global challenges, crafting high ethical and moral standards."

The Vision and Mission are reflected in effective leadership within the institute.

The Vision and Mission of the institute give the surety the need of the students by giving them quality education by which it will lead them towards the development of the country. The governance in the Institute is consists of Governing Body (GB), Local Management Committee (LMC)/ College Development Council (CDC) and Internal Quality Assurance Cell (IQAC). All these work collectively to keep an environment of academic excellence and position within the Institute in the preferred list of all the stakeholders. The institute believes in giving powers to different committees and cells in the Institute through its strategic policies. The weekly meetings of the Principal and Heads of Department are conducted to discuss academic problems and review the development. The Head of Department communicates these academic problems or new plans to the faculties in departmental meetings. The administrative staff is extended to support the students and faculty members for the efficient execution of all policies. The Principal of the Institute ensures that there is a participation of all stakeholders in various activities of the institute.

The plans of the institute strictly according to the vision and mission of the institute. The short terms' plans are designed and executed as per the suggestions led by IQAC. The various activities carried out in the Institute results in strengthening the youth by providing the best quality of education. The IQAC formulates a perspective plan which is also in accordance with the vision and mission of the Institute and if any major resolution comes through consensus of IQAC members then the major decision is forwarded to the governing body for approval.

Hence the governance of the institute is in synchronization with the vision and mission of the institute.

File Description	Document
Any additional information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The Institute practices the decentralization and participative approach in its governance. The Institute delegates authority for efficient implementation of the policies regarding teaching load distribution and allotment of portfolios to different staff members. Also, student assessment and evaluation are delegated to the Academic Coordinator. The Principal is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the Institutional progress. There are various committees constituted to manage different institutional activities.

Regular committees and designations of faculty members with roles and responsibilities to bring in participative management are as follows:

Sr. No.	Committee/Designation	Responsibilities	
1	IQAC Coordinator	Monitoring quality aspects of activities undertaken	
2	Academic Coordinator	Monitoring all academic activities on a daily basis	
3	Guardian Faculty Member	Monitoring and motivating student activity individually	
4	Time Table Coordinator	Prepare time table of three years including all subjects	
5	Chief Examination Officer	Smoothly conduct internal exam and university	

Case Study: Organization of Science Exhibition

The science exhibition was organized by the institute in the year 2018. The committee was formulated for the organization of the event. The constitution of the organizing committee includes faculties, staff members and students. The following is the structure of the committee.

The committee performed the following task in the organization of the exhibition.

a.   Developing the theme of the conference;

b.   Organizing the facilities and infrastructure for the conference;

c.   One-to-one contact and publicity of the project/exhibition to institute;

d.   Collecting the sponsorships and prizes from the donors;

e. Preparation of the showcase for the exhibition;

f. Organization of exhibition;

g. Report generation.

There were 170 number of institutes and 600 participants for the scheduled exhibition. 600 number of projects were showcased during the exhibition. The exhibition was conducted for 03 number of days and almost 1200 number of visitors visited the exhibition. The highlights of the exhibition are;

a. 600 number of projects;

b. 600 number of participants;

c. 170 number of participating institutes;

d. 1200 number of visitors to the exhibition,

e. 3-days duration exhibition;

f. 35 number of prizes;

g. Arrangement of stalls, lunch, exhibition facilities was provided to the exhibitor;

h. Parking, institute visit and brunch for the visitors.

i. 35 number of prizes were awarded to the participants;

j. 40 number of experts were invited for the examination of the project.

All faculty members and staff of the institute and 100 number of students were involved in the project. The Principal and management provided autonomy and freedom to the committee in the conduct of the conference. The committee and institute used 20 number of days from the idea conception to the organization of the exhibition.

The following are the sample photographs of the event. The publicity material and other relevant documents are part of the attachment.

File Description	Document
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

Strategic Plan

The strategic plan of Bhagwant Institute of Technology focuses on new environmental changes and challenges particularly in the new millennium are forcing educational institutes to revamp its strategy and action plans. Under the circumstances, strategies of Bhagwant Institute of Technology have been reviewed periodically by a board of governance committees. A perspective plan outlining the action plans for implementing the strategy was drawn up. Subsequently, as a part of the planning cycle, the Perspective plan has been reviewed and revised at intervals.

The broad goals of Perspective plan 2013-18 are the affirmation of Bhagwant Institute of Technologys commitment to thirst for Engineering excellence, value-based education, research innovative practices and spirit of entrepreneurship.

Bhagwant Institute of Technology seeks to attract the best students from diverse backgrounds and offer them an excellent educational experience. It offers many academic programs, an inviting and stimulating ambiance for education and research and a rich suite of extra and co-curricular activities. Knowledge sessions, Club activities, Personality Development, Corporate social responsibility, and career planning will be part of the holistic development.

Objective 1: To develop strong industry-institute interaction for enhancing the teaching-learning process and explore the job opportunity to students.

Strategies

- To develop a network with industries and institutes.
- To develop a system for practicing engineering and research through training.

Objective 2: To train and develop the faculty members for imparting quality education to the students.

Strategies

- Development of a digital platform for efficient and effective learning.
- Use of ICT based tools for learning management (MOODLE).

Objective 3: To provide a platform to the students to the trail and implement their innovative ideas leading to research outcomes and enterprise.

Strategies

- Train students to become entrepreneurs and increase the number of entrepreneurs.
- Motivate the students to trail their innovative ideas and increase the number of patents.

Example: Effective Use of ICT based tool for learning management (MOODLE)

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a learning management system that is utilized by our institution to present information and learning experiences for the students. It is very useful to the Students, Faculties and Management for teaching-learning process. Everyone has his/her personal login id and password. Every faculty of the institute uploads study material on Moodle through their login. On Moodle every resource related to course is available like e-books, notes, PPTs, Assignments, NPTEL Video links, NPTEL PDF Links, virtual lab links, research papers links, case studies, objective type questions, list of models and simulations links, links of MOOC, List of Industries related to subjects. Feedbacks are taken from internal and external stakeholders on Moodle.

The following feedbacks are taken through Moodle.

Alumni Feedback

Employer/Industry Feedback

External Peer/Academician Feedback

Faculty to Head of Department Feedback

Head of Department to Faculty Feedback

Head of Department to Principal Feedback

Parent Feedback

Principal to Head of Department Feedback

The student to Department Feedback Monthly

The student to Faculty Feedback Monthly

File Description	Document
Any additional information	

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

Response:

Response:

The institute has an organization structure wherein the faculties are involved in various decision making bodies of the institute. The decision will be made by GB and CDC is disseminated by Principal, Academic Coordinator, and HODs.

Governing Body:

- The Governing Body is the head body of the Institute which is constituted by the Bhagwant Institute of Technology as per guideline of AICTE.
- The Body stipulates guidelines and directions for the programs, policies, and processes of Bhagwant Institute of Technology.
- Meeting of Governing Body is conducted regularly to evaluate the development of the institute and also decides priorities and focus areas for further expansion.

College Development Committee (CDC):

- Discuss the budget and financial statements and forward it to the Governing Body for sanction.
- Evaluate the workload of faculty and staff and advise to the Governing Body the necessity of the faculty, staff and other posts.
- Discuss the result analysis and put forward remedial actions to improve academic standards through HOD.
- Consider and craft recommendations for the compliance of the report of local inquiry committee appointed by the affiliating PAH Solapur University and Dr. BAT University.
- Consider the proposal for an increase in intake and forward it to the Governing Body.
- Discuss faculty and staff performance and counsel promotion, suitable appreciation of the deserving faculty and staff.
- Scrutinize faculty development, research activities, placement and industry institute interaction, etc.

-
  - Attending university meetings to stipulate the quality policies and action plans for quality educations and institute developments.
  - Attending management meetings for improvement of the institute and correspond to the institute.
  - Ensure that there is a correct and effective operation of financial, planning and management controls.
  - Set up the institute budget.
  - Administration of all personnel matters involving academic and non-academic of employees including recruiting, appointment, faculty evaluation, tenure, promotion, etc.
  - Motivates faculty members to accomplish excellence in their field.

-
  - To make sure that the activities of the department support the college's objectives.
  - HODs are the responsible authorities for the academic and administrative activities within the department.
  - Allocation of portfolios, coordinators and committees for the smooth functioning of the department.
  - Ensuring the effectiveness of faculty and staff members of the department by allocating them various portfolio responsibilities and administrative duties.
  - Attending HOD meetings to represent the department and keeping department members informed about minutes of the meeting.
  - HOD nominates Guardian faculty Member per 20 students for overall mentoring of the students.

-
  - Faculty member analyses the requirement of the subject from the perspective of knowledge and skills accordingly put up the quality requirement before the department.
  - To focus on teaching methodology.
  - To ensure and motivate the student's participation in various national and international technical conferences**.**

File Description	Document
Any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

Response:

Institute constitutes various cells/committees to execute the academic plans and objectives.

Sr. No.	Name of Committee
1	Academic Monitoring Committee
2	Research & Development Committee
3	Library Committee
4	IQAC
5	Anti-Ragging Committee

6	Grievances Redressal Committee
7	Sports committee
8	NSS committee
9	Student Welfare Committee
10	Reservation Committee
11	Entrepreneurship Development Cell
12	Industry Institute Interaction committee
13	Anti-sexual Harassment/woman Grievance Committee

According to minutes of the meeting of IQAC held on 25.05.2018, NPTEL has started a large number of online courses on audit as well as a credit basis. The courses are conducted over an eight or twelve weeks' period. The online courses of NPTEL give more insight to the subject and hence improve the academic quality of the student. Though the course is not mandatory, the institute's IQAC decided to conduct NPTEL courses for students to raise their academic standards. For doing this, IQAC suggested the following measures.

- Identify courses for students that are relevant to the academic curriculum of Solapur University for the current semester. Assign one faculty mentor to each course to monitor the performance of students for the course and submission of assignments by students.
- These Faculty coordinators are also asked to register for the course.
- Course coordinators are asked to download video lectures of the related course and keep the material on the departmental archive for reference to the students. Some important lectures can be shown in class and discussion on assignments to be carried out in the class.

File Description	Document
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Response:

List of Welfare Schemes provided by the institute:

Provident Fund Facility for Staff- Employees Provident Fund Scheme (EPF) is the main scheme under the Employee's Provident Funds and miscellaneous provisions act. All eligible staff members avail of the facility.

Group Insurance for all Staff- Group Personal Accident Policy is provided to all employees of the institute. Group insurance is covered by United India Insurance.

Health checkup and counseling facility for Staff- A health checkup/ medical facility gives employee's health feedback, this can motivate them to make better lifestyle choices and prevent future health problems. Institute has signed MoU and tie up with Hospital. 74 staff members are availing the medical facility.

Providing college uniform to non-teaching staff (Security Personal and peons)-Our Institute provided free uniforms to all non-teaching staff.

Accommodation facility for non-teaching staff- The institute provides accommodations to non-teaching staff as per need.

Providing financial aid for professional membership: For Professional development of faculty, the institute provides 100% financial support to all faculties to attend workshops/conferences and professional membership.

	Particular	Percentage	
1	Provident Fund	Yes	
2	Insurance	100%	
3	Duty leave for attending Seminar /Workshop / Conference	100%	
4	Medical Reimbursement	Yes	
5	Maternity leave	Yes	
6	Free tea/ coffee facility for teachers and other staff members.	100%	
7	Refreshment & lunch / Dinner provided to all staff members at the time of organization of the workshop, seminars, etc.	100%	
8	The registration charges and total expenses towards workshops, conferences, etc are born by the college.	100%	
9	Mediclaim insurance policy for Teaching & non-teaching staff.	100%	
10	Personal library scheme for faculty	Yes	
11	Faculty Improvement Program	Yes	
12	Financial support from University for publication of Ph. D. Thesis in book form	Yes	

File Description	Document
Any additional information	[View Document](#)

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

Response: 21.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	13	16	7	13

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 3

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

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

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 19.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	15	08	11	20

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

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

Response:

Response:

The Institute strictly follows all the basic recruitment and promotional policies as stipulated by UGC. Each and every faculty member completes the self-appraisal procedure every year in the format prescribed UGC.

Self-appraisal is done on the basis of the following points:

1. Teaching learning process evaluation
2. Specific duties/tasks assigned by Heads of the Department
3. A major contribution to the benefit of student/ staff / Institute

4. Awards/ Rewards obtained by the faculty and staff
5. Contribution towards extracurricular and co-curricular activities
6. Execution of exam duties assigned
7. The research contribution of staff in terms of research projects
8. Publications and guidance provided to students for involvement in research

The management always plays a vital role in the performance appraisal of the staff. Annual increments and promotions in the grades are all implemented by the management on the basis of an individual performance indicated in the appraisal report. The decisions taken by the management are communicated to concerned stakeholders through principals concerns by circular, official orders, etc.

The institution has a Performance Appraisal System for teaching and non-teaching staff. Performance appraisal is divided into three categories and done annually at the end of each Academic Year.

CATEGORY I: TEACHING, LEARNING, AND EVALUATION RELATED ACTIVITIES

Provides information regarding:

- Lectures, seminars, tutorials, practicals, projects, contact hours are undertaken by faculty as allocated.
- Lectures or other teaching duties performed in excess of defined norms.
- Preparation and imparting of knowledge/instruction as per the curriculum.
- Use of participatory and innovative teaching-learning methodologies.

CATEGORY II: CO-CURRICULAR, EXTENSION AND PROFESSIONAL DEVELOPMENT RELATED ACTIVITIES

It includes:

- Student-related co-curricular extension and field-based activities
- Contribution to Corporate life and management of the department and institution through

participation in academic and administrative committees and responsibilities

- Professional Development activities.

CATEGORY III: RESEARCH AND DEVELOPMENT

It includes:

- Publications
- Sponsored Projects
- Patent
- Research Guidance

Self-appraisal forms filled by each faculty are reviewed by HODs and the Principal. The outcome of performance appraisal reports is used for reviewing the annual progress of faculty. The outcome of the performance appraisal is that each faculty/staff becomes aware of self-weaknesses and tries to improve oneself in those areas so that they can score better in the next year. The remarks obtained in the Performance appraisal report contributes to the decision about faculty appreciation.

Though the size of non-teaching category staff is less compared to teaching staff, their contribution to the efficient functioning of the Institute is great.

Management of the Institute has taken efforts to improve service conditions of the technical employees; they are expected to contribute their best for the betterment of the Institute.

With this in view, the performance of non-teaching staff is observed and evaluated on the basis of behavior, conduct, sincerity towards work, regularity, job knowledge, attitude towards students and co-workers, etc. Promotions and increments in salaries may be given on their performance (performance appraisals are collected).

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

The institute conducts the financial audit and academic audit regularly.

1. The financial audit is done internally and externally. The internal audit is carried out by the office of Bhagwant Institute of Technology and the external audit is carried out by the chartered accountant appointed by the management of the institute. The audited reports of the last three years are the part of the upload documents and are made available on the web site of the institute. Till today no significant objection has been recorded for in the audit report.
2. As per the annual audit reports from the external auditing agency:

- The financial statements are prepared under historical cost convention on the accrual basis.
- Fixed assets are stated at cost of acquisition or construction less depreciation. Cost comprises of the purchase price and other attributable costs including expenses and financial cost during the construction period. Depreciation is provided as per the Written down Value method and as per rates and procedures laid down under the Income Tax Act 1961.
- Fees from students are recognized as income. Interest on fixed deposit is recognized as income at the end of the year. Interest on savings accounts is recognized as income as soon as the same is credited by the bank to savings accountant.
- Investments are stated at cost plus accumulated interest till the date of the Balance Sheet.
- The college follows generally accepted accounting principles.

1. The academic audit is conducted at two levels.

- The Heads of the Department take the monthly review of the academic progress in terms of, academic plan, performance in the test, curriculum coverage, activity conducted, etc. The records are maintained at the department level and the corrective measures are taken based on the report/observations.
- The academic audit is also conducted on a monthly basis by the external committee (other than an institute) appointed by the management. The external committee generally a two-member committee. The committee visits each department and takes the review of teaching-learning, assessment, academic plan, etc. based on the observations, the report is submitted to the corporate office with a copy to the principal/director of the institute.

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

Response: 32.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.00	13.25	16.01	00	00

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

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

Response:

Response:

Institutional Strategies for Mobilization of funds.

1. The Principal and Management shall accept the development Grants / Funds for the development of the Institute. As the institute is being non granted and self-funded, the stalk holders, professional and alumni have contributed for funding for beneficial of the students in the form of scholarship.
2. The faculty members of Institute will conduct research consultancy activity for the commercial project and the fund so grant will be divided as 50%, 50% basis. That is to say the total revenue generated will be divided as follow.
    1. 50% to the account of Institute.
    2. 50% distributed among Faculty and staff.
3. The Institute should promote revenue generation to the activities such as Design Competition, Seminar, Conferences, Industry collaboration to generate revenue.
4. The Input to Institute finance will be from tuition fees and scholarship and shortage if any will be reimbursed by management from the society fund.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The following two practices are institutionalized in the institute:

1. **Academic Audit**
2. **Mentoring**

1. **Academic Audit:**

The academic audit is conducted at two levels.

- The Heads of the Department take the monthly review of the academic progress in terms of, academic plan, performance in the test, curriculum coverage, activity conducted, etc. The records are maintained at the department level and the corrective measures are taken based on the report/observations.
- The academic audit is also conducted on a monthly basis by the external committee (other than an institute) appointed by the management. The external committee generally a two-member committee. The committee visits each department and takes the review of teaching-learning, assessment, academic plan, etc. based on the observations, the report is submitted to the corporate office with a copy to the principal/director of the institute.

1. **Mentoring:**

? GFM is assigned a group of 15-20 students, who helps the students to identify and solve their problems and needs time to time.

- GFMs offer suggestions and advice to the student as and when it is needed and continuously monitors the attendance and progress of the students.
- The counseling through GFM takes care of every individual student and further care is taken by the central institute counselor.
- The GFM is in contact with the parents of these students on a regular basis. All the students of the institute are benefited through this GFM scheme.
- To address the concern of students, the counseling team works upon each and every issue related to personal and academics.This helps the students to have stress free and happy environment so that they can concentrate fully on academics.

  The copy of the sample of GFM allotment is uploaded.

File Description	Document
Any additional information	View Document

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

Response:

The academic audit is conducted at two levels.

1. The Heads of the Department take the monthly review of the academic progress in terms of, academic plan, performance in the test, curriculum coverage, activity conducted, etc. The records are maintained at the department level and the corrective measures are taken based on the report/observations.
2. The academic audit is also conducted on a monthly basis by the external committee (other than an institute) appointed by the management. The external committee generally a two-member

committee. The committee visits each department and takes the review of teaching-learning, assessment, academic plan, etc. based on the observations; the report is submitted to the corporate office with a copy to the principal/director of the institute.

3. The reviews are discussed with faculty members and suggestions are given for improvement if any.
4. Use of ICT enabled learning is also reviewed to ensure quality material to be uploaded on MOODLE for students.

File Description	Document
Any additional information	View Document

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

Response: 3.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	04	05	02	01

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Response:

The following are the incremental improvement in the institute:

Faculty training is carried at in the institute to gain extra knowledge and propagate the same to students. These programs are conducted at our campus. For more training, we give permission to faculty go into industry and other institutes to spend more time on machinery which is available there and learn new skills.

We have developed ICT Infrastructure and smart classrooms for extensive use of ICT including videos provided by NPTEL for extensive knowledge gaining. Many classrooms are equipped with LCD and internet connections. The use of ICT is increasing day by day. The digital content and E-resources have helped the teaching-learning process. Digital content has consistently increased as per requirement.

Student's results have been consistent for the past five years due to constant hard work taken by faculty, mentors and good internal evaluation, remedial classes and makeup classes.

The admission has been increased due to good counseling, placement and existing student's result in the institute.

Enhancing open source software - We have implemented open source tools like MOOC and Moodle for evaluation. We have also switched in a phased manner from windows to open source Linux platform. The use of the digital platform for evaluation has increased by 10% every year.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	03	01	01	01

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
   1. **Safety and Security**
   2. **Counselling**
   3. **Common Room**

Response:

The Institute has recognized the distinct aspects of education from gender perspective namely understanding gender education and its outreach and means/methods of sensitization and spreading awareness regarding gender rights, equity and equality, to build moral value based education system that inculcates right ethics and morals based on righteousness of conduct and sense of responsibility of every action.

In case of emergency, the Institute has its own independent Ambulance Facility on the campus.

Anti-Ragging committee and Women grievance cell exist in the institute to resolve students' grievances.

The institute is having separate boys and girls hostel in the premises for which hostel rectors are responsible for ensuring the safety and security of the students. Girls have to take the permission on gate pass from rector to go outside more than the scheduled time. Ladies and gents security guards are working 24X7.

Institute campus including main gate, corridors, examination section, and entry of all buildings, canteen, library, and hostels are monitored by CCTV cameras. Institute and hostel buildings are having Fire safety equipment's and the fire fighting equipment's are maintained regularly.

Transport facility is available from all corners of taluka for day scholar and on weekends for hostilities. First aid box containing medicines for fever and cold, pain killer, bandage, antiseptic liquid, pain reliever is available at suitable places in the institute.

Counselling: Through Guardian Faculty Member (GFM) Institute provides academic, co-curricular and extra-curricular activity counselling of the students regularly. Professional counsellor of the institute delivers common counselling sessions to all the students. For handling crucial cases professional counsellor is available in the institute, who carry out the counselling as per the need.

Common Room: As per the AICTE norms institute is having a separate girl's common room and boy's common room. In the case of the medical emergency separate sick room is available along with all necessary facilities.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 38.05

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

Response: 18000

7.1.3.2 Total annual power requirement (in KWH)

Response: 47308

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 16.62

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

Response: 5292

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 31836

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**

Response:

All the waste generated in the campus is managed as given below.

 •Solid Waste Management:-

A solid waste management plant of 525 cubic feet capacity is operational in the campus. Green and wet waste is processed and converted for preparing organic fertilizer. The estimated generation of solid waste on the campus is about 30 to 35kg/day which is collected by sweepers and workers from various departments, canteen, and garden. Seven aerobic composting pits of size 5 feet x 5 feet x 3 feet are provided to compost both waste. Minimum 30-45 days are required to complete one cycle of composting. Composting generated in terms of manure are utilized as an organic fertilizer for gardening.

 •Liquid Waste Management

The wastewater collected from various places like a washbasin, toilet, water cooler, kitchen basin, etc. is conveyed to 20m x 10m x 3m size septic tank for treatment. Cleaning of Septic tank is done regularly by municipal sludge collecting vehicle. Hazardous Chemicals are kept separately in the laboratory away from the reach of students. Lab In-charge and lab-assistant takes care of the chemicals and safety norms in the laboratory are strictly followed. Students are made aware of the hazardous chemicals and safety aspects when they are given instructions before utilizing the chemicals. The Chemicals used in the experiments are diluted and after using the chemical waste gets mixed with routine wastewater.

 •E-waste management

The generated e-waste is given to the authorized dealers who purchase the scrap and reuse the useful components. The electronic and electrical instruments under repair are given to the students during the lab sessions to dismantle and reassemble, which helps application oriented learning. Articles on e-waste

management are also frequently displayed on the Notice Boards.

File Description	Document
Any additional information	<u>View Document</u>

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

In institute premises, to achieve rainwater harvesting (RWH) the pipes are laid down from the roof of all the buildings to collect, convey and recharge by disposing of in dry bore well. After recharge, the rise in Groundwater table increases the water level in well. Groundwater then utilized from well for various purposes such as drinking, gardening, etc. in the campus.

Also to account conservation and preservation of natural resources, drip, and sprinkler irrigation systems are used for gardening.

File Description	Document
Any additional information	<u>View Document</u>

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

Response:

The institute has lush greenery campus with plantation of a variety of different plants, trees, and lawns. The students and faculties are encouraged to plant more trees in the premises of the campus and making the campus pollution free. The programs like tree plantation encourage students as well as faculties to develop eco-friendly environment, which provides pure oxygen within the campus of the institute and also aware to the residents of nearby villages. The lighting and ventilation in classrooms are adequate considering natural light and air velocity. The noise level of the campus lies well within the limit i.e. below 50 dB during the daytime. The institute has its own transportation facility from the city and nearby towns around the city. The staff members and students who are residing nearby the institute use bicycles or prefer walk to come in the campus. The college makes their students aware of environmental sustainability and carbon neutrality in the subject of environmental studies in the programs. Consumption of tobacco and similar products are

strictly banned around the campus. The use of solar panels, paperless work system and disposal of waste in the institute is well developed. Dust bins are provided throughout the campus. Throwing the waste anywhere is strictly prohibited. Usage of plastic bags and cups is discouraged within the premises of the institute (plastic-free zone). The management has taken a keen interest to make the office a paperless office. The complete campus is Wi-Fi enabled, making it much easier for paperless activities. Even almost all the official information and circulars are preferred to be sent only through emails.

Initiatives are taken by the institute to make the campus eco-friendly

1. **Use of Bicycles**: Institute observes bicycle day to create awareness for avoiding noise and air pollution. Use of bicycles helps in maintaining the physical fitness of staff and students so as to increase the efficiency of work. It also reduces the fuel consumption of the nation, thus it reduces the foreign exchange to be spent on importing fuel.
2. **Use of public Transport**: Institute provides transport facility to students and faculty as per their need to reduce the usage of individual's vehicles, which indirectly reduce noise and air pollution. Carpooling is encouraged for the conveyance of faculty for attending college also common activities like university work, DTE work and visiting the corporate office.
3. **Pedestrian Friendly Roads:** All the buildings are properly connected with well-planned pedestrian friendly roads. The roadside plantation is done for pedestrian roads
4. **Plastic Free Campus:** Institute is encouraging the policy of minimizing the use of plastic in college premises. The plastic cup used for serving tea is completely banned in the college canteen.
5. **Paperless Office:** Use of digital devices and software like MS office are used for communication thus minimizing the use of paper.
6. **Green Landscaping with trees and plants:** Institute has developed a lush green campus by implementing green landscaping, tree plantation all around the infrastructures.

File Description	Document
Any additional information	[View Document](#)

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

Response: 1.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
4.77	4.25	6.01	5.87	3.18

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

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

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	3	3

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

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	1	1

File Description	Document
Report of the event	[View Document]()

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

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

Response: Yes

06-06-2019 07:37:53

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

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

Response: 20

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

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

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

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

Response:

All faculty members, non teaching staff and students get to know the importance of national integrity in the country in general and their particular role in it. So the institute celebrates national festivals such as Independence day (15th August) and Republic day (26th January) with enthusiasm. Our students are on the mission towards better India. They come together by breaking the restrictions of religion and caste. The institute also organizes the meaningful functions relating to the birth/death anniversaries of great Indian personnel. Thoughts of great Indian personalities sowed into the young minds through the various functions, exhibitions, and programs conducted on these days. The institution practices the pluralist approach towards all religion functions and encourages the students and faculty to showcase the same. Every year, Teachers day (birth anniversary of Dr.SarvapalliRadhakrishnan) is celebrated on September 5th recognizing the contributions and achievements of teachers, Engineers day (birth anniversary of Sir Vishweshvarayya) is celebrated on 15th September, to tribute to the contribution and achievements of Engineers in the society.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Financial Transparency – Institute keeps up the straightforward environment required for smooth working. For viable and productive utilization of budgetary assets, the trust has built up specific

approaches, a methodology for allocation of budgets. As per the requisite under different heads, the budget is prepared and sent to the Management. Financial transactions and details of records are maintained in Tally's ERP S/W. The governing body, Academic Monitoring Committee, and Principal along with Academic Coordinator discuss all heads of expenses in staff academic meeting regarding the required budget for various activities to be conducted for the current academic year. The required budget expenses are sent to Management. Auditor at Management office verifies expenditures of various activities & presents it to the Management. The Management goes through the budget, verifies and then the required budget is sanctioned and cheques of sanctioned amounts are dispatched to the institute via docket. Receipts & Payment Vouchers of daily transactions are checked by the auditor and the audited statement is presented to the Management.

Academic Transparency - The Principal of the institute has been given the authority to run the program to achieve the desired outcomes. Direction and Introduction programs are conducted every year at the start of the academic session. In the direction program, different management activities are conducted & students are addressed on the topics like the introduction of the syllabus in detail, information about the internal, external exams, different Government schemes for the students. The results and marks obtained in the simultaneous assessment are displayed on the college notice boards so that students can put forth any gripes related to the same to the internal exam committee which is then addressed by the committee through its mechanism. Open book test, midterm test, prelim exams and online quiz on Moodle are conducted as a part of the simultaneous assessment. At the end of every semester, student's feedback regarding faculty member is taken from students & then Principal& Academic Coordinator discuss the feedback with the individual faculty member and guide them for if any improvement is required.

Administrative and Auxiliary Transparency –Admission procedure is carried out as per DTE's guidelines every year. Advertisement for vacancies to be filled up is given in the newspaper. Scholarship/free ship, university's different schemes information is given to the students through notices displayed on the notice board & institute's website, WhatsApp groups on time by office staff. Separate attendance musters are maintained for teaching as well as nonteaching staff. Leave application policies and rules are set by Management. Personal files, service books of the staff are updated from time to time. Vacancies against different posts are published in the newspaper and then selection procedure is carried out at the institute. Candidate has to give a demo lecture at the said institute where the demo is assessed by Principal then the feedback is given to the management for further decision.

File Description	Document
Any additional information	[View Document](#)

7.2 Best Practices

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

Response:

.BEST PRACTICE- 01

1) Title of the Practice

"Academic Enrichment (Development) Program through Mini Projects"

2) Objectives of the Practice

- To encourage the emerging ideas of the students.
- To correlate theories with practical applications for concept development and application.
- To develop experimentation and manipulation skill.
- To identify real life problems and providing engineering solution.
- To develop attitude of working in team.
- To acquire knowledge and skills through the Project Based Learning Process.

3) The Context

The development of conceptual knowledge and micro skills are essential in the practice. The process of problem solving and developing solution to identified fault develop the abilities to abilities like apply procedures, adopt methodology, use tool & equipment and experimentation. This in-turn and the interaction with the students enhance the interest in solving technical problems and also to use the theoretical knowledge to make models and further to understand the basic concepts. This activity is helpful to identify the real life problems and gives the solution to it.

4) The practice

The practice is well designed and extend across the four year of engineering program. Its unique nature of going from simple to concept and from part to whole helped to student for critical thinking, rational thinking and innovative thinking.

At the starting of the 1st semester the students choose the mini project under that basically a model is built. The model helps to all other students to get clear idea of different parts of engineering. This also helps to the other students to build the interest and to think on emerging ideas.

This practice is divided in four steps for four year.

- Beginner (for first year students)
- Intermediate (for second year students)
- Advanced (for third year students)
- Very advanced (for final year students)

At the beginner stage the student's gets familiar with the tools and equipment's and makes the basic models to understand the upcoming students. After knowing the different tools and equipment's they can build the better model or project in the intermediate stage. At the advance level the actual problem can be identified and according to that the solution will be find out and at the very advanced level the students can deal with the actual problem and finds out the optimal solution for the problem.
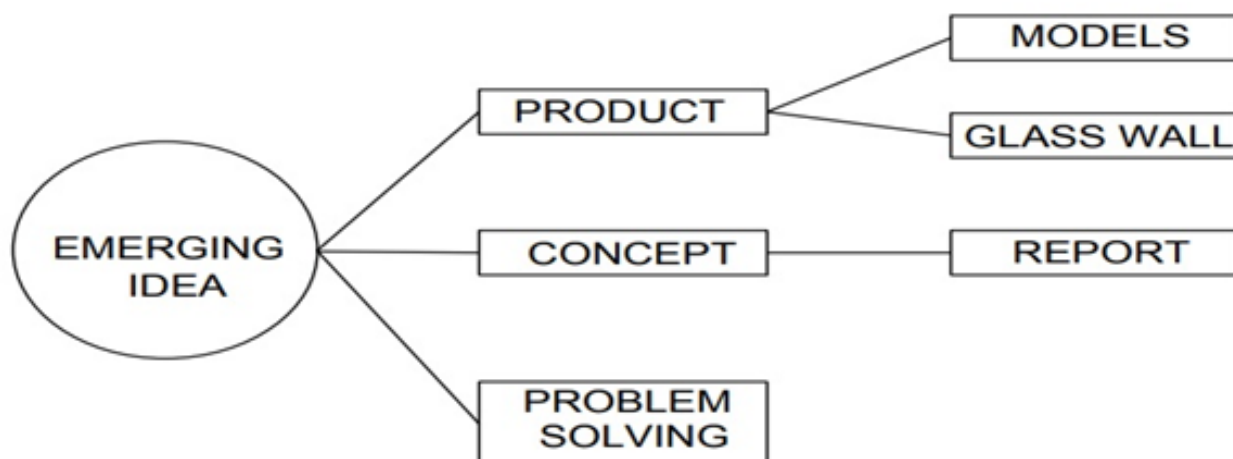
As the college is situated at rural area, so this practice helps to solve number of problems for the small business as well as for the farmers. This practice alsohelps to increases the student and teacher relationship.

5) Evidence of Success

- This activity improves student's participation and team work in the task as well as all academic activities and hence resulted in to the overall academic performance.
- The slow earners got motivated and their participation as well as performance got increase substantially.
- Those students are failing to get the knowledge theoretically, the more interest has built among them by this practice.
- Through this practice the new emerging ideas gets collected and implemented by making the models (mini project). While making the models the theoretical knowledge gets applied on the model and interest among the students goes on increasing day by day.
- The problem solving in framed and modular pattern helped to build confidence is built among the students the real-life problems and that will provide the engineering solution.
- While doing this the activity of team work among the student's gets increases and also gains the knowledge through the project-based learning process.

6) Problems Encountered and Resources Required

As the college is located at rural area the material and the tools are not easily available in the market. There is a need of motivational talks. Fund are not available. Because the numbers of students belongs to the farmers family there is a huge problem of communication in the English.

.**BEST PRACTICE- 02**

1. Title of the practice: Promoting life skills & professional skills

2. Objective of the practice: To build life skills among the students to make them professionally fit through series of activities and programs.

3. The context: The strategically planned input based on the personal and professional needs enhance the student's capabilities and professional abilities. The academic environment help students for release of mental and emotional stress and the teaching learning process becomes a successful. The one to one interaction with the student helps the faculty members to understand them better and can monitor their progress. In this endeavor the institute has involved the faculty members and design and implemented the activities and programs to promote the life skills and professional skills among the students.

4. The practice:

1. The group of 15-20 students is allotted to each Faculty. This ensures one to one interaction and helps Faculty to know their strengths and weaknesses. Faculty Members are selected by respective Departments.
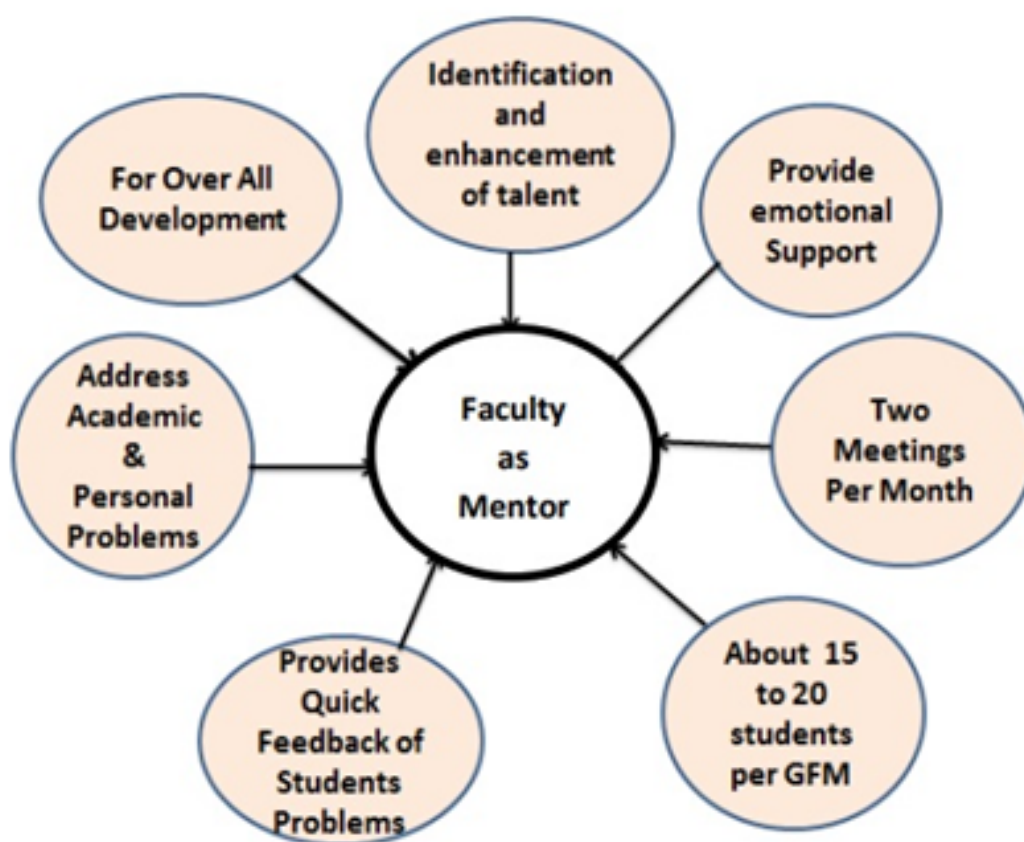
2. The knowledge of family and social background of the student helps in judging the student's inclination towards academics.

3. The assessment of student's attitude, attribute and background resulted in planning of personal development and social developmenttask for the students.

4. Based on the results of assessment, the student's groups were formed and individual activities and personal activities/task were conducted. The activities like, (a) Who Am I? (b) Lead Questionnaire and (c) Field activity-based group work was allocated to students. Under such circumstances Faculty suggest remedial measures or direct the students to the head of department.

5. The individual and group assignment were allocated for enhancement of communication skill, working

in team, managing work, conflict management, Problem solving and decision making, etc.

6. If the students are found to be weak in academics remedial measures like Library work, mini-project, field activities, extra coaching, counseling, lab practices are planned and conducted and ensure that remedial measures are implemented.

7. In order to develop the sense of responsibility, punctuality, sincerity and time consciousness, the Faculty even monitors their daily attendance. Based on the performance standardsthe counseling the further remedial measures and tasks are planned and conducted.

8. Department conducts parent teacher meeting at the end of every semester for sharing of performances and additional efforts required by the student and parents.

9. The monthly HOD and student meet is conducted for assessment of professional achievement and standards and further to solve student related problems at department level.

10. The students are further promoted and motivated for working in team and resolving the managerial and academic problems through peer working and peer learning.

5. Evidence of success: This activity not only improves student's physical presence in the class but also his overall academic performance. This practice has resolved emotional and family problems of students by systematic counseling. Following are the few cases mentioned in the table

Sr. No	Academic Year	Name of Student	Class	Problem	Remedial Action	Impact
1	2018-19	GholapVishwas Popat	S.Y. B. Tech Civil	Financial Problem	Absorb as supporting staff	Continu & supp
2	2017-18	Akash Adinath Khuntaphale	TE Mechanical	Mentally disturbed due to illness of father	Absorb as supporting staff	Continu & supp
3	2015-16	Gavali Ajit Keshav	SE Civil	Demoralized due to heavy syllabus	Inspired by counseling	Passed
4	2015-16	Gore Nilesh Satish	SE CSE	Financial Problem	Absorb as supporting staff	Continu & supp
5	2015-16	Aherkar Varhsa Chandrakant	SE ENTC	Financial Problem	Absorb as supporting staff	Continu & supp

6. Problems encountered and resources required: During the implementation of this activity, some of the problems reported by faculty members:

1. Sometimes it is difficult to be in contact with the Parents and meet them personally because of parent's hectic schedule and routine work.

2. Mechanism of real-time attendance of students needs to be made available.

For effectively implementing this activity, following resources are required.

1. Faculty Members   2. Student Database

3. Telephones   4. Counseling rooms

7.3 Institutional Distinctiveness

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

Response:

RURAL MANPOWER DEVELOPMENT AND TECHNOLOGY SUPPORT SERVICES

The institute is located in the rural underdeveloped district of Maharashtra State and the site of the institute is in a rural area. The primary purpose behind the establishment of the institute is to empower the rural youth with technological abilities and foster technological development in the region of the institute.

The core mission of the institute/thrust area is to educate and train the professionally competent and value-based engineers and technicians for employment/self-employment having the ability to solve complex problems and lifelong-learning through the systematical design and implementation of student-centric teaching-learning process and continuous upgradation of infrastructure to promote rural entrepreneurship/employment and industry. The thrust area of the vision is to *promote and support technology, entrepreneurship, and industry* in the *rural region* over the *process of educating and training* the graduates. The institute with the same spirit planned and conducted different activities and programs. These activities and programs were broadly performed under the following three categories.

Category I: Development of students admitted to the engineering program;

Category II: Development of student community from the serving area; and

Category III: providing technical support to the community f the serving area.

Category I: Development of students admitted to the engineering program;

The following task and activities were conducted for the students admitted to the engineering stream.

1. Pre-admission counselling for career planning and development;
2. Induction program in science and engineering for potential students;
3. Bridge courses for course enrichment;

4. Soft skill training programs and workshops for soft skill development;
5. Industrial visits;
6. Industrial training/internship;
7. Expert lecture by industry professionals;
8. Orientation program for first-year engineering students;
9. Conducting Mini-project;
10. Workshop on emerging technologies;
11. Promoting students to participate in competitions and seminars; and
12. Promoting innovative and real-life projects under the Major Project Scheme

Category II: Development of student community from the serving area; and

The following task and activities were conducted for the students in general and specific to the school going students.

1. Demonstration of science and engineering experimentation;
2. Facilities to construct the projects;
3. Career counselling programs;
4. Science Exhibitions;
5. Project competitions and exhibition;
6. Technology dissemination program; and
7. Technology talks about my engineering professors.

Category III: Providing technical support to the community f the serving area.

The following task and activities were conducted for the technical support services to the serving community.

1. **Industrial Problem Solving;**
2. **Providing consultancy;**
3. **Conducting an entrepreneurial assistance and development program;**
4. **Developing projects based on industrial needs; and**
5. **Donating engineering facilities and projects to the community through project building.**

The institute mission is to train the rural-based student in transforming them into the professionals and employable technocrats. In order to implement the mission, the institute has systematically developed an academic plan and development plan that addresses the manpower needs in the field industry, entrepreneurship, and allied professional activities. The systems and the organization structure have been developed in tune with the mission and vision of the institute. It is envisaged that in the future institute will play an instrumental role in solving the technical problems of the rural industry, transfer the technology

and promote the development of entrepreneurship and industry in rural India.

5. CONCLUSION

Additional Information :

The college is located in rural area of Maharashtra which is drought prone zone.Inspite of this constraint the college takes all the efforts to keep the environment green and healthy. The institute shoulders the responsibility to create holistic environment for the students to be competent to face the challenges in the adverse conditionis.

Concluding Remarks :

Shree Bhagwant Education and Research Charitable Trust started in 2011. The institute has

highest standards of Professional, Academic, Ethical conduct, Integrity. An inclusive and welcoming environment, where every person is treated with dignity and respect. There is mutual

trust and congeniality in our relationships with each other. A connected, engaged and diverse learning community where students develop a passion for lifelong learning and become individual of choice for employers. An environment that embraces and rewards inquisition, Ingenuity, innovation, resourcefulness and continuous learning. The Management plays a vital role in enabling the Institute to achieve its Vision and Mission and all policies, activities and programs are in alignment and are designed to fulfil the same. The Management meets the Faculty and non-teaching staff on a regular basis to ensure that there is smooth functioning of the Institution. The Governing Body decides on Institute's overall strategy, ensure its integrity and high standards. The institute focuses on being strategically placed in the field of Engineering and can contribute constructively to the Industry and Society at large with its high standards and dedication to its cherished goals.