



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHRI BALASAHEB MANE SHIKSHAN PRASARAK MANDALS ASHOKRAO MANE GROUP OF INSTITUTIONS

NH-4, PUNE BENGALURU HIGHWAY, TALUKA HATKANANGALE

416112

www.amgoi.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

We ecstatically introduce ourselves as rapidly growing group of technical education institutions in Western Maharashtra under the flagship of Shri Balasaheb Mane Shikshan Prasarak Mandal, Ambap (Parent Trust) which was founded by Late Shri. Ashokrao Mane Saheb in the year 1980.

Shri Balasaheb Mane Shikshan Prassarak Mandal's, Ashokrao Mane Group of Institutions (AMGOI) is started in 2009 to promote Technical Education and Management studies for rural communities.. The Integrated Campus is situated beside the Pune – Bangaluru national highway, near Kolhapur, at Vathar Tarf Vadgaon, which is well connected by all modes of transport. The Integrated Campus is spread over an area of 20 acres in a serene and refreshing atmosphere surrounded by greenery. AMGOI is an institution which defines and continues to update methods of engineering. It provides its students with modern educational facilities while retaining traditional values, as well as using its strong industrial contacts to mold young, talented individuals who can compete in the global arena. The aim of AMGOI is to rank among leading universities globally. Consequently, AMGOI's mission is to educate individuals to be competitive not only in India, but all over the world. Within an intensely competitive environment, the college has adopted a dynamic, global, high-quality; creative and communicative approach in education, as well as research and development.

Keeping abreast with modern developments, AMGOI is constantly restructuring itself and renovating its physical infrastructure as well as its research and education facilities. Since its inception and foundation, AMGOI has constantly lead the way in reform movements, and in the latter era of the Republic of India, AMGOI has assumed pivotal roles in the reconstruction, modernization, and administration of the society. The efforts and expertise of AMGOI graduates have been major contributors in the planning and construction of India's infrastructure.

Vision

To become a globally renowned institute of excellence in technology and management education for rural community

Mission

- 1. To achieve excellence in technical and management education through effective teaching learning process.**
- 2. To develop professionals having values of ethics, lifelong learning, teamwork and social responsibility.**
- 3. To inculcate research and development culture.**
- 4. To enhance industry-institute interaction.**

5. To empower the rural community.

6. To implement outcome based education (OBE).

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The College is running UG & PG courses
- The College is accredited with Grade A, CGPA-3.08 by NAAC in 2015
- The College has qualified & well experienced staff
- The college has state-of-the-art infrastructure for academic & extra-curricular activities
- The college has fully functional IQAC that tries to improve the quality systems & processes in college
- The college has decentralised system
- The faculty student ratio is 1:16 with well defined student support system
- Well established governance structure & management system
- informative & updated website
- placement processes are very well structured
- Excellent IT infrastructure
- Well equipped & well maintained library & digital library with remote access
- Well furnished & well maintained classrooms & laboratories with ICT facilities
- Active engagement with stakeholders
- Well defined feedback process
- Eco friendly environment & landscaping of campus
- Motivated & disciplined students
- Effective Mentor Mentee system
- Implementation of OBE in all programs
- Well furnished seminar halls with ICT facilities

Institutional Weakness

- Poor response to gratitude fund from alumni
- No philanthropic contribution
- Lack of consultancy and R & D activities
- Limited outreach activities from departments
- Poor financial support to teachers attending seminars/ workshops/conferences
- Need International collaborations
- Less number of research publications by faculty

Institutional Opportunity

- More potential to capitalize on the location advantage of Institute
- Scope for undertaking funded research and consultancy projects
- Strengthening community engagement
- More field visits, industrial visits & study tour for students

- The proper guidance for competitive examinations and career counseling to be provided to students
- Upgrading existing programs & courses to suit in line with NEP

Institutional Challenge

- College is bound by the rules and regulations of affiliating University in terms of curriculum & academic calendar
- Increasing student enrollment in the face of nearby engineering Institutes
- The students with elementary education in local language

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institution has the mechanism for well planned curriculum delivery and documentation. The Institute and all departments prepare academic calendar in line with academic calendar published by Shivaji University, Kolhapur and DBATU, Lonere. The academic calendar provides date of commencement of the academic session, duration of semester, schedule of internal tests, end semester examination, conduction dates of technical workshop, seminars, guest lecture, industrial visit and symposium for students.

It is ensured that the supportive and productive learning environment is created and maintained in the teaching learning process. The faculties prepare teaching plan before start of semester and implement the academic and co-curricular activities as per the plan.

Apart from chalk and board, new teaching learning methods such as power point presentations, models, virtual laboratories, video lectures, audio video aids & animations are implemented in the delivery of theory and laboratory courses.

The faculties encourage fast learners and give more attention on performance of slow learners. The mentoring system is effectively followed in Institute. The faculty members monitor and encourage overall development of the allotted mentees.

The expert lectures & technical workshops are arranged to enhance the skills of faculties & students. The expert talks from Industry persons, industrial visits, soft skill trainings & add-on programs are planned in line with the curriculum for holistic development of students.

The curriculum consist the courses to address human values, sustainability of environment, & courses on soft skill & hard skill development. Apart from it the Institute arranges the trainings on soft skill development, programs on gender equality, ban on plastic, solid waste management & energy literacy. These programs are becoming beneficial for holistic development of students.

The co-curricular activities such as technical paper presentation competitions, project competitions & quiz competitions are organized to enhance technical skills, leadership skills & team building skills of students.

The feedback system is available in the Institute for transparency & accountability. The feedback on curriculum is taken from alumni, faculty, students & employer; it is analyzed & action is taken to inculcate suggestions

from them.

Teaching-learning and Evaluation

The faculties have adopted teaching learning methods such as conventional lecture method (Chalk-Board), Project Based Learning and Experiential Learning. The conventional lecture method is helpful to interpret & explain the concepts of curriculum to learners. Apart from it interactive methods are also used in teaching learning process. The various interactive methods such as Power Point Presentations, course content related animations, flipped classroom, group discussion, quizzes, activity based learning are conducted to clear concepts of students. The faculties share their study material through Google drive.

The E- Library software is available in Library due to which the students & faculties get access of books & e-journals. The Institute encourages to students & faculties to use ICT resources such as NDL, SWAYAM Courses, Prabha and spoken tutorials.

The department conducts three internal tests per semester according to the guidelines of University. The internal question papers are set by the Institute faculty members and end semester examination question papers are set by University. The question paper carries short answer type questions and the long answer type questions. The students are appealed to learn full syllabus instead of going for selective study of syllabus.

To evaluate course outcome direct as well as indirect assessment tools are used. Direct assessment involves conduction of examinations at institute level and at university level, whereas indirect assessment involves collections of survey forms from exit students, alumni & employer.

The innovative programs such as technical paper presentation competitions, project competitions & innovative technical events are conducted to nurture the problem solving skills and participative learning of students. The modern tools & various softwares such as Matlab, CAD & CAM are available to enhance learning experience of students during project work.

For the experiential learning add-on programs are conducted, students are sent to Industry for field work, internship & mini-mega projects are allotted for experiential learning. Hands on workshops are arranged to increase the practical skills of students. The industrial visits are conducted for knowing rules & regulations of real life industrial environment. The students are trained on virtual labs and simulation tools.

In participatory learning the students participate in seminars, group discussion & skill based add on courses. The students are encouraged to participate in these activities where they can use their specialized technical or managerial skills.

Annual Social Gathering is arranged for students to exhibit their extra-curricular & managerial skills.

Research, Innovations and Extension

The Institution has created an ecosystem for innovations right from the establishment of the Institute. The Institute promotes research & development activity by arranging workshops, seminars on research methodology, intellectual property rights & entrepreneurship.

The Institute has organized workshop on “Research Methodology for undergraduates” in academic year 2017-18 under research sensitization scheme of Shivaji University Kolhapur. In the academic year 2018-19, workshop was organized on “Recent trends in Artificial Intelligence & hands on training on Node MCU” under lead college activity of Shivaji University Kolhapur. A STTP was organized in academic year 2019-20 on “Optimization Techniques & Research Awareness”. The event was sponsored by AICTE, New Delhi. A webinar was organized in academic year 2020-21 on “Digging Entrepreneurial Mindset”. One week faculty development program was organized on “Recent Developments in Foundry & Indian Foundry: trend & challenges”, sponsored by AICTE, New Delhi. The Institute has organized 18 workshops/ seminars/ conferences on Research Methodology, Intellectual Property Rights & Entrepreneurship during five years.

The department of Electronics & Telecommunication Engineering had done a research project on “Canal Automation using LabView”, funded by Shivaji University, Kolhapur, in academic year 2018-19.

More than 35 faculties have published their research papers in the journals, out of which 23 papers are published through journals notified on UGC care list. Sixteen faculties have edited in books & chapters.

The Institute has signed Memorandum of Understanding with 26 companies during five years; has organized expert talks of them; has organized Industrial Visits to them; has sent students for field training & internship. More than 30 programs are organized under Industry Institute Interaction during five years.

In the academic year 2021-22, student association of E & TC Engineering (ETSA) had arranged a program in “Warana Chaitanya Special Children’s School, Warananagar”, on the occasion of birthday celebration. On this occasion ETSA distributed 60 mats & food to the mentally challenged students as a part of social commitment.

In the academic year 2020-21, the guest lecture was arranged in department of Civil Engineering on “Electronic Waste Awareness”. In the academic year 2019-20, student association of Civil Engineering (CESA) had arranged a Blood Donation Camp in association with Sanjeevan Blood Bank. On this occasion 161 donors donated their blood which will be helpful to the needy people.

Infrastructure and Learning Resources

The Institute conducts five undergraduate, six post graduate & a management program in a campus. AMGOI has state of the art infrastructure, creating an environment for progressive learning and development. The Institution has provided best infrastructure which includes well ventilated class rooms, state of the art laboratories, updated library, smart-class rooms, and seminar halls as per requirements of AICTE. This ambience provides favorable environment for teaching learning process.

The laboratories are well maintained by lab-assistants along with lab-in-charges. The equipments in laboratories are periodically inspected for wear and tear of it. The Institute has well developed computing facilities with desktops, servers, printers, laptops & softwares for teaching learning process. The computers are connected through a LAN in order to provide modern teaching and learning environment and fast access to the Internet of 155 Mbps leased lines. Having Wi-Fi accessibility in the campus the students can access the internet on their mobile phone, tablet or laptop.

The institute has a well equipped indoor-sports room where students can play games such as table tennis, chess & carom. The separate spaces are allocated for gymnasium and yoga. The sufficient area is allocated to outdoor sports and games with adequate facilities. The play grounds are available for games such as volleyball, throw

ball, kho-kho, kabaddi, cricket net practice.

The gathering is organized in the open space and stage available in the campus area. The musical instruments along with music system are available to the students' for performing cultural events.

The AMGOI Library provide pleasant ambiance for both peaceful reading and study. It offers a range of services such as membership, circulation, photocopying, open access, book bank and OPAC facility. The reading section in the library is Wi-Fi enabled to provide wireless access to the Internet. Users are allowed to use their laptops in the library.

The Institution realizes the correlation between adequate IT infrastructure and effective teaching-learning process. The Institution has a well developed system for providing IT facilities. The computers are formatted in regular basis. The anti-virus is regularly installed in computers to avoid loss of data. The maintenance of IT devices is done by external agency. The Institution website is monitored and updated regularly. The high configuration computers are purchased as per requirement from departments.

Student Support and Progression

The Institute provides economic support to needy students in addition to the government freeships available to the students. The Institute has active students' grievance Redressal mechanisms that help them seek Redressal for complaints, including those about sexual harassment and ragging. The placement cell is active in the Institute. The cell arranges the soft skill & hard skill workshops for holistic development of students. Due to these efforts more than 300 + students are getting placed in multinational companies. The students of the Institute are going for abroad for higher education as well as in India. The students of the Institute are selecting in competitive examinations & getting placed in government organizations.

The Institute gives the platform to students by organizing the co-curricular & extra –curricular events in the Institute. The students exhibit various skills such as self confidence, time management, communication skill & technical skills. The students actively participate in sports & cultural activities. The students exhibit their skills through singing, dancing, mimicry, rangoli competition, mehendi competition, photography, art exhibition & poetry competition during annual social gathering.

The Alumni Association Cell is established in 2012-13 after first batch passed out from the Institute. The cell includes Director, TPO, Alumni Representative and Faculty Representatives as Member Secretary of Cell. The Cell is officially registered with number Maharashtra/33745/Kolhapur dated 17-11-2014. The passed out students register themselves in Alumni Association of the Institute. The cell organizes alumni meet for interaction among alumni, staff and existing students. The cell taking initiatives to sign MOUs with established organizations for holistic development of students. The member secretary of cell updates the minutes of meetings record after every meeting. The existing students are benefitted through Alumni Talk organized by Alumni Cell. The alumni guide the students on following points: Career Counseling, Skills required in Industry, Latest Technology in practice, Project Assistance to final year students Alumni Association has 1810 alumni in the Association. The departments in the Institute invites the alumni on the occasion of paper presentation competition, project competition as a judge & for as a external examiner for project practical & oral examination. Due to the covalent bonding between alumni & Institute, the alumni sponsor the event in the Technical Symposium organized by the Institute.

Governance, Leadership and Management

The governance system in the Institute is decentralized for a better governance and performance. The members of **Governing Council** takes review of overall development of the Institute. The members of **Staff Council** take review of planning & implementation of teaching learning process. The members of staff council & IQAC monitor the teaching learning process during the semester & give suggestions to faculties for effective teaching learning process. The stakeholders are actively participated through various bodies and committees for implementing policies in academic and administrative affairs.

The staff recruitment followed as per the Institute policy. The advertisement is published through state news paper; demo-lecture is taken of candidates who have relevant qualification & experience. The interview panel conducts the technical and personal interview of the candidate. The selected candidates are appointed as per guidelines of university and AICTE.

The service rules are implemented as per Institute policy. The staff members are permitted to pursue Higher Graduation, as part time programme, while serving the Institution. The Institute pays contingency amount for attending seminars, workshops, publishing papers in high indexed journals.

The casual leave of 12 days & medical leave of 10 days may be granted to a regular employee of the Institute. The eligible staff may be granted a vacation leave of 28 days in an academic year. The duty leave of 10 days is permitted for University Examinations and 5 days for attending technical workshop & seminars.

The Institute has adopted a mandatory Performance Appraisal System to evaluate the performance of the faculty in teaching, research and responsibilities held by the higher authority.

The Institute has effective welfare measures for teaching and nonteaching staff. The few of the welfare measure for teaching and non-teaching staff are medical Leave, maternity leave for eligible staff members, employee gets fees concession for their ward.

The funds are allocated by the Management to the Director of the Institute, the purchase committee, the head of departments & member secretary of various bodies as per the proposal from them.

The Chartered Accountant conducts the External & Statutory Audits of the Institute as per Accounting Standards declared by the Institute of Chartered Accountant in India and norms of Indian Income Tax department. After conduction of an audit the Chartered Accountant prepares receipt payment account, income and expenditure account & balance sheet along with its schedule.

Institutional Values and Best Practices

The dedicated common room for girl students with essential resting facilities has been created. The room is attached with wash room and is well equipped with the necessary amenities such as first aid box, bed, table, chairs, wash basin etc.

The Institute is highly sensitive about gender equity. The Institute administration is very sensitive to the safety, security and well being of these students

The institute takes efforts in providing an inclusive environment for all the students and employees. Tolerance

and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events such as Holy, Dahi Handi, Ch. Shiv-Jayati and Cultural Fest at Institute level.

Institute organizes a national level event Reflex every year. The students get an exposure to show their skills & talent. As a result inclusive environment is being created and maintained in the Institute

As a contribution towards Society the department E & TC engineering had donated education material to a school. The Institute takes initiative to maintain the inclusive environment through communal socioeconomic manner.

The Ashokrao Mane Group of Institution sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as a responsible citizen.

The Institute has conducted the programs along with students on cleanliness, Swachh Bharat Abhiyan, women empowerment, energy awareness among rural community, gender equality.

The Code of conduct is prepared for students and staff and everyone obeys the conduct rules.

The best practice in the Institute is a Mentoring system. The objective of this practice is to reduce the dropout percentage & improve the performance of the students through counseling. The another best practice followed in the Institute is Adopting ICT tools in the teaching learning process.

The institutional distinctiveness of the Institute is Campus Placements. The Institute follows the motto "Empowerment through Employment" empowers economically backward students through employability. The placement cell effectively works on the motto and empowers the students to place in multinational companies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI BALASAHEB MANE SHIKSHAN PRASARAK MANDALS ASHOKRAO MANE GROUP OF INSTITUTIONS
Address	NH-4, PUNE BENGALURU HIGHWAY, TALUKA HATKANANGALE
City	VATHAR TARF VADGAON
State	Maharashtra
Pin	416112
Website	www.amgoi.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	H. T. Jadhav	0230-2407740	7972882808	0230-2407750	director@amgoi.edu.in
IQAC / CIQA coordinator	R. S. Patil	0230-2302407740	9049718724	0230-2302407750	patilrajendra@amgoi.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-08-2021	View Document
12B of UGC	31-08-2021	View Document

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	03-07-2022	12	
AICTE	View Document	03-07-2022	12	

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	NH-4, PUNE BENGALURU HIGHWAY, TALUKA HATKANANGALE	Rural	7.5	14430

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,Civil Engineering	48	HSC	English	60	11
UG	BTech,Mechanical Engineering	48	HSC	English	90	30
UG	BTech,Electrical Engineering	48	HSC	English	60	59
UG	BTech,Computer Science And Engineering	48	HSC	English	180	180
UG	BTech,Electronics And Telecommunication Engineering	48	HSC	English	60	60
PG	Mtech,Civil Engineering	24	BTECH	English	18	18
PG	Mtech,Mechanical Engineering	24	BTECH	English	18	10
PG	Mtech,Mechanical Engineering	24	BTECH	English	18	7
PG	Mtech,Computer Science And Engineering	24	BTECH	English	24	10
PG	Mtech,Electronics And Telecommunication Engineering	24	BTECH	English	24	5
PG	MBA,Mba	24	UG	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	15				25				82			
Recruited	2	0	0	2	2	0	0	2	30	6	0	36
Yet to Recruit	13				23				46			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				65			
Recruited	0	0	0	0	1	0	0	1	42	23	0	65
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						57
Recruited	55		2		0	57
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	25	1	0	26
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	0	0	2	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	28	6	0	35
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	41	23	0	64
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1115	11	0	0	1126
	Female	367	6	0	0	373
	Others	0	0	0	0	0
PG	Male	147	0	0	0	147
	Female	75	0	0	0	75
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	199	183	179	136
	Female	71	78	66	57
	Others	0	0	0	0
ST	Male	3	2	3	2
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	248	254	319	310
	Female	82	95	103	112
	Others	0	0	0	0
General	Male	823	728	749	802
	Female	294	262	342	378
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1721	1603	1762	1798

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The curriculum consists of courses such as Applied Science, Mathematics, and Humanities. In the first-year curriculum, subjects such as Physics, Chemistry, Mathematics, English, Environmental Studies, and core engineering are taught in their four-year program. The students are motivated to engage in social work, such as helping needy people, distributing materials to divyanjan, arranging blood donation camps, raising awareness in the rural community to avoid water pollution, and educating women on health and hygiene. The efforts of the students are noted and credited with good marks in their continuous assessment. The Institute has established an Industry Institute Cell where UG and PG students benefit from expert talks on entrepreneurship, skills required for employability, job opportunities in multidisciplinary fields, and patent filing. The Institute also arranges national conferences on multidisciplinary topics such as mechatronics, artificial intelligence, and electric vehicles.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The faculty members of the Institute have adopted new techniques in the teaching-learning process, such as delivering lectures through PowerPoint presentations, implementing flipped classrooms, facilitating group discussions, and conducting lectures through online platforms. They also create their own video lectures to enhance the learning experience. The lecture notes and assignments are shared through Google Classroom.</p>
<p>3. Skill development:</p>	<p>The Institute provides a platform for students by organizing technical paper presentation competitions, project competitions, and technical quizzes. Industry experts are invited to conduct technical seminars and workshops, enhancing the technical skills of students. Memorandums of Understanding (MoUs) are signed with renowned industries, through which students receive sponsored projects and guidance from industry experts. The employability of students is enhanced through soft skills training, aptitude training, and attitude training organized by the Institute. Courses such as Basic Human Rights, Environmental Studies, values, and ethics enrich students' knowledge regarding our constitution and the conservation of the environment.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>The Institute organizes traditional days once a year to</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>raise awareness among students about the diversity of culture in our country. The groups participating in the program represent different states of our country, dressed in appropriate costumes and delivering dialogues associated with their respective states. In addition to this, students are sensitized to universal human values during the induction program.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Institute adopted Outcome-Based Education (OBE) over a decade ago in preparation for the first cycle of assessment by the National Board of Accreditation (NBA). All three programs in the Institute are accredited by the NBA. The vision and mission of the Institute and departments have been formulated, and program outcomes, course outcomes, program educational outcomes, and program-specific outcomes have been developed and communicated to stakeholders. The programs in the Institute are focused on implementing OBE by adopting new methods of teaching and learning, assessing students through direct and indirect methods, and incorporating improvements in teaching and learning methods based on course attainments. Students and staff are encouraged to pursue research and prototype development, with necessary infrastructure support provided. The institute also encourages faculty and students to participate in various extension activities. Workshops on personality development, technical skill development, and professional ethics are arranged to promote the holistic development of students. Awareness is created among students regarding the outcomes they gain through learning courses, programs, and executing activities. The outcomes are measured through continuous assessment, internal and external examinations, seminars, projects, and participation of students in co-curricular and extra-curricular activities. The program outcomes are reflected in the students' progression towards higher studies and placements. The attainment of outcomes is monitored at the department level, IQAC level, and Institute level.</p>
<p>6. Distance education/online education:</p>	<p>Students have the advantage of accessing a YouTube channel created by faculty members in case they have difficulty understanding concepts taught in offline lectures or if they have missed an offline lecture. Students and faculty members are encouraged to complete various certification courses offered by SWAYAM and Coursera. Additionally, students are</p>

provided with the flexibility to complete two elective courses through NPTEL. During the COVID-19 pandemic period, the institute successfully adopted online education and implemented it.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the club is available in college. It was established in the academic year 2017-18. The establishment of an Electoral Literacy Club in a college has served as a valuable platform to educate and engage students in electoral processes and democratic values. It has promoted active citizenship, political awareness, and critical thinking skills among students and prepared them to become responsible participants in the democratic system. During the COVID-19 pandemic, it was not possible to conduct the activities under it.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, as per the order received from the election commission through Shivaji University Kolhapur dated June 28, 2017, a faculty coordinator and a students' coordinator are appointed as nodal officers to create awareness and register voters.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>"Awareness programme for new voter registration" was conducted on July 26, 2017 under the guidance of Tehsildar Hatkanangale. As per the direction received from the Indian Election Commission through Shivaji University Kolhapur, the notice was issued for registration of voters on August 1, 2017 to all students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college has conducted a survey of enrolled students about their registration as voters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to</p>	<p>From the above survey, a notice was issued to fill out Form No. 6 with all necessary documents for students above 18 years of age and collect undertaking forms</p>

institutionalize mechanisms to register eligible students as voters.

from below 18-year-old students. The filled-out voting registration forms were submitted to the tehsil office on August 24, 2017.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1603	1762	1798	1758	1928

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

2 Teachers

2.1

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

Response: 47

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	93	89	98	105

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
292.81	251.62	383.34	386.04	560.73

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution has mechanisms for well-planned curriculum delivery and documentation. The institution has adopted outcome-based education (OBE). The POs and PSOs for all programmes are drafted and published on the department notice board, display boards at various locations, laboratory manuals, course files, and on the institution website.

The Institute and all departments prepare their academic calendars in accordance with the academic calendars published by Shivaji University Kolhapur and DBATU, Lonere. The academic calendar provides the date of commencement of the academic session, duration of the semester, schedule of internal tests, end-of-semester examinations, and conduction dates of technical workshops, seminars, guest lectures, industrial visits, and symposiums for students.

The curriculum delivery is planned and delivered to attain the course outcomes (COs), programme outcomes (POs), and programme-specific outcomes (PSOs). It is ensured that a supportive and productive learning environment is created and maintained in the teaching and learning process. The faculties prepare a teaching plan before the start of the semester and implement the academic and co-curricular activities as per the plan. Apart from chalk and board, new teaching and learning methods such as PowerPoint presentations, models, virtual laboratories, video lectures, audiovisual aids, and animations are implemented in the delivery of theory and laboratory courses. The faculties encourage fast learners and give more attention to the performance of slow learners. The mentoring system is followed at the institute. The faculty members monitor and encourage the overall development of the allotted mentees. The new technology and skills are inculcated in students and faculty by arranging expert lectures and technical workshops. Expert talks from industry professionals, industrial visits, soft skill trainings, and add-on programmes are planned in line with the curriculum for the holistic development of students.

The co-curricular activities, such as technical paper presentation competitions, project competitions, quiz competitions, etc., are organised to enhance the technical skills, leadership skills, and team-building skills of students.

Assignments, class tests, question-and-answer sessions, and quizzes are used to evaluate learning outcomes. The continuous assessment is done through laboratory work performance and assignments. The faculties maintain records of the teaching plan, syllabus covered, theory-practical attendance, and test records for evaluation purposes.

The central examination cell updates examination-related guidelines and examination-related notifications received from Shivaji University and DBATU to all the departments. The central examination cell provides a scribe as per Shivaji University and DBATU norms and keeps a record of it.

The cell shoulders the responsibility of filling out examination forms for students. The cell effectively handles the record-keeping and safety of examination stationary and other related inventory. The central examination cell conducts end-of-semester examinations at the institute level, and the department examination cell conducts internal examinations at the department level.

The department examination cell does the result analysis and keeps a record of it. The cell provides the result of the analysis of the examination to the director for information and further action.

The Director and Deans of the Institute, along with all HODs, monitor the activities and their adherence to the academic calendar.

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

1.2 Academic Flexibility

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

Response: 17

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

Other Upload Files

1

[View Document](#)

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

years

Response: 6.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
109	230	119	61	31

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

1.3 Curriculum Enrichment

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

Response:

The institute is proud to be affiliated with DBATU, Lonere, and Shivaji University Kolhapur, which are renowned educational institutions in the region. This affiliation ensures that the institute follows a well-structured syllabus that covers a wide range of subjects related to human rights, law, and constitutional principles. Students benefit from courses such as "Universal Declaration of Human Rights and Provisions of India," "Constitution and Law," "National Human Rights Commission and State Human Rights Commission," and "Basic Human Rights." These courses aim to instill in students a deep understanding of human values, rights, and duties, as well as sensitizing them to the rights of individuals with mental and physical disabilities.

In addition to the human rights-focused curriculum, the institute places great importance on equipping students with essential communication skills, soft skills, and employability skills. Subjects like "communication skills," "soft skill development," and "employability and skill development" are included to enhance students' proficiency in English, self-management, time management techniques, effective computing skills, and interpersonal skills. To complement the curriculum, the institute regularly organizes training programs on soft skill development, communication skills, and interpersonal communication. These programs aim to refine the students' abilities and ensure their holistic development.

Understanding the significance of energy and the environment in today's world, the curriculum also incorporates subjects such as "Energy and Environment Engineering." This subject educates students about the critical role of energy and the environment for mankind. To further emphasize the importance of environmental sustainability, the institute conducts various programs such as energy literacy, promoting the ban on plastic, raising awareness about solid waste management, and advocating for proper e-waste

management. These initiatives have proven to be highly beneficial in inculcating a sense of responsibility towards the environment among the students. Moreover, the institute actively practices solid waste management, e-waste management, and the ban on plastic within its premises, providing students with practical demonstrations of these sustainable practices. The institute takes pride in maintaining a green campus adorned with trees and well-landscaped areas, which serves as a constant reminder to students about the significance of environmental preservation. Furthermore, the institute has implemented a solar energy system as an alternative source of power, enabling students to understand the practical benefits of renewable energy. To commemorate and raise awareness about environmental issues, the institute celebrates World Environment Day on June 5 and Earth Day on April 22 each year.

Recognizing the pressing issue of gender inequality, the institute actively organizes programs focused on promoting gender equality. These initiatives aim to raise awareness among women and girls about their right to equality and the need to eliminate all forms of violence against them. Furthermore, the institute arranges health camps specifically for women and girls to prioritize their well-being and overall health. To honor the achievements and struggles of women worldwide, the institute celebrates International Women's Day on March 8. This day serves as a platform to commemorate the women's rights movement and to advocate for universal suffrage for women.

In summary, the institute's affiliation with esteemed educational institutions ensures a comprehensive and well-rounded syllabus, covering essential subjects such as human rights, law, communication skills, and environmental studies. By organizing various programs and initiatives, the institute promotes practical learning, instills values of equality and sustainability, and empowers students to become responsible global citizens.

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

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

Response: 70.93

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

Response: 1137

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

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage				
Response: 38.32				
2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)				
2021-22	2020-21	2019-20	2018-19	2017-18
274	140	178	228	341
2.1.1.2 Number of sanctioned seats year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
612	612	642	582	582
File Description	Document			
Institutional data in the prescribed format	View Document			
Final admission list as published by the HEI and endorsed by the competent authority	View Document			
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document			
Provide Links for any other relevant document to support the claim (if any)	View Document			

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years				
Response: 17.62				
2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)				
2021-22	2020-21	2019-20	2018-19	2017-18
81	32	39	36	79

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

2021-22	2020-21	2019-20	2018-19	2017-18
306	306	321	291	291

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

2.2 Student Teacher Ratio

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

Response: 15.12

2.3 Teaching- Learning Process

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

Response:

The faculty members have adopted teaching and learning methods such as the conventional lecture method (chalkboard), project-based learning, and experiential learning. The conventional lecture method is helpful to interpret and explain the concepts of the curriculum to learners. Apart from that, interactive methods are also used in the teaching and learning process. The various interactive methods, such as PowerPoint presentations, course content-related animations, flipped classroom, group discussion, quizzes, and activity-

based learning, are conducted to help students understand concepts.

Innovative programmes such as technical paper presentation competitions, project competitions, and innovative technical events are conducted to nurture the problem-solving skills and participatory learning of students. Modern tools and various softwares, such as Matlab, CAD, and CAM, are available to enhance the learning experience of students during project work.

For experiential learning, add-on programmes are conducted. Students are sent to industry for field work, internships, and mini-mega projects. Hands-on workshops are arranged to increase the practical skills of students. Industrial visits are conducted to learn the rules and regulations of the real-life industrial environment. The students are trained on virtual labs and simulation tools.

In participatory learning, the students participate in seminars, group discussions, and skill-based add-on courses. The students are encouraged to participate in these activities, where they can use their specialised technical or managerial skills.

The annual social gathering is arranged for students to exhibit their extracurricular and managerial skills.

Smart classrooms and seminar halls are equipped with projectors, high-speed internet connectivity, smart boards, computers, and laptops for improving the teaching and learning process through ICT. Different pedagogical initiatives, such as real-world examples, collaborative learning, ICT tools, and interactive classroom teaching sessions, are used. Teaching methods like Q&A, quizzes, and group discussion are regularly used to evaluate students' learning and trigger cognitive levels. Industrial visits and industrial trainings are useful to update technical skills. Workshops are organised to help the students understand concepts beyond the curriculum.

1. The teachers are using ICT tools.

Desktop and laptops

Projector

Digital cameras

Printer

Scanners

Pen Drive

Microphones

Interactive white board

DVDs and CDs

1. The teachers are using ICT resources.

MOOC-Swayam courses

Google suits: Google Drive Google forms, etc.

You Tube

Swayam Prabha

National Digital Library

Spoken Tutorial

E-library- Vidyasagar

GATE Tutor

The faculties are using Google Suite of Organisation under "amgoi.edu.in" for communicating with students and sharing contents with them. For this purpose, faculties are using Google Drive, Google Sheets, Google Docs, and Google Slides for developing study materials and sharing them. The faculties are using Google Meet and other conferencing mediums such as Microsoft Teams, Webex, Google Meet, and Zoom Meeting in the teaching and learning process. The faculties have developed their own Google classrooms for storing the study material, along with Google Drive, and it can be available to students 24 hours a day, 7 days a week. The faculties have created a YouTube channel to share their video lectures.

The classrooms are well equipped with computers, projectors, LANs, and Wi-Fi access. The online exams are conducted through Google Forms or GATE tutor software.

The E-Library software is available in the library, thanks to which students and faculty get access to books and e-journals. The Institute encourages students and faculties to use ICT resources such as NDL, SWAYAM courses, Prabha, and spoken tutorials.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	93	89	98	105

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 12.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	15	16	15

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

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

Response:

The department maintains a systematic approach to internal assessments, conducting two or three tests per semester in accordance with the guidelines set by the relevant university. The faculty diligently prepares assignments before the start of each semester, ensuring that every question in the assignment aligns with the relevant Course Outcomes (COs). These assignments serve as valuable tools for students to gauge their understanding of the subject matter.

Class tests are conducted as per the academic calendar, allowing students to develop effective time management skills. The question papers are meticulously designed to facilitate the learning process, enabling students to practice and improve their exam-taking abilities. The question bank, based on previous university question papers, is curated to align with the specific COs and Program Outcomes (POs) of the concerned course. In-class discussions focus on the expected key points in the answers, providing students with valuable insights and clarifications.

Following each test, a comprehensive scheme of assessment is displayed on the notice board and discussed in the classroom. This scheme provides students with a clear understanding of how their performance in the internal assessments contributes to their final examination results. Additionally, the faculty showcases the best answer sheet of the top-scoring student, using it as a learning opportunity for the entire class. The marks obtained in the class tests are promptly displayed on the notice board and made accessible to the concerned faculty members. These marks are taken into consideration for term work evaluation.

Assignments are evaluated based on various criteria, including timely submission, active participation, and the students' understanding of the given topics. The marks awarded for these assignments are considered as part of the overall term work evaluation. The examination and evaluation process at DBATU is streamlined and efficient, with students having their personal login ID and password for accessing relevant information. Through their login ID, students can fill out examination forms, receive important instructions and notifications, and check their internal marks (CA1, mid-semester, CA2, practical-oral) as well as their final results.

Internal question papers are set by the faculty members, while the Controller of Examinations (COE) selects the end-of-semester examination question papers from a carefully curated set of three options after consultation. These question papers comprise a combination of short-answer and long-answer type questions, encouraging students to thoroughly cover the entire syllabus rather than relying on selective study.

To maintain integrity during the end-of-semester examinations and prevent malpractice, CCTV cameras are installed in the classrooms. Answer books are assessed at the Central Assessment Centre, ensuring a fair and unbiased evaluation process. The results of the examinations are typically declared within 30-45 days after the completion of the end-of-semester examination.

In order to address student complaints and grievances, the university has implemented an online grievance redressal system. This system provides a fair and timely means of resolving various student concerns, ensuring a supportive and conducive learning environment.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Mechanisms of communication play a vital role in ensuring the effective dissemination of program outcomes (POs), program educational objectives (PEOs), program-specific outcomes (PSOs), and course outcomes (COs). Effective communication is essential to ensure that all stakeholders are well-informed and aligned with the objectives and goals of the program.

To achieve comprehensive understanding and alignment, a collaborative approach was adopted, involving various stakeholders such as industry experts, senior faculty from other institutes, alumni, department faculty, and student representatives from the exit batch. These stakeholders were invited to contribute their insights and expertise in formulating the educational objectives and specifics of the program. Through brainstorming sessions, a consensus was reached, and the PEOs and PSOs were developed to provide a clear direction for the program.

In order to ensure widespread awareness and understanding of the POs, PEOs, PSOs, and COs, several communication channels were utilized. Faculty meetings were conducted specifically to communicate the objectives and outcomes of the program to the teaching staff. These meetings served as platforms for discussion and clarification, ensuring that all faculty members were well-informed and on the same page.

The institute's website played a crucial role in disseminating information to a broader audience. The POs, PEOs, PSOs, and COs were prominently displayed on the website, making them easily accessible to students, faculty, and other stakeholders. This ensured that anyone seeking information about the program could find the relevant details with ease.

In addition to the website, relevant documents were utilized as channels for dissemination. The objectives and outcomes of the program were shared through articles and publications, reaching a wider audience within the academic community. This approach helped create awareness and fostered a deeper understanding of the program's goals and intended outcomes.

Within the institute, physical spaces were utilized to reinforce the importance and relevance of the program outcomes. Laboratories were equipped with displays that highlighted the POs, PEOs, PSOs, and COs. These displays served as constant reminders for students during practical sessions, reinforcing the knowledge and skills they were expected to develop.

The Head of Department's cabin also played a significant role in showcasing the program outcomes. Prominently displaying the objectives and outcomes emphasized their importance within the department and created a visual representation of the program's goals.

Furthermore, classroom settings were designed to create a conducive learning environment. Displays of the POs, PEOs, PSOs, and COs were incorporated into the classrooms, allowing students to regularly refer to them. This visual reinforcement helped students stay focused and reminded them of the knowledge and skills they were working towards.

Faculty members played a crucial role in guiding students through the learning process. At the beginning of each chapter, they emphasized the significance of the content and the knowledge and skills that students would gain upon learning the chapter. The learning outcomes were clearly stated using the Revised Bloom's Taxonomy and incorporated into the lesson plans. These plans detailed the specific knowledge, skills, and competencies expected from students after completing each chapter. By providing clear learning outcomes, faculty members enabled students to comprehend and appreciate the skills they had acquired at the conclusion of each chapter.

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

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

To evaluate the course outcomes effectively, a combination of direct and indirect assessment tools is employed. Direct assessment involves the use of examinations conducted at both the institute and university levels, while indirect assessment involves the collection of feedback through various survey forms.

Direct Assessment Tools:

Assignments serve as a qualitative performance assessment tool that allows faculty to gauge students' understanding of engineering practices, frameworks, and problem-solving abilities. These assignments are designed to assess the application of knowledge in practical scenarios and provide valuable insights into students' learning progress.

Unit tests are conducted at the institutional level, with a series of exams held twice per semester. These tests contribute to the continuous evaluation of students' performance, providing regular feedback on their understanding of the course material. Through unit tests, faculty members can identify areas where students may need additional support and tailor their teaching accordingly.

University examinations, conducted at the university level, serve as a standardized evaluation method to ensure that students are achieving the desired course outcomes and program outcomes. These examinations provide an external benchmark and validate the students' understanding and competence in the subject matter.

Indirect Assessment Tools:

Indirect assessment is accomplished through the collection of feedback using various survey forms, enabling a broader perspective on students' experiences and perceptions.

The Program Exit Survey is administered at the end of the eighth semester, collecting feedback from final-year students. The survey consists of questions related to the teaching and learning processes within the department. By gathering feedback directly from the students who have completed the program, valuable insights can be gained regarding the effectiveness of the curriculum, teaching methodologies, and overall learning experience.

The Alumni Survey is conducted during alumni meetings, providing an opportunity for former students to share their thoughts on the facilities provided by the institute and any areas they feel could be improved. Alumni often offer valuable insights based on their experiences in the industry, highlighting any shortcomings they may have encountered. This feedback helps the institute take corrective actions and make necessary improvements to enhance the overall educational experience.

The Employer Survey involves obtaining information from Human Resources departments at companies where alumni are employed. The survey focuses on assessing the employability skills of the alumni placed in those companies. A questionnaire is shared with HR departments to gather feedback on the abilities and performance of the institute's alumni. This information is crucial in identifying the strengths and weaknesses of the institute's graduates and implementing measures to enhance their employability.

By utilizing a combination of direct and indirect assessment tools, educational institutions can obtain a comprehensive understanding of students' learning outcomes and experiences. Direct assessment methods such as assignments, unit tests, and university examinations provide quantitative data on students' subject knowledge and understanding. Indirect assessment methods, such as the Program Exit Survey, Alumni Survey, and Employer Survey, offer qualitative insights into the effectiveness of the curriculum, teaching methodologies, and the practical application of knowledge in real-world scenarios. This multifaceted approach to assessment ensures that the educational objectives and desired outcomes are met while continuously improving the learning experience for students.

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

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

Response: 82.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
439	807	485	450	526

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

2021-22	2020-21	2019-20	2018-19	2017-18
487	855	598	634	690

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.16	0	0	0.3	0.25

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institution has created an ecosystem for innovation right from the beginning. The Institute promotes research and development activity by arranging workshops and seminars on research methodology, intellectual property rights, and entrepreneurship. The Institute has established a special cell for industry-institute interaction. The cell organises seminars and workshops on IPR; it gives guidelines on patent filing.

The Institute has organised a one-day workshop on "Research Methodology for Undergraduates" in the academic year 2017-18 under the research sensitization scheme of Shivaji University Kolhapur. In the academic year 2018-19, a two-day workshop was organised on "Recent Trends in Artificial Intelligence and Hands-On Training on Node MCU" under the lead college activity of Shivaji University Kolhapur. A STTP was organised in the academic year 2019-20 on "Optimisation Techniques and Research Awareness". The event was sponsored by AICTE, New Delhi. A webinar was organised in the academic year 2020-21 on "Digging Entrepreneurial Mindset". A one-week faculty development programme was organised on "Recent Developments in Foundry and Indian Foundry: Trends and Challenges", sponsored by AICTE, New Delhi. The Institute has organised 18 workshops, seminars, and conferences on research methodology, intellectual property rights, and entrepreneurship during the past five years.

The Institute has conducted add-on courses such as "Ready Engineers", "3D Max," and hands-on workshops on Arduino to promote experiential learning.

The department of Electronics and Telecommunication Engineering had done a research project on "Canal Automation using LabView", funded by Shivaji University, Kolhapur, in the academic year 2018-19.

The Institute has motivated the faculties to publish research papers through notified journals. More than 35 faculties have published their research papers in journals, out of which 23 papers were published through journals notified on the UGC Care List. Sixteen faculties have edited books and chapters.

The institute is always trying to establish new linkages with industries to offer the latest knowledge to the students. The Institute has signed Memoranda of Understanding with 26 companies during the past five years, organised expert talks with them, organised industrial visits to them, and sent students for field training and internships. More than 30 programmes are organised under Industry Institute Interaction over the course of five years.

The Institute has established various clubs to promote an ecosystem for innovation. The clubs created in the institute are the programming club, the 3D Max club, the electronics club, and the energy club. The knowledge is shared through these clubs. These clubs are interdisciplinary clubs. A student from any programme can join any club and attend the activities under it.

The outcome of the efforts taken by the Institute to create such an ecosystem is that a number of teachers are publishing their research papers in renowned journals, editing books and chapters in national and international proceedings, and filing patents. The students are getting placed in interdisciplinary fields, working for multinational companies, and going abroad for higher education.

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

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

Response: 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	1	5	5

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

3.3 Research Publications and Awards

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

Response: 0.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	1	5	2	1

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

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

Response: 0.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	6	2

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

3.4 Extension Activities

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

Response:

The institute places immense significance on fostering regular engagement among faculty, students, staff, and the surrounding community. This collaborative approach is aimed at facilitating comprehensive development for all individuals involved and promoting long-lasting community progress through a diverse array of activities.

Annually, the institute orchestrates a multitude of programs and initiatives that actively encourage voluntary participation from students and staff in community-based activities within the vicinity. These activities encompass a broad spectrum of themes, including awareness programs, workshops, rallies, and road shows addressing issues such as cleanliness, tree plantation, gender sensitization, empowerment of girls and women, traffic rule awareness, demonetization, and digital payment. By actively involving themselves with the local community, the institute seeks to nurture a sense of social responsibility and generate a positive impact on the immediate environment.

In line with their dedication to contributing to society, the institute organizes blood donation camps on a yearly basis. These camps provide an invaluable opportunity for students and staff to contribute to the welfare of others and make a meaningful difference in the lives of those in need. Furthermore, collaborative health check-up camps are arranged in partnership with Ashokrao Mane Ayurvedic Medical College and Hospital, ensuring the well-being of community members.

The institute places significant emphasis on environmental conservation through initiatives like tree plantation drives. By organizing these activities, the institute aims to instill a sense of accountability towards the environment and foster sustainable practices among both students and staff.

To actively promote women's empowerment and address gender biases, the institute conducts specialized programs designed to create awareness among female students regarding their rights, while sensitizing male students to the challenges faced by women. These initiatives strive to diminish gender biases and prejudices, fostering a society that is more inclusive and equitable.

The institute's commitment to community development extends well beyond its immediate surroundings. For example, during the academic year 2021-22, the student association of E & TC Engineering (ETSA) organized a program at Warana Chaitanya Special Children's School, Warananagar, to commemorate the birthday of one of its students. As part of their social commitment, ETSA distributed 60 mats and provided food to mentally challenged students, exhibiting compassion and empathy towards those in need.

Additionally, on International Women's Day, the institute expressed its gratitude and appreciation towards the housekeeping staff by honoring and felicitating them with roses and Kolhapuri jaggery for their indispensable contribution to maintaining campus hygiene. These acts of recognition and gratitude serve to reinforce the institute's dedication to valuing and empowering women.

The institute also prioritizes the dissemination of awareness on significant issues through guest lectures. For instance, during the academic year 2020-21, a lecture on "Electronic Waste Awareness" was organized within the Department of Civil Engineering. The session shed light on the detrimental effects of e-waste on the environment and provided insights into proper disposal methods.

In accordance with its commitment to community service, the institute, in collaboration with the Sanjeevan Blood Bank, organized a blood donation camp during the academic year 2019-20. The camp witnessed the selfless participation of 161 donors who made significant contributions by donating blood to fulfill the needs of those requiring transfusions. These initiatives epitomize the institute's unwavering dedication to making a positive impact on society and its continual efforts to give back to the community.



Blood Donation camp

As a social activity, Every year CESA has organized Blood Donation camp from 2010. This year also the CESA has organized “Blood Donation Camp” on 08th August 2018. About 217 Donors were donating their blood. Dr.L.S.Pammar HOD Civil Engineering Department Was Chef Guest for the function Dr. Priti Rajput of Sanjeevan blood bank and team successfully conducts the camp.



As a social activity, Every year CESA has organized Blood Donation camp from 2010. This year also the CESA has organized “Blood Donation Camp” on 18/09/2019. About 161 Donors were donating their blood. Dr. Priti Rajput of Sanjeevan blood bank and team successfully conducts the camp.

SBMSPM'A



ASHOKRAO MANE GROUP OF INSTITUTIONS



DEPARTMENT OF CIVIL ENGINEERING



Guest Lecture on "Electronics Waste Awareness Programme" By Mr.Pramod Chougule, I/C Principal, S D Patil College of Architecture.



ASHOKRAO MANE GROUP



Department of Electronics & Telecommunication Engineering

Students' Birthday with Social Commitment



Electronics and Telecommunication Students Association (ETSA) of Ashokrao Mane Group of Institutions has celebrated the birthday of second year student Mr. Sanket Mahadev Patil with social commitment.

Sanket Patil's birthday was celebrated with mentally retarded children from Warana Chaitanya Special Children's School in Warananagar. On this occasion, 'ETSA' distributed 60 mats and food to the school children.

ETSA coordinator Prof. Digvijay Pawar had appealed students to celebrate their birthday with social commitment. Mr. Sanket Patil took the initiative in response to.

At this event, the headmistress Mrs. Mane from Warana Chaitanya Special Children's School gave information about the school. On this occasion Prof. Digvijay Pawar, Prof. R. S. Patil, Prof. Sarvajeet Bhosale, Sanket Patil, Pawan Pagade, Pratik Dongle, Prathamesh Patil, Aman Makandar were present.

Dr. H. T. Jadhav (Director, AMGOI), Prof. P. B. Ghewari (Dean, Academics) and Prof. Mrs. Seema Patil (HOD) were for the guidance and encouragement as always.



Department of Electronics & Telecommunication Engineering

International Women's Day Celebration

'Respect for Women's Power...'



Electronics and Telecommunication Students Association (ETSA) honored 09 women cleaner staff of our institute; who continuously aware all the students, teachers and non-teaching staff about the 'importance of health and hygiene' through their daily activities.

On this occasion, ETC Department Head Prof. Mrs. S. S. Patil and Prof. Mrs. S. V. Sagavkar was honored with healthy Kolhapuri Jaggery and Rose flowers. At this time Ms. Nilofar Momin and Ms. Aarati Todkar expressed their feelings. Also Head of Department Prof. Mrs. S. S. Patil and Prof. Mrs. S. V. Sagavkar guided the girl students present.

ETSA Coordinator Prof. Digvijay Pawar Coordinated the program. Dr. H. T. Jadhav (Director, AMGOI) and Prof. P. B. Ghewari (Dean, Academics) were for the guidance and encouragement as always.

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

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

Response:

The institute promotes regular engagement of faculty, students, and staff with the neighbourhood community for their holistic development and sustained community development through various activities.

Every year, programmes are organised under which students and staff participate voluntarily in community-based activities with their neighbours. The awareness programmes, workshops, rallies, and road shows such as cleanliness, tree plantation, gender sensitization, empowerment of girls and women, traffic rule awareness, demonetization, and digital payment are arranged in the neighbourhood community.

- Every year, blood donation camps have been organised.
- Health Checkup Camp in collaboration with Ashokrao Mane Ayurvedic Medical College and Hospital
- A tree plantation has been organised.
- A programme on women's empowerment has been organised.

A programme on women's empowerment creates awareness among girl students of their rights and, among boys, sensitivity towards the problems of women, leading to a lessening of gender bias and prejudices.

In the academic year 2021–22, the student association of E & TC Engineering (ETSA) arranged a programme in "Warana Chaitanya Special Children's School, Warananagar", on the occasion of the birthday celebration of Mr. Sanket Patil, a student from S. Y. E & TC Engineering. On this occasion, ETSA distributed 60 mats and food to the mentally challenged students as part of its social commitment.

In the academic year 2021–22, the student association of E & TC (ETSA) arranged a programme on the occasion of International Women's Day. On this occasion, the housekeeping women were felicitated by offering roses and Kolhapuri jaggery as a token of appreciation for maintaining campus hygiene.

In the academic year 2020–21, a guest lecture was arranged in the department of civil engineering on "Electronic Waste Awareness". On this occasion, the chief guest, Mr. Pramod Chougule, created awareness about the effects of e-waste on the environment and methods to dispose of it.

In the academic year 2019–20, the student association of civil engineering (CESA) arranged a blood donation camp in association with Sanjeevan Blood Bank. On this occasion, 161 donors donated their blood, which will be helpful to the needy. The Institute has always maintained its commitment to society.

The students of our institute actively participate in social service activities that lead to their overall development. All these activities had a positive impact on the students and developed their community

relationships, leadership skills, and self-confidence. It also helped in cultivating the hidden personalities of students and creating awareness among them.

Even if these activities did not receive awards or recognition, our institute made a significant contribution to society, and society undoubtedly benefited from these activities.

File Description	Document
Upload Additional information	View Document

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

Response: 7

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

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

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

3.5 Collaboration

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

Response: 26

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute conducts five undergraduate, six postgraduate, and a management programme on campus. AMGOI has state-of-the-art infrastructure, creating an environment for progressive learning and development. The institution has provided the best infrastructure, which includes well-ventilated class rooms, state-of-the-art laboratories, an updated library, smart class rooms, and seminar halls as per the requirements of AICTE. This ambience provides a favourable environment for the teaching and learning process.

The laboratories are well maintained by lab assistants and lab in-charges. The equipment in laboratories is periodically inspected for wear and tear. The faulty equipment is repaired in laboratories and replaced if it is beyond repair. The faculty ensures the availability and readiness of required equipment and software before the commencement of the semester. The laboratories, such as TCS Connect and NI, are developed to enhance the practical knowledge of students.

The Institute has well-developed computing facilities with desktops, servers, printers, laptops, and software for the teaching and learning process. The computers are connected through a LAN in order to provide a modern teaching and learning environment and fast access to the Internet over 155 Mbps leased lines. With Wi-Fi accessibility on campus, students can access the internet on their mobile phone, tablet, or laptop.

The institute focuses on the overall development of the students through participation in extracurricular activities. Outdoor and indoor sports and games contribute significantly to grooming students' qualities such as leadership, team spirit, and competitive spirit. The students are encouraged to participate in different sports, games, and cultural activities. Yoga classes are being conducted to promote health among the staff and students. The cultural activities are conducted in the seminar halls and open spaces on the campus of the institution.

Sports and Games

The institute has a well-equipped indoor sports room where students can play games like table tennis, chess, and caroms; a gymnasium; and a hall for yoga. A sufficient area is allocated to outdoor sports and games with adequate facilities. The play grounds are available for games such as volleyball, throw ball, kho-kho, kabaddi, and cricket net practise. The institution encourages students to participate in intra-college, intercollegiate, university-level, district-level, state-level, and national-level competitions.

Cultural facilities

Every year, an annual social function is organised in the even semester of the academic year. The gathering is organised in the open space and on the stage available in the campus area. The musical instruments and music system are available to the students' for performing cultural events.

Gymnasium facilities

The gymnasium is available at the institute and is equipped with well-maintained gym equipment. The gym is available for students before and after college hours. Meditation and yoga programmes are conducted in the seminar hall.

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

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

Response: 29.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
56.14902	10.0992	61.32592	340.15052	94.06059

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

4.2 Library as a Learning Resource

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

faculty and students

Response:

The AMGOI Library provides a pleasant ambiance for both peaceful reading and study. It offers a range of services such as membership, circulation, photocopying, open access, a book bank, and an OPAC facility. The reading section in the library is Wi-Fi enabled to provide wireless access to the Internet. Users are allowed to use their laptops in the library. The CCTV camera surveillance system is installed in the central library.

The Central Library has 4382 titles, with 25735 volumes, 98 national and international print journals, and online subscriptions to IEEE, ASCE, Springer Mechanical E-Journals, and the ASTM Digital Library for various disciplines. The digital library section, with its 12 latest computer systems, provides NPTEL video lectures to all its users. The total investment in the library is Rs. 1, 60, 47,870/-. The library, like all vibrant and productive organisations, strives to keep pace with global, dynamic, and technology-enabled information to meet the expectations of its users.

The salient features are:

1. The total library area is 615 sq. m.
2. IT INFRASTRUCTURE: The Central Library consists of the latest computers, which are connected to the internet network through a LAN to the central network. The internet speed at the institute is 155 Mbps.
3. Library Automation: The library uses the "Vidyasagar: Easy and Useful' software package, which is an integrated multi-user library management system that supports all housekeeping operations of the library. The software consists of modules on acquisition, cataloguing, circulation, serial control, utilities, and OPAC. Retrospective conversion of bibliographic records has been completed, and more than 25735 bibliographic records of books are available in the library. These records can be accessed through the easy and useful software OPAC.
4. Digital Library: The Digital Library section has 12 desktop computers to access the online journals and video lectures. The Digital Library contains 932 NPTEL video lectures. A couple of desktop systems are allocated to users for accessing OPAC, databases, e-books, e-journals, and other e-resources. The reading section in the library is Wi-Fi enabled to provide wireless access to the Internet. The users are allowed to use their laptops in the library.
5. Photocopying Services: The library offers photocopying services. As per IPR regulations, only a few pages can be photocopied.
6. LIBRARY SERVICES:
 - Circulation and book lending
 - Issue and return through a bar code reader.
 - Book Bank Facility
 - OPAC facility
 - To provide the latest useful articles
 - Open access for staff and students
 - Digital Library internet facility with 932 NPTEL video lectures
 - Reference services
 - Reprography facility
 - Online e-journals facility with books, CDs, and DVD collections

- Wi-Fi zone
- Daily News Papers
- CCTV camera surveillance system



•

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution places significant emphasis on the development of its IT infrastructure, recognizing the crucial connection between adequate technological resources and an effective teaching and learning environment. With a well-developed system in place, the institution ensures that IT facilities are readily

available to support its educational endeavors.

One notable feature of the institution's IT infrastructure is its comprehensive Wi-Fi coverage, enabling seamless connectivity across the entire campus. This network is secured by firewalls to safeguard against potential threats. Additionally, the computer labs are interconnected through a Local Area Network (LAN) that provides internet access to students and staff members. This reliable internet connection, provided by Airtel, offers a commendable speed of 155 Mbps, facilitating efficient browsing and information retrieval.

To equip students and faculty with the necessary tools for digital learning, all departments within the institution are outfitted with a range of essential equipment. Computers, LCD projectors, printers, scanners, and web cameras are available in each department, ensuring access to cutting-edge technology for instructional purposes. The institution also prioritizes the use of licensed software, guaranteeing a legitimate and optimal computing experience.

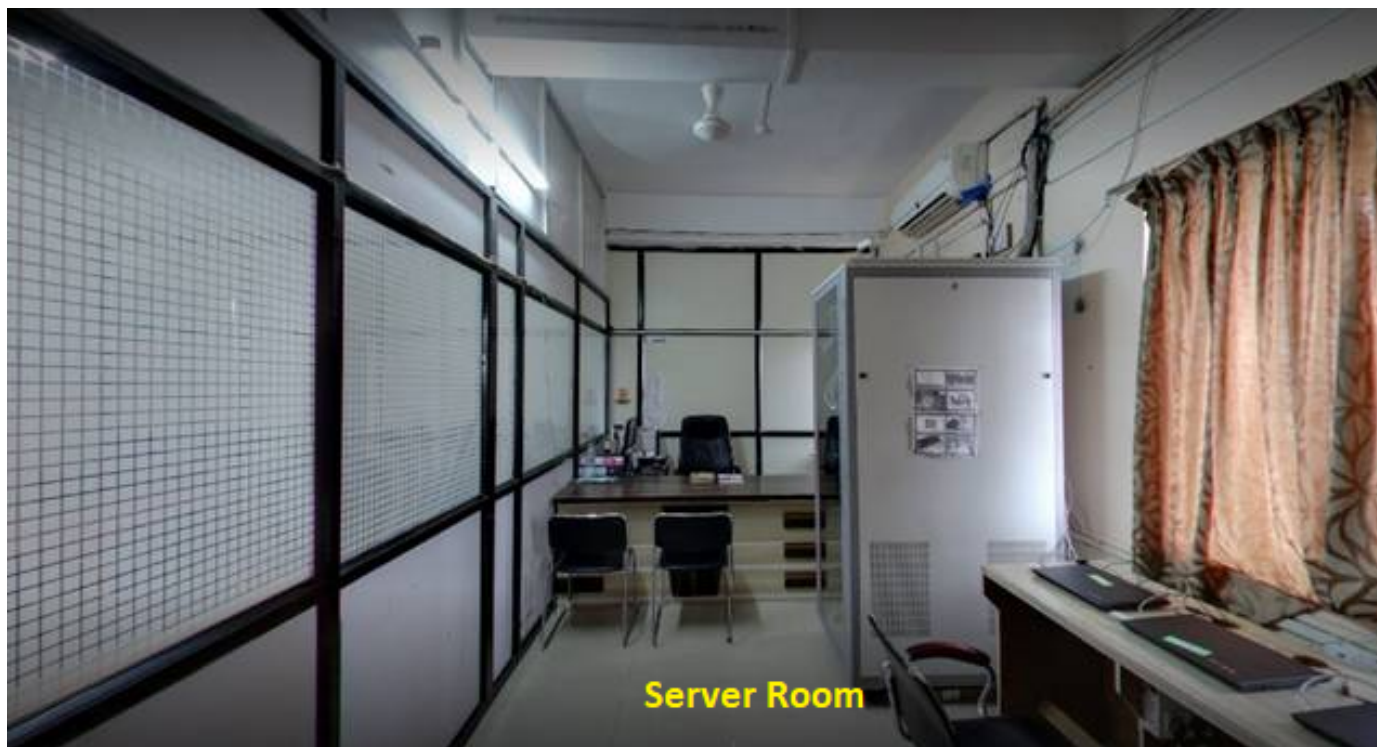
The teaching staff recognizes the advantages of integrating Information and Communication Technology (ICT) tools into their classrooms and laboratories. By leveraging these tools, they can effectively communicate complex concepts and engage students in interactive learning experiences. This approach enhances the overall effectiveness of the institution's curriculum delivery.

To maintain the seamless operation of its IT infrastructure, the institution has dedicated personnel responsible for network administration. These experts diligently monitor, maintain, and update the institution's network, ensuring its smooth functioning. Regular formatting of computers is performed to optimize their performance, and antivirus software is regularly installed to mitigate the risk of data loss. To further alleviate the burden of IT maintenance, an external agency is contracted to handle the upkeep of IT devices.

Recognizing the importance of its online presence, the institution actively monitors and updates its website. This ensures that accurate and up-to-date information is readily available to students, parents, and other stakeholders. By maintaining a responsive and user-friendly website, the institution enhances its communication channels and fosters engagement with its community.

When it comes to procuring hardware, the institution takes into account the specific requirements of each department. High-configuration computers are purchased to meet the diverse needs of faculty and students, ensuring that the available resources are tailored to their respective fields of study.

In conclusion, the institution's dedication to the development of its IT infrastructure is evident through its comprehensive approach. By prioritizing IT facilities, providing reliable internet connectivity, equipping departments with essential equipment, leveraging ICT tools for teaching, and maintaining and updating its network, the institution ensures an environment conducive to effective teaching and learning. Through these efforts, it continually strives to revolutionize the educational experience and prepare students for a technology-driven world.



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

4.3.2 Student – Computer ratio (Data for the latest completed academic year)	
Response: 3.12	
4.3.2.1 Number of computers available for students usage during the latest completed academic year:	
Response: 514	
File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 2.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.02	12.95	08.65	5.68	12.65

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 89.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
1529	1663	1694	1606	1462

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: B. 3 of the above

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

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

Response: 3.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	50	53	41	81

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

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years				
Response: 36.17				
5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
225	262	97	222	173
5.2.1.2 Number of outgoing students year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
439	807	485	450	526

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

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

Response: 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	02	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

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

during the last five years

Response: 31

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	10	12	05

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

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

Response: 21.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	01	22	51	04

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

5.4 Alumni Engagement

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

the institution through financial and/or other support services

Response:

The Alumni Association Cell was established in the academic year 2012-13, following the graduation of the institute's inaugural batch. Comprising a director, Training and Placement Officer (TPO), an alumni representative, and a faculty representative, this cell functions under the guidance of a member secretary. Notably, the cell obtained official registration under the number Maharashtra/33745/Kolhapur on November 17, 2014.

The primary objective of the cell is to maintain a strong network of alumni associated with the institute. Graduates are encouraged to register themselves in the Alumni Association, ensuring their continued engagement with their alma mater. To foster a sense of camaraderie and facilitate knowledge exchange, the cell regularly organizes alumni meetings. These gatherings serve as a platform for alumni, current faculty, and students to interact and share valuable insights.

Furthermore, the cell is proactive in forging partnerships with established organizations through Memorandums of Understanding (MOUs). By collaborating with industry leaders, the cell aims to contribute to the holistic development of students, providing them with enhanced opportunities and exposure. The member secretary diligently maintains updated records of the minutes of each meeting, ensuring transparency and accountability in the cell's operations.

The Alumni Cell plays a pivotal role in supporting the current students through various initiatives. One such initiative is the Alumni Talk, where accomplished alumni are invited to guide students on essential aspects such as career counseling, industry-relevant skills, the latest technological advancements, and project assistance for final-year students. The Alumni Association boasts an impressive count of 2500 members, thus providing a substantial pool of experienced professionals to mentor and inspire the current student body.

Recognizing the expertise and insights of the alumni, the different departments within the institute often invite them to participate in events such as paper presentation competitions and project competitions. These esteemed alumni serve as judges and external examiners, lending their expertise to evaluate project practical and oral examinations. Moreover, due to the strong bond between the alumni and the institute, the former generously sponsor events at the institute's technical symposium, demonstrating their ongoing support and commitment.

In conclusion, the Alumni Association Cell serves as a vital link between the institute and its graduates, ensuring a lifelong connection and fostering a sense of unity. By organizing alumni meetings, facilitating knowledge sharing, signing MOUs for student development, providing guidance through Alumni Talks, and engaging alumni as judges and sponsors, the cell enriches the educational experience and strengthens the institute's network. The alumni's involvement significantly contributes to the growth and success of the institution, creating a nurturing environment for both current and future students.



OPPO F5
Alumni Talk-2021



Shri Balasaheb Mane Shikshan Prasarak Mandal's
ASHOKRAO MANE GROUP OF INSTITUTIONS

Valhar, Tard Vadgaon, Tal.: Halkanangale, Dist. Kolhapur

Approved by A.I.C.T.E., New Delhi; D.T.E., Mumbai, Govt. of Maharashtra
Affiliated to DBA/PU, Lonere & S.U.K.



DEPARTMENT OF
**ELECTRONICS AND
TELECOMMUNICATION
ENGINEERING**

ETSA Organizes

**ALUMNI TALK
ON**

**Career Opportunities in
Network Engineering**



Er. Nadeem R. Patel
Network Engineer
Tata Communications, Pune

Date - 25-04-2022
Time - 10.30 a.m.

www.amgkolhapur.com

www.amgoi.org

ASHOKRAO MANE GROUP
ENGINEERING PHARMACY BAMS MBA POLYTECHNIC ITI



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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Ashokrao Mane Group of Institutions (AMGOI) was established in 2009 as a self-financed engineering institute in a rural area. The institution is recognised by AICTE, New Delhi, approved by the Government of Maharashtra, and affiliated with DBATU Lonere and Shivaji University Kolhapur.

Vision of the Institute

To become a globally renowned institute of excellence in technology and management education for rural communities

Nature of Governance:

The governance of the institution is strictly in accordance with the vision and mission of the institute. The system is effectively decentralised for better governance and performance. The head of **the governing council** is the chairman of the institute and takes major decisions along with council members to achieve the set goal. The head of **staff council** is the director of the institute, who communicates the suggestions and directions given by the governing council to the heads of departments. The management gives sufficient freedom to the director in order to fulfil the vision and mission of the institute. The Institute conducts meetings of **IQAC**, which is a guiding force of the Institute. Every year, an internal audit is conducted for checks and balances. The HOD is a department-level authority that communicates the decisions and directions given by the Governing Council, Staff Council, and IQAC Cell to the staff for achieving quality standards. The faculty members implement the plan given by the higher authorities. The Institute consistently promotes a culture of participative management. The stakeholders actively participate through various bodies and committees in implementing policies in academic and administrative affairs.

The management decided to apply for NBA accreditation for the institute. The objective of getting NBA accreditation was to upgrade the institute in all aspects of engineering education and to emerge as a well-known institute in the rural area. The central NBA committee was formed under the guidance of the director as a steering committee to initiate and maintain NBA activities at the institute.

The NBA accreditation plan for the institute was prepared. The central NBA committee imparted training on NBA awareness, SWOT analysis of the institute and department, and the process of formulation of vision and mission statements to the stakeholders.

The brainstorming sessions were conducted along with stakeholders for the formulation of the vision and mission of the institute and then for the department. The PEOs, POs, and COs are formulated at the department level along with the central NBA committee and stakeholders.

The central NBA committee imparted training on the filling of SARs, the preparation of files, and the collection of evidence. The director and HODs presented institute-level and department-level information to stakeholders of the institute. The suggestions are incorporated into the presentations.

The external mock audit was conducted to determine readiness for NBA accreditation at the institute and department levels. The suggestions from the mock audit were inculcated, and then the finalised copy of the SAR was uploaded to NBA.

The NBA committee visited the institute and inspected all the criteria meticulously. As a result of these efforts, three departments, viz., civil engineering, electrical engineering, and mechanical engineering, were accredited by the NBA for three years.

6/15/2019

National Board of Accreditation



NATIONAL BOARD OF ACCREDITATION

Promoting international quality standards for technical education in India





NBA
NATIONAL BOARD OF ACCREDITATION

HOME
ACCREDITED PROGRAMS
OPPORTUNITIES
GALLERY
WOSA 2018
ENBA

ACCREDITATION
GLOBAL PRESENCE
WHAT'S NEW
DOCUMENTS
WORKSHOP & EVENTS

Accredited Programme(s)

State	Institute		
Maharashtra ▼	SHRI BALASAHEB MANE SHIKSHAN P ▼	<input type="button" value="Search"/>	

Institute Name	Level	Programme(s) Name	Accreditation Status	Validity
SHRI BALASAHEB MANE SHIKSHAN PRASARAK MANDAL'S ASHOKRAO MANE GROUP OF INSTITUTIONS	Under Graduate	Civil Engg.	ACCREDITED	Academic Year 2017-18, 2018-19 and 2019-20, i.e., upto 30-06-2020
SHRI BALASAHEB MANE SHIKSHAN PRASARAK MANDAL'S ASHOKRAO MANE GROUP OF INSTITUTIONS	Under Graduate	Electrical Engg.	ACCREDITED	Academic Year 2017-18, 2018-19 and 2019-20, i.e., upto 30-06-2020
SHRI BALASAHEB MANE SHIKSHAN PRASARAK MANDAL'S ASHOKRAO MANE GROUP OF INSTITUTIONS	Under Graduate	Mechanical Engg.	ACCREDITED	Academic Year 2017-18, 2018-19 and

www.nbaind.org/accreditedprograms.aspx

1/3

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

6.2 Strategy Development and Deployment

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

Response:

The management decided to apply for NBA accreditation for the institute. The objective of getting NBA accreditation was to upgrade the institute in all aspects of engineering education and to emerge as a well-known institute in the rural area. The central NBA committee was formed under the guidance of the director as a steering committee to initiate and maintain NBA activities at the institute.

The NBA accreditation plan for the institute was prepared. The central NBA committee imparted training on NBA awareness, SWOT analysis of the institute and department, and the process of formulation of vision and mission statements to the stakeholders.

The brainstorming sessions were conducted along with stakeholders for the formulation of the vision and mission of the institute and then for the department. The PEOs, POs, and COs are formulated at the department level along with the central NBA committee and stakeholders.

The central NBA committee imparted training on the filling of SARs, the preparation of files, and the collection of evidence. The director and HODs presented institute-level and department-level information to stakeholders of the institute. The suggestions are incorporated into the presentations.

The external mock audit was conducted to determine readiness for NBA accreditation at the institute and department levels. The suggestions from the mock audit were inculcated, and then the finalised copy of the SAR was uploaded to NBA.

The NBA committee visited the institute and inspected all the criteria meticulously. As a result of these efforts, three departments, viz., civil engineering, electrical engineering, and mechanical engineering, were accredited by the NBA for three years.

The organisational structure of the institution consists of the governing council, director, deans, committee in-charges, HODs, and department coordinators.

The governing body takes care of the holistic development of the institute. The IQAC cell is responsible for maintaining the quality parameters of the institution. Various committees are established at the institute level for the smooth conduct of academic and administrative activities.

Staff recruitment followed as per the institute policy. The advertisement is published in the state newspaper, and a demonstration is taken of candidates who have relevant qualifications and experience.

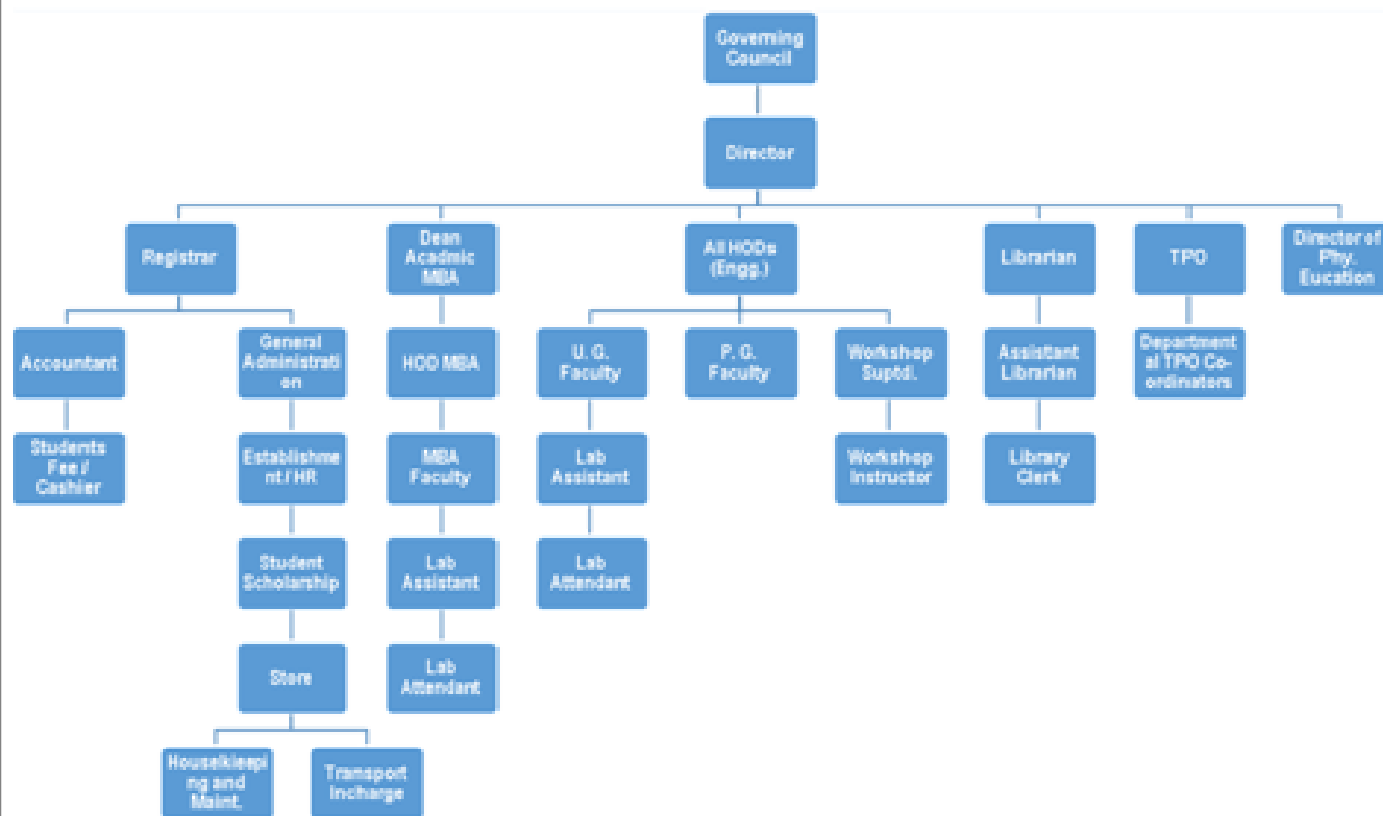
The interview panel conducts technical and personal interviews with the candidate. The selected candidates are appointed as per the guidelines of the university and AICTE.

The service rules are implemented as per Institute policy. The staff members are permitted to pursue higher education as a part-time programme while serving the institution.

The management is ready to pay 50% of the fee for patent filing. The Institute pays Rs. 5000 as a contingency amount to attend workshops, seminars, FDPs, and conferences; Rs. 5000 for publishing papers in high-indexed international journals; and Rs. 7000 for publishing books.

A casual leave of 12 days and a medical leave of 10 days may be granted to a regular employee of the institute. The eligible staff may be granted a vacation leave of 28 days in an academic year.

A duty leave of 10 days is permitted for university examinations and 5 days for attending technical workshops and seminars.



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

6.2.2 Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Institute has adopted a mandatory performance appraisal system to evaluate the performance of the faculty in teaching, research, and responsibilities held by higher authority.

The confidential report method has been used in the performance appraisal system. The confidential report includes three parts: the first is to be filled by faculty, the second is to be filled by the respective head of department, and the third includes a decision on monetary benefits to be sanctioned by the director and management.

The faculty fills out the first part of the appraisal, which consists of subjects delivered during the year, student feedback ratings, results of the subjects taught, FDP, conferences attended, technical papers published through renowned journals, and additional responsibilities shouldered at the departmental or institute level.

The second part of the confidential report includes measurement scales such as excellent, very good, good, satisfactory, and unsatisfactory. The parameters used for evaluating are performance, leadership abilities, contribution to the system, and the ability to take initiative. The HOD gives appropriate ratings for

individual faculty and makes his or her recommendation about increments. The HOD mentions the specific reason for the non-increment of the faculty for that year.

The third part of the confidential report includes either recommendation for the regular increment, recommendation for the additional increment, or recommendation that is not recommended. The management and the director of the institute make decisions about monetary benefits based on performance and recommendations from the head of department.

The institute has effective welfare measures for teaching and nonteaching staff. The existing welfare measures for teaching and non-teaching staff are as mentioned below:

- Health insurance Medical leave and maternity leave for eligible staff members
- Faculty members are eligible for earned leave advances for the school fee and festivals.
- The gym is accessible to the staff.
- Medical centre
- Transport at a reasonable cost
- The employee gets a fee concession for their ward.
- Sponsorships to attend and present papers at conferences
- Accessible food centres on and off campus
- Internet and free Wi-Fi facilities for staff on campus
- Sports activities for the staff
- Individual cabins and computer facilities for faculty members
- 30 days of summer and winter vacations for faculty members
- Organisation of FDP for faculty members
- Skill development courses for non-teaching staff
- Biometric system for attendance and leave management
- The felicitation and incentives given to the faculty member for publishing the research work through renowned international journals
- Motivation for staff members through counselling to increase their productivity

Part-C Sanction by Director

- Recommended for increment
- Recommended for additional increment
- Not recommended

Dean (Academic)

Director

Shri Balasaheb Mane Shikshan Prasarak Mandal's
Ashokrao Mane Group of Institutions

Faculty Annual Performance Appraisal Report

1st Jan 2021 to 31st Jan 2022

(Attach additional sheet, if necessary)

Part-A (to be filled by faculty)

- Name of Faculty: Mr. Rajendra Shankar Patil
- Department : Electronics & Telecommunication Engineering
- Designation : Assistant Professor

1. Academic performance:

Sem.	Subject handled	No. of Lectures Conducted	Feedback (out of 5)
IV	Analog Communication	30	4.89
IV	Electrical Machines & Instruments	22	4.88
VIII	Digital Communication	32	-
M. Tech. Sem. I	Mobile Communication	10	-
M. Tech. Sem. I	Communication Skills	10	-
M. Tech. Sem. II	Estimation & Detection Theory	10	-
III	Electronic Devices & Circuits	36	-
V	Mini-Project	2 Hrs Practical per week is conducted as per Curriculum	-
V	Seminar	2 Hrs Practical per week is conducted as per Curriculum	-
VII	Digital Communication	36	-
M. Tech. Sem. I	Mobile Communication	8	-
M. Tech. Sem. I	Communication Skills	6	-

2. Journal Publications:

S r. N o.	Faculty Name	Title of the Paper	Type of Journal		Journal Name	ISSN / DOI No:	Vol.(Issue),pp.	Year of Pub
			Int	Nat.				
01	Mr. Rajendra Shankar Patil	Hand Gesture Recognition Using Machine Learning	Int.	-	IJRPR	2582-7421	Vol. 2, Issue 8, 2021	2021
-	-	-	-	-	-	-	-	-

Part-B (to be filled by HOD)

Name of Faculty:

SR. No.	Base of Valuation	Excellent	Very good	Good	Satisfactory	Unsatisfactory
1.	Performance					
2.	Leadership abilities					
3.	Contribution to system					
4.	Ability to take initiative					
	Overall					

Recommended / not recommended for increment (Give specific reasons for not recommendation)

(Signature of H.O.D. with date & Stamp)

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

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

Response: 0.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	01	00	00

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

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

Response: 8.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	20	20	14	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	97	106	105	117

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

6.4 Financial Management and Resource Mobilization

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

Response:

Planning and Utilisation of Financial Resources:

Planning financial resources is a very important part of any administration. Following is a brief description of the important parts of financial resources:

- **Adequacy of budget allocation**

During the assessment years, an adequate budget was allocated by the institute. Budget requirements under recurring and nonrecurring heads are collected from every department and section before the commencement of the financial year. Allocations are made as per the availability of funds. Spending is monitored by the accounts section. Supplementary allocations are made in special cases. The institution carefully monitors the expenses so that the necessities are met without affecting the smooth functioning of the institution. The management has been very efficient in doing this over the past several years.

- **Utilisation of allocated funds**

Funds are allocated by the management to the director of the institute, the purchase committee, the head of departments, and the member secretary of various bodies as per their proposals. The major works like construction, up-gradation of existing infrastructure, procurement and maintenance of common utilities, housekeeping, procurement of furniture, etc. are controlled directly by the director. Actions for the procurement of lab equipment, up-gradation of existing lab facilities, purchase of consumables, etc. are initiated by the respective departments, and the funds are released on a case-by-case basis from the accounts office of the institute on approval by the director.

- The following policies are formed for the delegation of financial resources:

Sr	Designation of Authority	Financial Power
1	Purchase committee	More than 5,00,000/-
2	Director	5,00,000/-
3	HOD	25,000/-
4	Member Secretary of Various Bodies/Committee In-Charges	5,000/-

Financial discipline is the most important factor in any institution. Internal and external monitoring of the financial audits is very essential for institutional growth, and it should be performed with transparency and impartiality.

To keep control over the entire transaction, the institute should preferably create a "no cash" environment throughout the campus. The ERP software has been deployed in the office, store, and library for implementing digital transaction activities.

The day-to-day receipts and payments are verified by the internal audit section of the institute. All the departments of the institute prepare annual budgets in the month of February for the subsequent financial year and submit them to the Purchase Committee for consolidation of the final institutional budgets. The purchase committee presents the consolidated budget in front of the Governing Council and gets its approval. The sanctioned budget amount is given to the respective departments.

The Chartered Accountant conducts the external and statutory audits of the Institute as per the accounting standards declared by the Institute of Chartered Accountants in India and the norms of the Indian Income Tax Department. After conducting an audit, the chartered accountant prepares a receipt payment account, an income and expenditure account, and a balance sheet along with its schedule.

Currently, the external and statutory audits for the financial year 2021–22 have been completed, and audit reports have also been filed and submitted to the Income Tax Department, Fee Regulating Authority, and other concerned authorities as per necessity.

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

6.5 Internal Quality Assurance System

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

Response:

Quality Enhancement and Sustenance Through Academic Audit

The prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of the institutions. The IQAC has made a significant contribution to the post-accreditation phase of the institution. During the post-accreditation period, the IQAC has channelled all the efforts and measures of the institution towards promoting its academic excellence.

The objectives of the IQAC are:

- To ensure continuous improvement in the entire operations of the institution.
- To ensure stakeholders are connected to the institution.
- To develop a quality system for conscious, consistent, and programmed action to improve the academic and administrative performance of the institution.
- To promote measures for driving institutional functioning towards quality enhancement and institutionalisation of best practises.

The Institute IQAC prepares, evaluates, and recommends the following for approval by the relevant institute and government statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)
- (b) SSR of various accreditation bodies (UGC 12b, NAAC, NIRF, and NBA)
- (c) PBAS for Career Advancement Scheme (CAS)
- (d) Stakeholder's feedback
- (e) Process Performance and Conformity
- (f) Action Taken Reports

IQAC initiatives:

The IQAC led efforts towards the successful implementation of modern technology in the institute's administrative functioning through ICT. Automation of admission, financial, and examination processes and the upgrade of Wi-Fi and LAN facilities have significantly contributed to an enhanced quality of the teaching-learning experience.

The IQAC ensures the quality of the teaching-learning process and tries to improve it day by day. The academic calendar of the institute is prepared by referring to the university calendar and is strictly followed. The institute calendar is disseminated to stakeholders. The calendar consists of the

commencement of term, dates of continuous assessments, and dates of end-of-semester examinations.

The newly admitted students have to compulsorily attend the induction programme, in which they are made aware of the curriculum, an introduction to faculties, the teaching and learning process, the system of continuous evaluation, the discipline and culture of the institute, and the facilities available in the institute. The proper conduct of classes is monitored by the class coordinator, HOD, and dean of academics. Student feedback is taken twice a semester to enhance the teaching and learning process. Feedback from students is also taken individually by teachers for their respective courses and directly through IQAC. The students are free to approach the director of the institute for feedback and suggestions. Feedback is properly analysed and shared with the director, deans, HODs, and individual faculty members. The teaching-learning processes are reviewed and improvements implemented based on the IQAC recommendations.

The major initiatives taken include the following:

- Introduction to Home Assignments
- Automation of Admission Processes: Provision for Online Fee Payment
- Green initiatives on campus: tree plantations and solar energy
- MoUs with Industries
- Application for NIRF

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

In order to provide a comfortable space for girl students, a dedicated common room has been established, equipped with essential amenities and resting facilities. This common room is conveniently attached to a washroom, ensuring easy accessibility. It is thoughtfully furnished with a first aid box, a bed, a table, chairs, and a wash basin, among other necessary items. Additionally, in each department, separate fresh rooms have been allocated for both boys and girls, ensuring privacy and convenience. The institute recognizes the importance of gender equity and strives to create an inclusive environment for all its students.

The institute's commitment to gender equity is especially significant considering the backgrounds of the majority of girl students admitted. Many of them come from disadvantaged and rural communities, while their guardians, unable to afford education at distant institutes, choose to send them to the local institute. Understanding the unique challenges faced by these students, the institute administration places great emphasis on their safety, security, and overall well-being. To boost morale and highlight the accomplishments of professionally successful women, the institute celebrates International Women's Day annually. This global day serves as an opportunity to recognize and felicitate women who have excelled in their respective fields while also advocating for accelerated gender parity.

The Internal Complaints Committee of the institute organizes various programs to address issues related to gender equity. These programs include:

A program on "Women's Health Issues and Empowerment" was conducted in March 2022 as part of the International Women's Day celebrations.

Another program focusing on "Women's Empowerment and Gender Equity" took place in June 2022, further highlighting the institute's commitment to promoting gender equality.

In December 2021, a program on "Awareness of Sexual Harassment and its Prevention at the Workplace" was conducted, aiming to create a safe and respectful environment for all members of the institute.

In addition to these programs, various activities have been organized in previous years. These include poster competitions and celebrations of International Women's Day in an online format, guest lectures on Indian laws, regulations, and culture, as well as workshops and expert talks on sexual harassment awareness and prevention. The institute also organizes events such as Navratri Utsav and further celebrations of International Women's Day, showcasing its commitment to recognizing and empowering women.

To facilitate women's empowerment and entrepreneurial development, a one-day workshop was held on September 8, 2017. This workshop aimed to equip women with the necessary skills and knowledge to

excel in their chosen fields and encourage entrepreneurship.

Through these various initiatives and programs, the institute demonstrates its dedication to promoting gender equity, creating a supportive environment for female students, and empowering them to achieve their full potential. By offering essential facilities, organizing awareness programs, and celebrating significant occasions, the institute ensures that gender equality remains a central focus of its educational mission.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: A. All of the above

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

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

Response:

Celebration of festivals

The institute makes extra efforts to provide an inclusive environment for all students and employees. Tolerance and harmony with cultural, regional, linguistic, communal, socioeconomic, and other diversities are best achieved by the major events like Holy, TechFest, Dahi Handi, Ch. Shiv Jayati, and Cultural Fest at the institute level.

Students have formed various associations in the institute that also support and propagate the idea of diverse cultures. TechFest and Cultural Fest are annual events where the Institute invites popular personalities from different areas with their teams to enthrall the students with rich cultural songs.

Regional events such as Dahi Handi and Dandiya are celebrated at the institute. The students enjoy the colourful Holi festival on Rangpanchami. The departments perform Saraswathi Pooja and Ayudha Pooja in their respective laboratories, invoking the blessings of the Almighty.

On the occasion of the inauguration of the student association, students exhibit their skills, such as singing, dancing, and mimicry. The departments organise a welcome party for the newly admitted students to share their thoughts and guide them through the curriculum. The fresh students get motivated through the seniors' talk.

The Institute organises a national-level event called Reflex every year. The students get exposure to show their skills and talent. As a result, an inclusive environment is being created and maintained at the institute.

As a contribution to society, the department of E&T Engineering donated education material to a school. The Institute takes the initiative to maintain an inclusive environment in a communal socioeconomic manner.

India is one of the most diverse lands found anywhere in the world, with 29 states, each with their own unique languages, traditions, and religions, governed and guided by the Constitution of India.

The Ashokrao Mane Group of Institutions sensitizes the students and employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens, which enables them to conduct themselves as responsible citizens. The Institute inculcates knowledge, skills, and values in students by providing an effective, supportive, safe, and affordable learning environment. The students are motivated to participate in programmes such as culture, traditions, values, and duties.

The Institute has conducted programmes with students on cleanliness, Swachh Bharat Abhiyan, women's empowerment, energy awareness among rural communities, and gender equality. The Institute has prepared policies that reflect core values. The code of conduct is prepared for students and staff, and everyone obeys the conduct rules. The affiliating university has included courses such as Basic Human Rights, Human Values, and the Constitution of India as a step towards constitutional obligations among students.

Initiatives taken by the Institute:

- A blood donation camp was arranged at the institution.
- A women's empowerment programme was arranged for female students.
- A health awareness lecture was arranged for girl students who come from rural areas.

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

7.2 Best Practices

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

Response:

BEST PRACTICE I: Mentoring System

Title: Mentoring System

Objective:

The objective of implementing a mentoring system is to reduce the dropout percentage and enhance the overall performance of students through counseling and guidance.

Context:

Students often encounter various challenges, including academic stress, physical and mental pressures, which may lead to dropping out of academics. Recognizing these issues, the institute aims to address them through the implementation of a mentoring system.

The Practice:

In this practice, teachers act as mentors and interact with students on a weekly basis. Through these interactions, mentors identify both fast and slow learners among the students. They encourage and provide support to fast learners while suggesting effective study techniques and strategies for improvement to slow learners. Additionally, mentors motivate students to participate in co-curricular activities. Furthermore, mentors maintain regular communication with parents, conveying information about attendance, test performance, fee payments, and examination schedules on a monthly basis.

Evidence of Success:

The implementation of the mentoring system has yielded positive results. Students are performing well in the curriculum, actively participating in co-curricular activities, and achieving improved results. Moreover, the percentage of dropouts has significantly decreased, indicating the effectiveness of the mentoring approach.

Problems Encountered and Resources Required:

The institute did not encounter any significant problems while executing this practice. The successful implementation of the mentoring system indicates that the required resources and support were adequately provided.

BEST PRACTICE II: Adopting ICT Tools in Teaching

Title: Adopting ICT Tools in Teaching

Objectives:

The primary objective of this practice is to effectively utilize Information and Communication Technology (ICT) tools in developing digital content for teaching purposes.

Context:

The outbreak of the Covid-19 pandemic posed significant challenges to the traditional teaching and learning methods. In response, the institute made the decision to incorporate ICT tools for online lectures

and continued utilizing them even during offline teaching.

The Practice:

Faculty members have actively embraced the use of ICT tools to create digital content for their respective subjects. These digital resources, in the form of lecture notes, are shared with students through platforms such as Google Classroom. By leveraging these tools, teachers enhance the accessibility and engagement of students with the curriculum.

Evidence of Success:

The adoption of ICT tools in teaching has resulted in improved student attendance and academic performance. By utilizing digital resources, students have greater access to learning materials and can engage with the content more effectively, leading to positive outcomes.

Problems Encountered and Resources Required:

The creation of digital content presented certain challenges for the faculty members. However, with the support and resources provided by the institute, these challenges were overcome. The success of the practice highlights the importance of providing appropriate training and resources to facilitate the integration of ICT tools in teaching.

In conclusion, the implementation of these best practices, such as the mentoring system and the adoption of ICT tools in teaching, has positively impacted the institute's educational environment. Through mentoring, students receive guidance and support, leading to a decrease in dropout rates and improved performance. Similarly, the utilization of ICT tools enables the effective delivery of digital content, resulting in enhanced student engagement and outcomes. These practices reflect the institute's commitment to providing holistic education and adapting to changing educational landscapes.

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

7.3 Institutional Distinctiveness

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

Response:

The Institute was established in 2009 with the aim of promoting technical education and management

studies in rural communities. Recognizing the economic challenges faced by the rural community surrounding the institute, the institution took the initiative to provide technical and management education to meet the needs of the local population. Understanding the aspirations of the community, the institute focused on empowering students with both hard and soft skills to enhance their employability.

The faculty members at the institute are highly experienced and employ modern educational tools to deliver quality education to the students. They utilize various teaching methods such as PowerPoint presentations, group discussions, seminars, flipped classrooms, quizzes, chalkboard teaching, expert talks from industry professionals, and industrial visits. These interactive methods provide students with a platform to improve their communication skills, technical knowledge, teamwork, and leadership qualities. By exposing students to current technologies through industry expert talks and industrial visits, the institute ensures that students are well-prepared and equipped with relevant knowledge, making them job-ready.

Recognizing the importance of English communication skills in the global job market, the institute organizes soft skill training programs conducted by professionals. These workshops focus on enhancing students' communication skills, confidence, and leadership abilities. As a result of these efforts, a higher number of students are successfully placed in multinational companies, as they possess the necessary skills to excel in the competitive job market.

The institute aims to become a knowledge hub where career opportunities naturally follow its students. To achieve this goal, the institute organizes various student-centric activities such as technical paper presentation competitions, project competitions, programming competitions, poster presentations, web design competitions, debate competitions, speech competitions, workshops, and seminars. Through these activities, students have the opportunity to showcase their presentation skills and physical fitness, fostering their holistic development.

The institute's library is well-equipped with e-learning resources and reference books, providing students with valuable academic support. Additionally, a separate reading room with Wi-Fi access is available, enabling students to access online resources for their research and educational needs.

As employability is a key focus of the institute, it ensures that students have access to the necessary facilities and support. The institute has an exclusive placement cell that actively organizes career planning sessions, personality development workshops, soft skills training, and core skill training for students. The placement cell has established strong connections with various industries through Memorandums of Understanding (MoUs) and regularly invites industry experts to deliver talks, conduct hands-on workshops, and facilitate industrial visits to expose students to the latest trends and practices in the industry. Career talks with alumni also provide valuable insights and guidance for students' professional growth. These efforts have resulted in over 300 students from the institute being placed in renowned multinational companies such as Capgemini, TCS, Wipro, Cognizant, Accenture, KPIT, Altimetrik, Ford Motors, Atos Syntel, Infosys, Tata Consultancy Services, and many others.

In conclusion, the Institute's commitment to providing quality education and enhancing students' employability is evident through its dynamic and comprehensive approach. By addressing the specific needs of the rural community, utilizing modern teaching methods, fostering soft skills development, promoting holistic growth, and facilitating industry connections, the institute ensures that its students are well-prepared for successful careers in the competitive global market.

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

5. CONCLUSION

Additional Information :

The institute was established in 2009 with the objective of promoting technical education and management studies in rural areas. In response to the economic challenges faced by the surrounding rural community, the institute took the initiative to provide technical and management education that meets the needs of the local population. The institute recognises the importance of empowering students with both hard and soft skills to enhance their employability.

The faculty members at the institute are experienced and utilise modern educational tools to deliver high-quality education to the students. They employ various teaching methods such as PowerPoint presentations, group discussions, seminars, flipped classrooms, quizzes, chalkboard teaching, expert talks from industry professionals, and industrial visits. These interactive methods offer students a platform to improve their communication skills, technical knowledge, teamwork, and leadership qualities. The institute ensures that students are well-prepared and equipped with relevant knowledge by exposing them to current technologies through industry expert talks and industrial visits.

To address the significance of English communication skills in the global job market, the institute organises soft skill training programmes conducted by professionals. These workshops focus on enhancing students' communication skills, confidence, and leadership abilities. Consequently, a larger number of students are successfully placed in multinational companies due to their possession of the necessary skills to excel in the competitive job market.

The institute strives to become a knowledge hub where career opportunities naturally follow its students. To achieve this goal, the institute organises a variety of student-centric activities, including technical paper presentation competitions, project competitions, programming competitions, poster presentations, web design competitions, debate competitions, speech competitions, workshops, and seminars. These activities provide students with opportunities to showcase their presentation skills and physical fitness, contributing to their holistic development.

The institute's library is well equipped with e-learning resources and reference books, providing valuable academic support to students. Additionally, a separate reading room with Wi-Fi access is available, enabling students to access online resources for their research and educational needs.

Given the institute's focus on employability, it ensures that students have access to the necessary facilities and support. The institute has an exclusive placement cell that actively organises career planning sessions, personality development workshops, soft skills training, and core skill training for students. This placement cell has established strong connections with various industries through Memorandums of Understanding (MoUs) and regularly invites industry experts to deliver talks, conduct hands-on workshops, and facilitate industrial visits, exposing students to the latest trends and practises in the industry. Career talks with alumni also provide valuable insights and guidance for students' professional growth. As a result of these efforts, over 300 students from the institute are placed in renowned multinational companies every year, including Capgemini, TCS, Wipro, Cognizant, Accenture, KPIT, Altimetrik, Ford Motors, Atos Syntel, Infosys, Tata Consultancy Services, and many others.

In conclusion, the institute's commitment to providing quality education and enhancing students' employability

is evident through its dynamic and comprehensive approach. By addressing the specific needs of the rural community, utilising modern teaching methods, fostering soft skill development, promoting holistic growth, and facilitating industry connections, the institute ensures that its students are well-prepared for successful careers in the competitive global market.

Concluding Remarks :

The engineering institute has shown remarkable progress and achievements in various aspects over the last five years, which exemplify its commitment to excellence and holistic development. With an enrollment percentage of 40%, the institute has successfully attracted a significant number of students, reflecting its reputation for quality education.

The institute's focus on inclusivity is evident, as it has filled 18% of seats against reserved categories, ensuring equal opportunities for all. Moreover, the student-faculty ratio of 1:15 highlights the institute's dedication to providing personalized attention and fostering a conducive learning environment.

With 100% of full-time teachers against sanctioned posts and 12% of them holding Ph.D. degrees, the institute demonstrates a highly qualified and dedicated faculty. This expertise is further evident through 22 faculty publications in journals listed on the UGC CARE list, as well as the editing of over 15 chapters in national and international journals and books.

The institute promotes experiential learning, with more than 70% of students participating in fieldwork and internships, enhancing their practical skills and industry exposure. Additionally, the availability of 12 certificates and value-added courses per year allows students to acquire specialized knowledge and additional qualifications.

To further enhance students' learning experiences, the institute encourages enrollment in online courses offered by platforms like MOOCS, Swayam, and NPTEL, with 4% of students benefiting from these opportunities.

The institute actively fosters faculty development by promoting higher education pursuits, facilitating paper publishing in renowned journals, and encouraging participation in workshops, Faculty Development Programs (FDP), and professional development and administrative training programs.

In addition to academic endeavors, the institute is dedicated to social welfare. It has conducted five extension activities, including blood donation camps, tree plantation drives, and awareness campaigns on gender equity. Demonstrating environmental consciousness, the institute also emphasizes solid waste management, e-waste management, rainwater harvesting, and the utilization of solar energy within the campus.

The institute's efforts in providing support to students are noteworthy, with 90% of students benefiting from government scholarships and 4% receiving guidance for competitive examinations and career counseling. These measures contribute to the overall well-being and success of the students.

The institute has achieved an impressive pass percentage of 83% over the last five years, highlighting the effectiveness of its teaching and evaluation methods. Furthermore, the placement percentage of outgoing students stands at 22%, demonstrating the institute's commitment to equipping students with the necessary skills for successful careers.

Recognizing and encouraging extracurricular talents, the institute has awarded 51 medals and honors for outstanding performances in sports and cultural activities. This reflects the institute's belief in the holistic development of students.

Lastly, the institute emphasizes the importance of continuous professional growth for its staff. With 9% participation in Faculty Development Programs (FDP), Management Development Programs (MDP), and professional development and administrative training, the institute ensures that its teaching and non-teaching staff stay updated with the latest advancements in their respective fields.

In conclusion, the engineering institute has made significant strides in various areas, including enrollment, faculty-student ratios, research output, experiential learning, student support, social welfare initiatives, environmental consciousness, and extracurricular activities. These accomplishments testify to the institute's commitment to providing a well-rounded education, fostering a dynamic learning environment, and preparing students for a successful future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :17</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>139</td> <td>62</td> <td>103</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>230</td> <td>119</td> <td>61</td> <td>31</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	29	139	62	103	14	2021-22	2020-21	2019-20	2018-19	2017-18	109	230	119	61	31
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4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>42.18</td> <td>31.10</td> <td>12.79</td> <td>9.08</td> <td>54.09</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11.02</td> <td>12.95</td> <td>08.65</td> <td>5.68</td> <td>12.65</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	42.18	31.10	12.79	9.08	54.09	2021-22	2020-21	2019-20	2018-19	2017-18	11.02	12.95	08.65	5.68	12.65
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Remark : DVV has made the changes as per shared report by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	10	32	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	10	12	05

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations