



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DR. RAJENDRA GODE INSTITUTE OF TECHNOLOGY AND RESEARCH

**DR RAJENDRA GODE INSTITUTE OF TECHNOLOGY AND RESEARCH,
AMRAVATI UNIVERSITY-MARDI ROAD, AMRAVATI**

444602

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

Dr. Rajendra Gode Institute of Technology and Research (DRGITR), Amravati is established by Indira Bahuudeshiya Sanstha under the dynamic leadership of Founder President Late Dr. Rajendraji Gode (Former Minister of state, Home and Industry, GoM), in 2008 for providing education in the field of Engineering and Technology.

The institute is known for its excellence to provide higher Education in various fields considering the need of the region of Vidharbha. It is located on sprawling 7.5 acres of campus on road 6 km from Sant Gadge Baba Amravati University, Amravati. The Institute provides degree, postgraduate and doctoral level education at this centre of excellence. Which is affiliated to Sant Gadge Baba Amravati University, Amravati & Recognized by Government. of Maharashtra and All India Council of Technical Education New Delhi. The institute has been NAAC accredited with Grade 'B+' in first cycle and now is in the process of second cycle of accreditation. Institute offers B.E. Degree courses in four disciplines, namely, Civil Engineering, Computer Science & Engineering, Electronics & Telecommunications Engineering, and Mechanical Engineering,. Institute also offers M.E. Degree courses in four specializations, namely, Civil Engineering (Transportation Engineering and Management), Mechanical Engineering (Thermal Engineering), Electronics and Telecommunications Engineering, Computer Science and Engineering. The laboratories of two departments are recognized as 'Research Laboratories' by parent University.

The Institute is following the curriculum and syllabus offered by SGBAU Amravati University. In addition to that, institute is offering a greater number of add-on and certificate courses apart from the regular curriculum. Our college's Vision and Mission are to offer excellence in education as well as outcome-based education.

Vision

To be the flagship of Universally acceptable new ideas and Innovations

Mission

To provide Synergetic Environment to flourish new ideas & Creativity and to nurture disciplined think-tank leaders and competent human resource in Science & Technology to confront global challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Young, Progressive and Dynamic management

2. Well qualified and dedicated faculty
3. Fully equipped and state of the art laboratories
4. Faculty, Staff and students well protected with several welfare schemes.
5. Eco-friendly green campus
6. Skill-based education
- 7 Classrooms with ICT tools
8. Activity-based learning offers value-added and online-based courses.
9. Merit Scholarships for the Students

Institutional Weakness

1. Geographical disadvantage as Institute located in industrially backward region
2. Non-residential premises
3. Students from rural background weaker in communication skills

Institutional Opportunity

1. Scope for Tribal, Rural & Agro based projects
2. Scope for Community Services
3. Entrepreneurship Development

Institutional Challenge

1. Increased trend in migration of students population to metro cities
2. To incline the students towards entrepreneurship rather than jobs
3. Attracting and retaining faculty of higher cadre

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr. Rajendra Gode Institute Of Technology & Research, Amravati is affiliated to Sant Gadge Baba Amravati University Amravati (SGBAU) and follows its designed curriculum. This curriculum is periodically upgraded with the latest developments in technology to meet the requirements of the industry by taking feedback from all stakeholders. Most recently SGBAU has started CBCS based curriculum from AY 2019-20 for all UG Engineering courses. DRGITR prepares its own Academic Calendar in alignment with the University's calendar and strictly adheres to it. For effective planning and implementation of the curriculum, the entire course faculty prepares Lesson plans and the execution plan is periodically reviewed by the Heads of the department and Dean Academics. As DRGITR follows the SGBAU curriculum, it has limited academic flexibility. Hence, various curriculum enrichment certificate / value added courses are offered to the students which in turn help the students improving their technical and soft skills and also to bridge the gap between the industry and academia. Institute also addresses "cross-cutting" issues like Gender, Environmental Sustainability, Human Values and Professional Ethics through its curriculum as well as through various activities conducted by different Committees/ Cells. These are addressed through seminars, case studies, awareness drives and projects, in addition to addressing them through certain curricular courses "and effective teaching learning methods" so as to sensitize them. As a part of curriculum every year large number of mini-projects, Final year projects, field works, Internship etc. are undertaken. The Institute facilitates this to some extent by having MOUs with Industries/ Organizations. Lot of these projects address social and day to day issues of the society at large.

Teaching-learning and Evaluation

The Institute strictly follows all the eligibility criteria, rules and regulations for admission, as laid down by Govt. of Maharashtra for admissions to various UG and PG courses. All admissions are through the Centralized admission process. Certain seats are filled at Institute level as per merit and no capitation fee charged/levied. Part payment facility for fees is allowed as large number of students comes from down-trodden classes situated in rural areas. Well qualified and dedicated faculty, rule based recruitment process, are some highlights for maintaining teacher quality. The student Teacher ratio is maintained below 20:1 at all times. As teaching learning process is not limited to effective curriculum delivery it is structured through various mechanisms. All the courses have well defined Course Outcomes (COs) and are mapped with the Program Outcomes (POs) and Program Specific outcomes (PSOs). The COs and POs & PSOs are disseminated to the respective stake holders through various means. Thus a well-defined mechanism is in place for assessing the learning levels of the students and for improving their academic performance which includes remedial course and bridge course (need based) for slow learners and incubation /Start up projects for advanced learners. Appropriate help is given to differently-able students. Professional societies, skill enhancement, training and placement, NSS, co-curricular as well as extra-curricular activities and faculty mentoring together ensure an effective learning ecosystem for students. Institute continuously strives to improve effectiveness in teaching, learning and evaluation process at the same time maintaining desired transparency. Planning, dissemination, implementation and monitoring of various components are carried out in adherence with academic calendar. A continuous internal evaluation (CIE) process is conducted through planned sessionals, assignments, vivavoce etc. The Institute has a suitable mechanism to ensure transparency in the internal evaluation and also to handle related grievances. Semester end examinations are conducted as per University norms. The evaluation scheme is well defined and explained to the students from time to time. There is also a scope for grievance redressal through

method of revaluation/re-verification.

Research, Innovations and Extension

The Institute encourages and promotes research, innovation, and extension activities for students and faculty through various mechanisms. The institute has a dedicated Research cell that is responsible for conducting various activities for Research Promotion and Funded Projects.. Certain Research Projects are funded by the Industries and Institute on its own. The institute has also received grants for conduction of FDP/ STTP, Skill & Personality development etc. from ISTE/AICTE. The Institute has established Institute Innovation Council (IIC) as per the guidelines provided by MHRD Innovation Cell (MIC) and AICTE. It is constituted with a view to provide platform to the innate creativity in the students. It is a small initiative taken by the institute to develop, innovative ecosystem within campus. The IPR Cell is established to facilitate students and faculty for filing patent and registration of copyright. In the process of conceptualization, solution identification and the realization, the IPR Cell of the institution look into the scope for IP creation. The Institute strongly encourages IP creation. Students and faculty are encouraged to publish research papers and participate in project competitions based on their project outcomes. The Institute offers a research program leading to the Ph.D. Degree in two engineering disciplines. The institute encourages its faculty to pursue their doctoral degree. To upgrade the knowledge of the faculty and encourage industry-academia interaction the institute organizes various AICTE-ISTE approved Short Term Training Programs and Faculty Development Programs in the domains of recent trends in the technology. The institution promotes college-neighborhood community development by conducting regular activities related to social responsibilities of the institute through its NSS Unit. Cleaning of villages Free health check-up camps Tree plantation Blood donation camps Swachh Bharat Abhiyan.

Infrastructure and Learning Resources

The institute fulfils all the norms specified by the statutory bodies in terms of land requirement, instructional area, administrative and various other amenities. All classrooms and laboratories are well equipped with good internet access, projectors, and computers. Various indoor and outdoor sports activities are conducted for the students to keep them physically agile. The buildings are equipped with fire fighting facilities The Institute has a open air theatre where various cultural activities are conducted. In addition to this it is used for Yoga activities. The institute has a huge library with a diverse collection of more than 18000 text books and reference books. DRGITR has been using ILMs, a Library Automation Software since 2012. The library has OPAC & NDLI Club Membership. Users can issue/return and search the books online through WEBOPAC. The library has more than 4000 e-books and has subscription of more than 400 national and international journals to cater to the requirements of students, faculty and researchers. The Institute has a well equipped Server Room which comprises Server, Firewall, Access Points, and Computing facilities. The Institute has 6 state of the art high configuration servers viz, computers of various manufacturers, that are connected through LAN, LaserJet Printers, high speed heavy duty scanner cum printers, colour printers, Scanners and 3D printers. The institute has three lines for Internet facilities totaling to 640 Mbps. The Maintenance Department of the institute has a designated maintenance head and more than 10 skilled and unskilled staff members. It looks after activities related to building maintenance and repair-work, gardening, electrical maintenance etc. The house-keeping in the institute is outsourced.

Student Support and Progression

The Institute focuses on the holistic development of its students by enhancing their hard and soft skills. To increase opportunities for socially backward and economically weak students, the institute provides various scholarships which are sponsored by the government, non- governmental organizations and the institute. To make the students corporate ready and enhance the placements, various sessions are conducted by T&P department in terms of Campus Recruitment training program (CRT). Apart from this the departments and T&P organizes lectures by keynote speakers on Personality Development, Presentation Skills, Goal-Setting, Resume Writing, Interviews, Cracking Competitive exams like (TOEFL, GRE, GATE, CAT SET). Also to improve communication and soft-skills of students programs are conducted through outside agencies. Yoga and Meditation sessions are also organized regularly by various departments. Every large number of students participates in cultural and sports activities conducted by the institute, the University etc. The Institute provides them with all necessary equipments and help from time to time. Few students have been awarded for their outstanding performance in sports and cultural activities. The Institution also has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and ragging. Students form part of various committees namely Placement Committee, IETE,, MESA, CESA, CSI and ISTE, College Development Committee, ICC, Discipline Committee etc. thus providing them suitable representation. The Institute also has robust support of alumni who contribute to ensure smooth learning by delivering guest lectures, giving active feedback for enrichment of curriculum and to promote industry ready students.

Governance, Leadership and Management

DRGITR strives for imparting value based education and holistic development of its students. The established policies and procedures in the Institute ensure the integrity and effectiveness in its governance and administration. The Institute promotes de-centralization and believes in participatory management by involving faculties and other staff in various administrative and academic activities. Perspective plans for five years are framed with goals in adherence to Vision and Mission statements of the Institute thus setting new standards and benchmarks for making itself a center of excellence. The Institute fosters open and healthy communication between its employees which results in a free, fair, transparent and conducive work environment. Several welfare schemes are in place for the benefit of teaching and non-teaching staff. The Institute encourages the entire workforce to upgrade their technical and soft skills which is evident through their Performance Appraisal form. Being a self-financed organization, the Institute has laid down processes for effective utilization of financial resources. The system of internal and external financial audit has helped to monitor available financial resources and its optimal utilization. Since inception, the institute has been applying innovative plans to create a vibrant knowledge- oriented environment. These plans are executed and evaluated through different committees to ensure quality measures at the institute. Internal Quality Assurance Cell (IQAC) is established by the Institute and has initiated several quality reforms for academic and administrative excellence. The IQAC had played a major role in conduction of online classes during CORONA-19 pandemic by integrating Webex platform. IQAC focuses on improving its teaching-learning processes, research and innovations, infrastructure and academic developments through various cells so as to ensure the quality culture The institute has also developed a high end Robotica lab with active funding from industry.

Institutional Values and Best Practices

DRGITR provides a safe and conducive atmosphere for both genders. The Institute has all the mandatory committees and organizes regular awareness programs for gender sensitization. Separate washrooms and common rooms for girls are in place The Institute is conscious of its environmental and societal obligations. The institute has Solid, Liquid, EWaste, Hazard's chemicals waste management systems in place. DRGITR has

also taken active steps towards achieving these objectives by provisioning Rainwater harvesting, maintenance of water bodies and Re-use of one sided printed papers. Green campus initiatives like, restricted entry of automobiles, landscaping with trees and plants, tree plantations, Energy, Green and Environment audits, beyond campus environmental promotion activities are carried out actively. Inclusivity is practiced by celebrating various commemorative days of national and international importance and conducting different cultural activities. Staff and students are periodically sensitized towards their constitutional obligations and are encouraged to exercise the right to vote. Since its inception the institute has identified and adopted many best practices, two of which are, 1. ommunity services for rural development and 2. Personality Development through soft skill training. The institute has one area distinctive to its priority and thrust. which is Dr Rajendra Gode foundatio Scholarship to needy and deserving students.Thus by providing favorable atmosphere for holistic development and education,

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. RAJENDRA GODE INSTITUTE OF TECHNOLOGY AND RESEARCH
Address	Dr Rajendra Gode Institute of Technology and Research, Amravati University-Mardi Road, Amravati
City	Amravati
State	Maharashtra
Pin	444602
Website	www.drgitr.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Arun V Parwate	0721-2970347	7402414100	-	principal_coe@rediffmail.com
IQAC / CIQA coordinator	Prashant B Nagarnaik	0721-2970275	9881713197	-	pbnagarnaik@gmail.com

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

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	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	Dr Rajendra Gode Institute of Technology and Research, Amravati University-Mardi Road, Amravati	Rural	7.5	11257.37

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	Twelfth Science	English	60	49
UG	BE,Mechanical Engineering	48	Twelfth Science	English	60	51
UG	BE,Electronics And Telecommunication Engineering	48	Twelfth Science	English	60	45
UG	BE,Computer Science And Engineering	48	Twelfth Science	English	60	60
PG	ME,Civil Engineering	24	BE Civil	English	12	6
PG	ME,Mechanical Engineering	24	BE Mechanical	English	12	2
PG	ME,Electronics And Telecommunication Engineering	24	BE Electronics	English	12	2
PG	ME,Computer Science And Engineering	24	BE Computer Science	English	12	3

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				6				50			
Recruited	4	1	0	5	5	1	0	6	29	21	0	50
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				25
Recruited	19	6	0	25
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				13
Recruited	13	0	0	13
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.	4	1	0	4	1	0	0	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	29	21	0	51
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	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	448	0	0	0	448
	Female	258	0	0	0	258
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	14	13	19	10
	Female	23	19	21	9
	Others	0	0	0	0
ST	Male	2	2	2	1
	Female	2	2	3	2
	Others	0	0	0	0
OBC	Male	21	23	37	15
	Female	29	37	27	13
	Others	0	0	0	0
General	Male	63	67	31	8
	Female	81	42	27	7
	Others	0	0	0	0
Others	Male	10	10	9	6
	Female	9	12	7	5
	Others	0	0	0	0
Total		254	227	183	76

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute has continuously been striving for multidisciplinary approach within the academic framework of affiliated University. In view of the NEP, Institute is committed to offer multidisciplinary/ interdisciplinary teaching-learning environment. Academic programs have been redesigned to include interdisciplinary courses in the form of open electives. The teaching scheme as designed by affiliated university allows students get necessary flexibility to choose electives based on their academic/ career goals. The institute encourages mini-projects and projects in pre-final year and final year respectively that caters to attainment of a holistic and multidisciplinary education.</p>
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2. Academic bank of credits (ABC):	Being affiliated to Sant Gadge Baba Amravati University, Amravati, Our institution has to follow the credit based courses, syllabus and other rules & regulations of the affiliating University. SGBAU follows a choice-based credit system (CBCS) for all its programmes. As per SGBAU, ABC registration is started from current batch and accordingly 200 students of first year have done the registration for academic bank of credits.
3. Skill development:	Institute is focusing on skill development for students as well as faculty members. Skill program are designed to improve learning skills and help them to achieve their academic goals and acquaint them with latest technologies used in the industry. These courses are delivered at various levels starting from the first year in the form of Soft skills training, Communication skills. Major relevant technical skill that were offered to students were Auto cad, Stadd pro, IoT and Computer Networking & its Applications, In addition to this, National Program on Technology Enhanced Learning (NPTEL) and Massive Online Open Courses (MOOC) are helping the students to improve their skills in the domain of their choice.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): Presently the courses are taught in the language (English) as specified by the affiliating University. However it's a practice adopted by the Institute to explain the core concepts to the learners in the regional languages such as Hindi and Marathi. Every year Institute hosts a cultural festival known as 'Rytham' to imbibe the cultural, traditional and ethical values in the student.
5. Focus on Outcome based education (OBE):	The culture of OBE is imbibed by Institute since long. The affiliating University has also adopted the CBCS curriculum since AY 2019-20. The OBE is achieved through alignment of program outcome – program specific outcome with the course outcomes keeping the spirit of NEP in view. Each semester the outcomes are analyzed and gaps if any, are overcome through series of lectures by eminent educationalist of the region and industry experts.
6. Distance education/online education:	The Institute has migrated from traditional offline teaching-learning to online/offline hybrid model of

teaching-learning. This is carried out through online platform such as Web-Ex and Zoom. The students can view online video lectures in their leisure time as per their convenience and download the learning material. The students are examined through online assignments, MCQ based Tests, quiz etc. This model has been developed by the Institute in AY 2020-21 to overcome Covid pandemic education hurdle. The students are also encouraged to learn NPTEL and MOOC courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club(ELC) has been set up in college and committee members are functional to execute the objectives.
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?	Yes . Students' coordinator and coordinating faculty members are appointed by the College and the ELCs are functional. Election Literacy Board : 1. Nodal Officer and Guide: Prof. D S Kalyankar 2. Members: Elected Students Viz. G.S of the DRGITR
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.	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. DRGITR's has organized National Voters Day celebrations on 25-01-2023. National Voters' Day is celebrated to encourage, facilitate and maximize enrolment, especially for the new or first-time voters. The main objective of the day is to educate and encourage young voters to vote during elections.
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.	1.Participation in National Voters Awareness Program Pledge by Principal, Faculty members & NSS Volunteers 2.Awareness to Young Voters by Nodal Officer and Guide, (Election electoral processes, etc. Literacy Board)
5. Extent of students above 18 years who are yet to be	After the voter awareness program, students of the

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

college have registered their names in the voter list

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1192	1358	1182	840	1017

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: 145

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	70	71	55	55

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
247.47	261.92	420.97	363.27	416.06

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 college ensures effective curriculum delivery and internal assessment through systematic and strategic transparent mechanisms:

Preparation of Academic Calendar: At the beginning of each academic year, as per the University academic calendar, the academic calendar is prepared at the Institute level incorporating internal examinations, academic audit and college level activities. Each department then prepares their activity calendar which is strictly adhered.

Time Table Preparation: Before the start of academic session, Course choices are taken from each faculty in the department and accordingly load distribution is done by the head of department which is approved by Dean Academics and Principal. Class-wise time tables are then prepared. Copies of Time table along with detailed workload of teaching faculties are submitted to Dean (Academics).

Teaching Plan: Each faculty member prepares a detailed teaching plan and executes it. Status of execution of the teaching plan is monitored by the department during the academic session.

Preparation of Course file: Each faculty member prepares the course file which includes the time table, lecture plan, course outcomes, mapping of course outcomes with program outcomes & program specific outcomes, unit wise notes, and previous question papers.

Content Delivery: POs and COs are disseminated to students by the respective course faculty. New and innovative teaching techniques, in addition to the traditional lecture method are adopted to deliver the content. Learner-centric techniques such as peer teaching, video lectures, case studies, field/industry visits, Guest lecturers from academic and industry experts etc., are adopted to encourage students' active participation.

Student's Feedback: Online feedback from students on various aspects of content delivery by faculties is taken twice in a semester. Faculties with poor feedback are counseled by concerned HODs for improvement in future.

Monthly Progress Report: Monthly review on coverage of syllabus and regularity of students is taken by the HOD/Dean Academic followed by Principal. Suggestions are invited for the improvement of the teaching learning process through regular meetings with Class Representatives (CRs) by HODs.

Internal Examinations: Every department conducts three Sessional examinations in every semester. The question paper of internal exams is prepared by concerned faculties and moderated by senior faculty and signed by HOD. To maintain further compliance, answer sheets are checked within three days after the completion of each examination. Evaluated answer sheets are shown to the students in the classroom for maintaining the highest level of transparency in the evaluation system.

Assignments: In addition to the tests, assignments are also part of Continuous Internal Evaluation. Assignments are provided to students as per curriculum and are submitted by students in the stipulated time.

In case of Practical, internal viva are conducted by respective departments before the university

examinations. For Project Three Progress Seminars are conducted at department level and internal marks are based on evaluation.

Academic Monitoring: Each Head of the Department monitors course coverage and student attendance for every subject on a regular basis. Remedial classes are conducted for weak students in numerical subjects. Review of academic progress is done by the Principal in the HOD meeting.

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: 34

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 74.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
1023	1110	729	578	704

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 follows curriculum prescribed by the Affiliating University and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across UG and PG programs to sensitize the students.

Professional Ethics & Human Values

The Students of First Year UG undergo Student Induction Program in which cross-cutting issues like Human Values and Professional Ethics are addressed. The second year course subject “Values & Ethics” students are expected to become more aware of themselves and their surroundings (family ,society, nature) .They would become more responsible in life and in handling problems with sustainable solutions.

Environment and Sustainability

The issues of Environment and Sustainability are attempted through the compulsory course “Environmental studies” which enables students to understand the importance of the environment. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development. The basic aim of this subject is to make the students aware about the importance of ecosystem to human life.

Gender Sensitization

The Institute is imparting quality education to shape global leaders and has firm belief in gender equity which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, the Institute supports flexible seating arrangements in the classrooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and co-curricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect. Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts.

The college has Women Grievance Cell and Grievance Redressal Cell to provide counseling to students, encourage gender equity among students and staff. Numbers of programs are conducted for women and girl students such as organization of hemoglobin check up camps. The committee for Woman Grievance Cell and internal complaint committee organizes programs on Women Empowerment, Laws for Women, Women’s Day. The N.S.S. unit of our college has been very proactive in conducting different extension activities not only in college premises but also in adopted villages. Major gender issues are focused and addressed through activities like the Save girl child campaign, Essay and poster exhibitions, wall paper presentations, etc.

N.S.S. promotes environmental protection through tree plantation and other sustainable development programs. Every year, N.S.S. unit undertakes the special camps in the nearby villages. In these camps, N.S.S. organizes various environment related programs including tree plantation, village cleanliness, cleaning of gutters, digging of soak peats, eradication of Gajar grass, plastic free drive, Poster Competition, Debate Competition, etc. Various activities like quiz and poster competitions, invited talks are organized to create awareness about nature, biodiversity, environment and sustainability.

The college has taken initiative in Swachh Bharat Abhiyan and Tree plantation programs which are

introduced by the Government of India.

1.3.2

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

Response: 58.64

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

Response: 699

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
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: 40.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
254	227	183	76	75

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	360	456	456	456

File Description

Document

Institutional data in the prescribed format

[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: 45.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	112	119	61	55

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	180	228	228	228

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

2.2 Student Teacher Ratio**2.2.1**

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

Response: 17.28

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 employs various teaching techniques, including experiential learning, participative learning and problem solving methodologies to enhance student's lifelong learning skills and make learning more interactive.

1. Experiential Learning:

- Industry and Field Visits: Institute organizes Industrial visits and field visits periodically to make students familiar with industrial working, use of technologies, use of modern tools and equipments and clearing their concepts learned in theory class. Few courses in curricula highly recommend such visits for augmenting the subject knowledge.
- Project Based Learning: Final year projects, minor projects and Project Based Learning are important components in our curriculum, allowing the students to undergo active experimentation

and learn by doing the things. In project-based learning students solve problems; get hands-on experience of using real world problems, modern tools, equipment, instruments and machineries.

- Internships: Provide internships for fast learners which significantly improve their problem-solving skills and industry perception as they usually work on small projects, execute few tasks and learn industrial practices and environment.
- Laboratory Courses: The emphasis of laboratory courses is advanced learning through hands-on experience, and they aim to incorporate new contemporary equipment in the laboratories. Experimental studies help the students prepare for the real world applications.

2. Participative Learning

- Participation in technical, co-curricular events and Competitions: Institute organizes various technical events like Project competition, Poster presentation etc., to enhance their participative skills. Institute also motivate and promote the students for participation in various events, competitions and hands-on workshops and training at various levels. Students participate in youth festival organized by Sant Gadge Baba Amravati University Amravati every year.
- Team work and Group Work: Institute organizes student's activities to promote the spirit of Teamwork through NSS camps, Tree plantation, Swachha Bharat Abhiyan, Health awareness camp etc. to help the students understand Social problems and work for community welfare.

3. Problem solving Methodology

Analysis and Reasoning : Sufficient questions in examination are based on analysis and reasoning. Mini projects and major projects allow the students to formulate problems and provide solutions for the defined problem. It is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, the Institute uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

- The online learning environments are designed to train students in open problem-solving activity. Virtual labs are used to conduct labs through simulations.
- In addition to the chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, animations, Video clippings, Audio system, online sources etc. to improve the teaching- learning process.
- College provides online library facility for faculty as well as students for enhancing their skills through Digital Library resources (DELNET, NPTEL)
- Wi-Fi facility for internet access is provided for individual laptop and mobile devices throughout the campus premises.

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	70	71	55	55

File Description**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: 8.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	5	4	5

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](#)

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

Mechanism of Internal examination:

According to the academic calendar, every student has to appear in 2 sessional examinations & need to submit assignments in every semester. Each department conducts sessional examinations which are in the form of written test & assignment in the form of surprise test, power-point presentation, quiz on subject or other method, as per the norms provided by SGBAU. Seating plan is displayed on the notice board along with the sessional time table. In both the sessional examinations the subject teacher sets the question paper on the completed portion of the syllabus based on Bloom's Taxonomy to assess the holistic understanding of students regarding subject concepts. Subject faculty is provided with the target date within which the evaluation of answer sheets to be done. Our internal assessment is robust enough to identify fast, average & slow learners from their performance in the sessional examinations. Slow learners are counseled by the mentor. Improvement tests are also conducted to give a chance to the slow learners for improvement. Due weightage is also given for the participation of students in co curricular and extracurricular activities at various levels like Department/Institute/University/State/National/International.

Mechanism of External examination:

External examination is conducted through University. One officer in charge from Institute and a Co officer in charge from another institute is appointed by the University. Time table of External examination is generally displayed and disseminated one month before the commencement of examination and results are generally declared within one month after examination.

Grievance redressal system :

Internal Examination : We follow a completely transparent grievances handling mechanism at our institute. Internal examination test schedules are prepared and communicated to students in advance. Paper setting is done by the subject faculty & reviewed by the moderator so as to ensure question paper quality. Internal examination grievances are cleared by showing the valued answer sheet to students. Students many times have grievances after comparison with fellow student's answer sheets. This is satisfied by the Evaluator/concerned faculty member by explaining the reason for the difference of marks. Provisional result of the test is declared & displayed on a notice board so that students can check their marks in the test & if they observe any discrepancy in the marks they can approach the subject faculty/exam coordinator within 3 days of the display of provisional result. After resolving all the grievances & disputes the final result of the test is declared within 10 days of the conduction of the internal test.

External Examination: University examination results may be challenged by students. Form for scrutiny/re-evaluation is shared by the university after the result Declaration. Students having doubts in marks, fill this form with a nominal Exam fee. Scrutiny process is for checking of total marks and for any unchecked portion in the answer sheet whereas reevaluation process is carried out by revaluation of answer sheet by another faculty member. This whole process is conducted in such a way so as the student gets updated results within the same semester; hence it is a time-bound process. Further, it is also efficient as it's being done with honesty.

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:

The Institution has clearly stated Course Outcomes (CO), Programme Outcomes (PO), and Program Specific Outcomes (PSO) for all the programmes. A general process of defining COs, POs, PSOs, and for a particular programme involves: Formulation of PSOs outlining the competencies, meeting the Programme Specific Criteria (PSC) as laid down by professional bodies. The course outcomes are further mapped to programme outcomes which are aligned with the Blooms taxonomy levels. The Institute has elaborate mechanism to effectively disseminate the information about POs, PSOs and COs amongst faculty and students. POs and PSOs of all the undergraduate programmes and POs of all the postgraduate programmes are available and disseminated as under: Clearly displayed on Institute website. Prominently displayed in the office of Head of the Department and other important locations of every department for the general awareness amongst faculty and students. POs and PSOs are displayed as a screensaver on desktops and laptops in the concerned departments. All the faculty members prepare a course file for each semester that lists the POs, PSOs and COs

At the beginning of every semester, all subject teachers highlight COs for theory as well as for practicals for their respective subjects in the very first class.

Institution has formulated the process to evaluate the attainment level for course outcome and program outcome through benchmark.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The process of assessing the attainment of Course Outcomes (COs): Course attainment is calculated based on the performance of students in the internal assessment. Course attainment of each course is computed by course teacher based on the benchmark. Various Attainment levels are decided as per benchmark:

Attainment Level 1 : If 40% to 49% of students score more than 60% marks

Attainment Level 2 : If 50% to 59% of students score more than the 60% marks

Attainment Level 3 : If $\geq 60\%$ of students score more than the 60% marks

For external assessment benchmarks decided are as follows:-

Attainment Level 1 : If 40% to 49% of students score more than 40% marks

Attainment Level 2 : If 50% to 59% of students score more than the 40% marks

Attainment Level 3 : If $\geq 60\%$ of students score more than the 40% marks

Attainment is calculated by direct and indirect methods.

Direct Method (80% weightage): This method involves two sub-steps internal assessment in two parts as

follows. Internal Marks (20%): End semester exam results (80%):

Indirect Method (20% weightage): This method involves Students' feedback subject-wise about teaching-learning, Alumni feedback and Employer feedback.

The final attainment of CO / PO / PSO is evaluated using direct as well as indirect methods in the ratio of 80:20.

The following methods are implemented if the pre-defined targets of a particular CO of the subject are not met. To meet the target in the next year any one or all methods are applied to attend the CO as an action taken report.

1. Extra Lectures are incorporated into the next course planning.
2. The extra practice of numerical problems/programs.
3. For practical exposure, more industrial visits/ training/internships will be provided.
4. Expert Talks, Technical workshops, and competitions are organized.

2.6.3

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

Response: 83.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	329	262	313	261

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

2022-23	2021-22	2020-21	2019-20	2018-19
336	377	263	313	336

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

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: 15.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.44	1.8	2.79	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Research and Development (R&D) Cell: The institution has well established R&D cell, Two departments, specifically Electronics & Telecommunication Engineering and Mechanical Engineering, have received recognition as research centers by Sant Gadge baba Amravati University, Amravati. This recognition signifies commitment to advanced research in their respective fields.

The institution has signed Memorandums of Understanding (MoUs) with reputed industries/organizations. These MoUs likely involve collaborative research projects between different departments and industries. Such partnerships are beneficial for research projects, product development, and the practical application of research findings.

The institute provides all the necessary infrastructural facilities and a conducive environment to promote research activity in the campus. Faculties are encouraged to apply for various funding agencies and pursue their research.

The institute has a policy to provide seed funding or partial funding based on the merit of proposals

submitted by faculty or students. The institute encourages the faculty by providing incentives for peer reviewed publications, writing books & filing patents.

Intellectual property rights (IPR) Cell: - IPR Cell is established to provide a platform to share and discuss the latest development and applications with practical exposure & assist the faculty members, students and research scholars for patent filing process.

Objectives:

- To provide awareness on IPRs protection information, orientation and facilities to faculty & students
- To get necessary clearances from competent authorities while filling patents and other IPRs like copyright registration and design registration, etc. through IPR Cell.
- To workout modalities on behalf of students for the commercialization of patented technologies
- To organize various IPR awareness programs in collaboration with Research.

With the continuous and sustained efforts of all the faculty and students institute has 03 patents granted and 12 are Published.

Incubation Centre: - The institution has a state-of-the-art Technovista incubation centre, which aligns with industry standards. This centre provides essential resources, including, meeting rooms, high-speed internet connectivity, and well-configured computers to startup teams.

Incubatees at the center are granted access to all the laboratories, which is helpful for startups in technical fields that require specialized equipment and facilities.

The incubation center collaborates with mentors from the industry and successful local entrepreneurs. Mentorship is a critical component of supporting early-stage startups, as it can provide guidance, insights, and networking opportunities. This provides an opportunity for students to work on live projects and also results in the creation of research publications, patents, and products.

The incubation center extends support in various areas, including technical assistance, management guidance, and legal support. These services are essential for young entrepreneurs who are just starting their entrepreneurial journey.

Entrepreneurship Development Cell (EDC): -The institute has a vision to build an eco-system through industry partnership and our focus is on generating and nurturing the next generation of entrepreneurs. The college nurtures startup ideas and technological innovation at the idea stage by conducting training camps, entrepreneurship awareness, industry visits, technical talks by startup mentors, and awareness programs to raise awareness and create awareness among students and provide the necessary resources.

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: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	8	7	11	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: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	10	1	06	0

File Description	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: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	1	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 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:

Institute is actively and energetically engaged in a diverse array of extension activities and outreach programs with the goal of fostering a strong connection between the institute and its neighboring community. This endeavor aims to sensitize students to the needs of the community, emphasizing not only the promotion of societal and community activities but also the cultivation of responsible citizenship among students, faculty, and staff, fostering comprehensive personal development across various dimensions.

Every year, a well-structured plan and event schedule are meticulously crafted with the objective of expanding our outreach to the neighboring community, while simultaneously raising students' awareness of social issues and fostering holistic development. This plan encompasses various endeavors such as collaborating with local governing bodies like the Gram Panchayat, Municipal Corporation, and actively engaging with the public.

Various committees within the institute work diligently to instill awareness and benevolence through a range of programs, including initiatives such as cleanliness drives, gender sensitivity campaigns, conducting Yoga Session, environmental and hygiene awareness efforts, tree-planting campaigns, mental health awareness programs, Fruit distribution at Leprosy Ashram, National Youth Day celebrations, road safety awareness campaigns, NSS Day celebrations, blood donation drives, women development and empowerment programs, and activities related to International Disability Day, among others.

These activities had a demonstrably positive impact on students, enabling the development of stronger student-community relationships, the enhancement of leadership skills, and the boost of self-confidence. They have also been instrumental in unearthing students' latent talents and instilling a deeper sense of social awareness.

Additionally, these initiatives underscore the importance of maintaining a clean and hygienic environment, addressing sanitation concerns within the community, and raising awareness about these vital issues on a broader scale. Blood donation camps have played a pivotal role in fostering empathy and compassion among donors, as well as instilling a sense of commitment and ethical responsibility.

Programs centered on women's empowerment have served to raise awareness among female students

about their rights and circumstances, while also fostering sensitivity among male students toward women's issues, thereby contributing to a reduction in gender bias and patriarchal prejudices. In sum, these endeavors contribute to the cultivation of informed, well-balanced, and responsible citizenship.

Moreover, all outreach programs and events organized by the institute's various societies and committees are actively updated, monitored, and promoted through these social media channels, as well as via class WhatsApp groups.

The National Service Scheme (NSS) cell continually encourages students to raise awareness about critical societal issues, including campaigns against street harassment and efforts to support the elderly through clothing and essential item donations. The NSS actively engages students in promoting water conservation programs and advocating for a ban on the use of plastic items.

NSS students also vigorously participate in initiatives aimed at uplifting various segments of society and the community, often collaborating with faculty and departmental committees to organize awareness and donation programs.

3.4.2

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

Response:

Dr. Rajendra Gode Institute of Technology and Research, Amravati has actively undertaken a diverse range of extension activities within and beyond its campus, particularly in and around Amravati city. As a result of these efforts, the institution has garnered various rewards, and letters of appreciation from both government and non-government agencies. These endeavours are made possible through the dedicated involvement of students, with the invaluable support of faculty members.

The primary objective behind these extension activities is to instill a sense of social responsibility within the student community. DRGIT&R, Amravati places a high value on the development of a service-oriented attitude, which is essential for future professionals.

To achieve these objectives, the institution employs a multifaceted approach, channeling its initiatives through various agencies, including the National Service Scheme (NSS), Departmental Students Association etc. This comprehensive strategy enables students to engage in a wide array of community service initiatives.

The College has been actively involved in various community service initiatives aimed at creating a positive impact on the surrounding areas. These efforts have taken place over the academic years 2018-19 through 2022-23. Here's an overview of the key initiatives and achievements:

Blood Donation Camp:

The College, in collaboration with Dr. Rajendra Gode Multispecialty and Hospital, Amravati has been organizing Blood Donation Camps. The primary objective of these camps is to raise awareness about the importance of blood donation and encourage people to participate. College students have played a significant role as volunteers in these social activities. The institution has received appreciation letters and recognize its efforts.

Health Check-up & Medical Camp:

The College has conducted various health check-up and medical camps in association with Dr. Rajendra Gode Multispecialty and Hospital, Amravati, with active participation from college students. These camps have provided valuable medical services to the community, including blood pressure checks,

diabetes screenings, hemoglobin tests, and eye examinations. During the COVID-19 pandemic, the NSS unit of the college distributed sanitizers and surgical masks to frontline workers. A mega test camp for COVID-19 was conducted on the DRGIT&R campus. The college has received appreciation letters from government-recognized bodies over the past five years.

Awareness Campaign on Health:

The college has organized awareness campaigns on various diseases, including Tuberculosis, Cancer, Diabetes, AIDS, leprosy, and Malaria, among others. These campaigns have been targeted at the people in neighboring areas such as Diwankhed, Masod, Ghatkhed villages. They aim to educate the villagers about the symptoms, prevention, and treatment of these diseases. In recognition of these efforts, the college has received letters of appreciation from Gram Panchayat, Diwankhed, Masod, Ghatkhed villages.

NSS Awareness Camp:

In collaboration with Gram Panchayats in Diwankhed village, the college has organized NSS Awareness Camps. These camps include awareness programs on various topics such as Swachh Bharat Abhiyaan (a green initiative), Women's Empowerment, and Plastic Awareness campaigns. The aim is to better understand the needs and problems of the local community and work towards addressing them. The college has been acknowledged and appreciated for its efforts, receiving Letters of Appreciation from Gram Panchayat.

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: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	5	4	15	15

File Description	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

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: 49

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	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 institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college. It is located on a sprawling 7.5 acres of campus on road 6 km from Sant Gadge baba Amravati University, Amravati.

Physical Facilities:

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

DRGITR always worked for the mission of providing the best possible infrastructure to create an effective teaching-learning environment through extensive use of ICT. Over the years the infrastructure of the institution has been upgraded keeping in mind the developments and rising demands in the education sector. State-of-the-art technology is made available in the classrooms.

Classrooms- All the classrooms have comfortable and space saving furniture, Wi-Fi connectivity, equipped with projectors, power back up etc.

Seminar hall- A dedicated seminar hall with audio-visual facilities is in place for regular use.

Auditorium- The Institute has open auditorium having capacity of 500+ Persons with inbuilt stage and is used for Yoga and other purposes.

Tutorials- Classrooms are used for tutorials and remedial coaching after regular classes for weaker students.

Laboratories- Institute have sufficient numbers of laboratory in all the departments as per AICTE norms. All the laboratories are equipped with necessary equipments. The institute has centralized language Laboratory.

Computing Equipments- Adequate computers, software, network components and network services, including voice, data, and video facilities.

Specialized facilities- Provisions of wheel chair, ramp and lift are made available for physically challenged students.

Student activities – Facilities for Cultural, sports, indoor and outdoor games, NSS, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc. are available. Every department has student association, through which curricular & co-curricular activities are organized.

Sports - The ground of the Institution is used for all sports activities. Annual Sports Meet of the institution is organised every year. Following indoor and outdoor games facilities are available.

Games (Indoor)- Sports Room is equipped with Carom board, Table Tennis board and Chess board.

Games (Outdoor) – Sports ground within the premises is used for sporting activities like cricket,

badminton, volley ball, throw ball, badminton, etc.

Medical room - A dedicated medical room with adequate facilities is available for students.

Multy Gym- Our campus has centralised Gym facility with specific timings for the students of our Institute.

4.1.2

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
29.53	36.14	49.24	25.04	30.96

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institute has a well stacked library with a rich collection of books and periodicals, which focuses on the courses provided by the college. Library has collection of books with 3165 titles and 18414 volumes, 1483 reference books and collection of 4826 E-Books. Apart from this the college also subscribes to more than 63 journals, 25 Intrnational and 38 national journals, Library also have subscribed to

international e-journal DELNET which provides facility of 911 journals. Institute has membership of National Digital Library which is registered by 1011 members. In addition to this Library has collection Of 173 rare books, 446 projects of UG students and 51 Dissertations of PG students. Library's collection also includes printed materials and other physical resources in many formats such as DVD, CD and cassette as well as access to information.

Library building provides quiet areas for studying, as well as common areas for group study and collaboration, and provide facilities for access to their electronic resources; for instance: computers and access to the Internet. Library offers lending service as well as reference services to its users. Reference Book Service, Current Awareness Services, Reprography Services, Question Bank, News paper clipping service, Internet Service, Scanning Facility, Document Printing Facility etc.

Digital library Facility: Library is automated using Integrated Library Management System (ILMS) Institute library is using Library Management System software Version 2.0 from academic year 2012-13 to till date. The library software has following module such as members, Catalogue, Circulation, OPAC and Report. All the available book collection is updated in the Library Management Software database and the OPAC facility is also available for the users. The issue and return of books has been activated with the Library Management Software by using Bar coding System. Digital Library is one of the important place is access the e-content available through online. It is having 23 computers to access the digital materials at one instance by the users. DRGIT&R Digital library is having rich e-resources like e-books (4826), e-journals (911), NPTEL video courses (400) and other open access e-material is available at the digital library for easy access to the users.

Reading Room:

Reading Hall with a seating capacity of 200 no's, is placed on the ground floor where the users are allowed to bring their own material and sit and read.

Reference Section:

Reference section is placed on the ground floor where the rare materials and reference materials are placed to access by the users. Handbooks, Encyclopedias, Dictionaries and other important and rare books are placed according to the classification system.

Periodical Section:

Periodical or Journal section is placed where the print Journals, Magazines and Newspapers are placed for the users to sit and refer to the latest content and news published in the relevant materials.

File Description	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:

Every department has independent computer laboratory with adequate computing facility. The Institute also has a computer centre as the central computing facility. The class rooms are equipped with LCD projectors and wifi facility .

Computer Lab- Computer labs are fully equipped with systems and latest software with an environment to implement and experiment knowledge acquired in the classroom. All the systems have internet facilities.

Central Computer Lab- Central Lab has 75 fully equipped systems and also used to conduct online exam, student development program, software training program and research work.

Server Room : Institute has Server of 8GB capacity of INTEL XEON processor with 1 TB hard disk.

Institute has 4 System softwares and 9 application softwares.

Seminar Hall is equipped with LCD Projector, wifi facility and PA system. Keeping the curriculum in mind, the laboratory infrastructure are facilitated with necessary resources including software's, equipments designed to dispense the practical knowledge of students for a hands-on experience.

The IP Surveillance system/ CCTV is a part of the institutions infrastructure. The entire building including hostel, canteen, etc. has LAN for Internet access. Also, associated equipment such as Ethernet and fiber switches are installed at allrequired locations.

Internet facility- The entire campus is wi-fi enabled with broadband internet connectivity. The System Administrator is an overall in-charge for maintenance and upgrading of the IT facilities in the campus. The network system admin and his team regularly inspect the available IT facilities and suggest timely changes and upgrading if required. The existing facilities are upgraded as per the requirement. Also the provision for addition of new IT facilities is made. The institute regularly updates its internet connectivity and bandwidths. The institute also upgrades its switching systems, Wi-Fi, Cabling etc. for better intranet and internet connectivity. Institute has three separate optic fiber network based internet lines of 40, 300, 300 mbps from BSNL. The bandwidth of internet connectivity has been consistently enhanced as per the need of the users and applications.

Currently the total bandwidth of internet available in the campus for students, faculty and staff is 640 Mbps. Apart from the above, the bandwidth enhancement of 50 Mbps through dedicated lease line will be made in the year 2023-24 by Reliance Jio.

4.3.2

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

Response: 3.87

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

Response: 308

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 21.16</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)

2022-23	2021-22	2020-21	2019-20	2018-19
38.08	38.78	84.42	27.2	173.3

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 89.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
1017	1242	1050	773	906

File Description

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: A. All of the above

File Description

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:** 68.55**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
852	690	863	606	820

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**

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: 65.52**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
163	231	156	162	181

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	329	262	313	261

File Description	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: 2.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	2	4	4

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

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: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[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: 11.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	13	12	12

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institute has registered an Alumni Association which provides an interface for establishing a link between the alumni, staff, and students of the institute. DRGITR alumni are currently working at various positions all over the globe and proving their mettle in all spheres of management.

The institute has registered "Bandhan Alumni Association" under the Societies Registration Act. It was formed on 18/12/2017 at The Registrar of Society, Amravati Region. Registration No: Mh-560/17,F-0026719 under Societies Registration Act 1860. DRGITR and the Alumni association jointly believe in creating and maintaining association with its alumni. Every alumni contributes Rs 200 as registration fee through which various activities are organized as mentioned below.

The Alumni Association Contributes through various means:-

1. **Book Donation:** Contribution by donating Books.
2. **Alumni Interaction:** Alumni of DRGITR give inputs to aspiring Engineering graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in the corporate world, application of knowledge and corporate working culture.
3. **Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
4. **Campus recruiters:** Alumni come to campus as recruiters for their companies and also recommend and promote DRGITR to their employers for campus placements.
6. **Entrepreneurship Awareness:** Some of our Alumni have established startups in different sectors, many of them are first generation entrepreneurs. They decided to become entrepreneurs during their academic span at DRGITR. Through the journey as an entrepreneur they learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.
7. **Alumni Meet:** We at DRGITR have a tradition of inviting alumni for Annual Alumni Meet every year. In this meet the alumni get a chance to reconnect with the Alma mater and old friends. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for molding the aspiring students.
8. **Promoting Institute Events:** Alumni associates with various events conducted at DRGITR. One of the mega events at DRGITR "Rhythm" is a flagship sports and cultural event which is getting much more popular year after year. Alumni take active role in planning and organizing "Rhythm" as well as the branding of institute.
9. **Financial assistance to the institute:-** Some alumni have created a fund through which the best student is awarded from every programme.

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:

Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture.

Vision of the institute is:- “To be the flagship of universally acceptable new ideas and innovations”.

Mission of the institute is:- To provide synergic environment to flourish new ideas & creativity and to nurture disciplined think-tank leaders and competent human resource in Science & Technology to confront global challenges.

The top management of the Institute comprises- Governing Body, College Development Committee, Principal, Deans and Head Of Departments, plays a significant strategic role in realizing the Institute's vision directed towards positioning the Institute in the realm of one of the best institutes in the region. The Governing Body interacts at regular intervals with the College Development Committee, Principal and HODs to review the implementation process of the quality plans. To maintain and improve the quality of infrastructure, faculty, teaching-learning process and research necessary provisions are made by sufficient budgetary provision.

IQAC cell decides the quality policy and prepares the action plans which are approved in IQAC meetings and then by the governing body. The approved plans are disseminated in the departments and implemented.

Head of the department

Authority is delegated by the Principal to all the HOD's for the functioning of the departments. HODs are responsible for planning and monitoring the academic activities of their respective departments. HODs report to the Principal regarding their academic progress. They have freedom of taking necessary action for overall academic excellence and monitoring of the department. Preparation of the budget proposals, purchase of laboratory equipment and consumables, renovation work, books and periodicals are supervised by the Head of Department. Further, student counseling within the department, monitoring of classes, conduction of departmental meetings, recommending of staff members for higher studies as well as attending Seminars, Conferences, STTP, Workshops, etc. is also looked after by the head of the department.

In-charge of various central committees

Faculty members are involved with various academic and administrative committees at Institute level. These Committees are headed by senior faculty members who have freedom of taking necessary action in

consultation with the Principal for overall controlling and monitoring of their committee's work.

The Institute believes in promoting a culture of decentralized governance. The Institute decentralizes the authority and provides operational autonomy to the Principal, HODs and various committee coordinators. The institute has formulated 'perspective plans' for development in following areas like new infrastructure, Academic achievements, Research, Establishing MOUs with industries and national organizations and research agencies for collaborative research.

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:

DRGIT&R follows a perspective and strategic plan for the steady growth of the college. Strategies are formulated, communicated properly to all levels of Management and effectively implemented. Keeping the idea of short-term and long-term development, perspective, and strategic plans effectively framed and implemented.

The institution strictly follows the norms laid down by the AICTE, Government of Maharashtra and the University in terms of appointments, promotions, other academic matters as well as Administrative and financial matters.

The Governing Body (GB) is responsible for governing and strategic planning of the institute. Principal is entrusted with execution of all the formulated policy matters related to both academic and administration. The College Development Committee (CDC) established as per the Maharashtra University Act, 2016 and Internal Quality Assurance Cell (IQAC) plays a crucial role in developing and improving the academic and administrative practices.

Service Rules and Policies

Leave rules of this institution are entitled for ten days casual leave during the course of one academic session. Casual leave is not granted for more than three days at a time. He / She will be eligible for other leaves like EL, Medical leave etc., as applicable.

Recruitment Policies & Procedure:

The Institute strictly follows AICTE/SGBAU norms for staff recruitment.

The HODs give requirements as per teaching load to the Principal.

Principal instructed the Institute recruitment officer for newspaper advertisement followed by approval from management.

Advertisements are also published through college websites and social media.

Appointment of staff after Conduction of the Interviews, teaching demonstration, etc.

Office Superintendent is the head of Non-Teaching staff and ensures the administration of various sections runs properly and efficiently as per the college plans and instructions of the Principal.

Perspective plan of the institute: The institute is dedicated to provide quality education to the rural backward area that can be compared with the quality of education given in urban sophisticated areas. Institute has the perspective plan to achieve its vision,
 Enrichment of ICT based teaching-learning process.
 Obtaining grants for research projects from various Government funding agencies and patents.
 Enhancing consultancy assignments with the industry and Governmental organizations.
 Plan for extensions in the building, and renovations to meet the growth requirements.
 Establishment of centers of excellence in various technology domains with industry support.

To strengthen student placement in national and multinational companies:

To guide and inform the students to choose the right career and to give knowledge, skills, and aptitude so as to meet the industry requirements, various skill enhancing activities were planned and executed under the Training and Placement Department. The skill enhancement activities include guest lecturers from eminent industry persons, Career Guidance Programs, training programs for personality development, technical skill development, group discussions, interview skills etc. Placement centric activities were conducted to bridge the gap between the Institute and industry. All these activities helped strengthen the placement in National and Multinational companies.

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

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:

Effective leadership by setting values and participative decision-making process is key not only to

achieve the vision, mission and goals of the institution but also in building the organizational culture.

Vision of the institute is:- “To be the flagship of universally acceptable new ideas and innovations”.

Mission of the institute is:- To provide synergic environment to flourish new ideas & creativity and to nurture disciplined think-tank leaders and competent human resource in Science & Technology to confront global challenges.

The top management of the Institute comprises- Governing Body, College Development Committee, Principal, Deans and Head Of Departments, plays a significant strategic role in realizing the Institute's vision directed towards positioning the Institute in the realm of one of the best institutes in the region. The Governing Body interacts at regular intervals with the College Development Committee, Principal and HODs to review the implementation process of the quality plans. To maintain and improve the quality of infrastructure, faculty, teaching-learning process and research necessary provisions are made by sufficient budgetary provision.

IQAC cell decides the quality policy and prepares the action plans which are approved in IQAC meetings and then by the governing body. The approved plans are disseminated in the departments and implemented.

Head of the department

Authority is delegated by the Principal to all the HOD's for the functioning of the departments. HODs are responsible for planning and monitoring the academic activities of their respective departments. HODs report to the Principal regarding their academic progress. They have freedom of taking necessary action for overall academic excellence and monitoring of the department. Preparation of the budget proposals ,purchase of laboratory equipment and consumables, renovation work, books and periodicals are supervised by the Head of Department . Further, student counseling within the department , monitoring of classes , conduction of departmental meetings , recommending of staff members for higher studies as well as attending Seminars, Conferences, STTP,Workshops, etc. is also looked after by the head of the department.

In-charge of various central committees

Faculty members are involved with various academic and administrative committees at Institute level. These Committees are headed by senior faculty members who have freedom of taking necessary action in consultation with the Principal for overall controlling and monitoring of their committee's work.

The Institute believes in promoting a culture of decentralized governance. The Institute decentralizes the authority and provides operational autonomy to the Principal, HODs and various committee coordinators. The institute has formulated 'perspective plans' for development in following areas like new infrastructure, Academic achievements, Research, Establishing MOUs with industries and national organizations and research agencies for collaborative research.

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: 51.25**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
39	60	55	10	0

File Description	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

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: 87.12**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
101	100	82	76	74

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	34	32	37	36

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	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:

The institution has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development. The Governing Body and CDC monitors the mobilization of funds .The Institution is a self-financed institution, where the funds are generated through tuition fee, admission fee paid by the students.

Optimal utilization of funds is ensured through the following:

Adequate funds are allocated for the salary of teaching & non teaching staff

Adequate funds are allocated for effective teaching-learning practices that include conduct of FDPs, orientation programs, workshops, conferences, interdisciplinary activities, training programs that ensure quality education

Adequate funds are allocated for development and maintenance of infrastructure and for purchasing the equipment & library books. The Purchase Committee takes care that purchases are done properly and in accordance with the rules.

The budgets are reallocated as per the requirement for specific purposes.

Financial matters are monitored by the accounts office

Regular internal audits from the parent society IBSS Buldana and external audits from Chartered Accountant CA. Chaitanya Ingale C.A.P & CO. FRN 14475 W make sure that the mobilization of the resources is being done properly.

The accounts and procedures of internal control of finance are carried out by the head of the accounts and team on a day to day basis and annual audit is done by the statutory auditor. The audit of accounts and submission of income tax returns are being carried out regularly for each year. No objections are raised as the institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order etc., and approvals at every stage of such implementation and due verification of goods and services that are obtained after delivery or completion of works. No expenses are incurred without proper approval or sanction by the head of the institution or HODs of various departments.

The College has a mechanism for internal and external audit. The details are as given below:

Internal Audit: Internal audit is carried out by the appointed internal auditors from parent society IBSS Buldana. Quarterly audits are carried out by the internal auditor team. Discrepancies, if any, are informed by the internal auditors to the Principal. Otherwise information is submitted to the Chairman of IBSS.

External Audit: An external auditor CA. Chaitanya Ingale C A P & CO. FRN 14475 W is appointed by the college which performs an audit of the financial statements of the college. The financial records of the College are audited after the end of each financial year and are certified. The college files income tax return every year within the stipulated time.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has contributed significantly towards institutionalizing the quality assurance strategies and developed various processes as mentioned below:

After establishing the IQAC in the college, it started working towards quality education and inculcating quality culture among the students and staff.

- 1.Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
- 2.Implementation of Outcome-based learning education in each program.
- 3.Introduces the aptitude classes and soft skill classes for students to enhance personality and employability.
- 4.Participation of college in AISHE and NIRF.
- 5.Establishing Research and Development cell to promote Research and Development activities.
- 6.Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
- 7.Establishment of various processes to take feedback/surveys from various stakeholders.
- 8.To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
- 9.Establishment of the Mentor-mentee process (Teacher Guardian Scheme) and its effective implementation.
10. Promote value added courses for students.
11. Institute has a well established Incubation Center which promotes startups It will inculcate innovative and research capabilities within undergraduate students for product design and development and create entrepreneurial culture in the institution.

Other than these initiatives IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs of college gradually. The Program outcomes are adapted from NBA, program-specific outcomes and course outcomes prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. Workshops on OBE were conducted for better understanding.

Development of Hybrid mode of Teaching Learning Pedagogy: In the period of COVID 19 pandemic, IQAC played a huge role in developing a hybrid mode (Online and Offline) of teaching learning pedagogy for effective delivery of quality content to learners. This mode of learning benefited the

students immensely who are located at remote places. Development of study material in the form of video lectures, PPTs, animations etc greatly improved overall Quality of study material.

Contribution of IQAC in the improvement of teaching-learning process as follows:

Regular monitoring of teaching classes.

Suggesting innovative teaching methods to enhance the understanding of students. Facilitating the creation of a learner-centric environment.

Coordinating quality-related activities, including adoption and dissemination of best practices.

Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.

Documentation of the various programmes/activities leading to quality improvement.

Academic audits of each department are conducted twice in a year.

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
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

Gender sensitization aims to educate people on the differences between sex and gender, how gender is socially produced, and gender stereotypes. The goal of gender sensitization is to raise awareness of the relevance of gender sensitivity in the workplace among working professionals. Individuals who are not sensitive to the requirements of one gender may be unable to comprehend the needs of the other. Institute takes initiative for the promotion of gender equity by conducting many workshops and seminars on Gender Equity, at Departmental and Institute level. The college is very keen regarding safety and security of the girl students and women faculties. Safety norms are strictly followed by the college in all respects. The college has appointed 24-hour Security guards to safeguard the students. CCTVs are installed in the classrooms, departmental laboratories, library, parking areas and also in the office and lobbies to ensure the safety and security of students and staff. The confidence building is done by organizing workshops and programs for girl students. Guests and Resource persons are invited to deliver lectures on women's rights and Gender sensitization. The college has Anti-Sexual Harassment committee to take necessary action on sensitive issues of the girl students which helps to ensure their vibrant presence. Ladies grievance committee coordinators are on hand to assist girl students in finding solutions to their problems and fostering a safe and secure environment for them to live in. College organizes lectures of eminent personalities to create legal awareness, health and hygiene among the students. College provides equal opportunity to male and female teachers with respect to appointments and promotions. College provides equal opportunity to boys and girls students with respect to participation in extracurricular activities, sports and placements. Every year in June, the college observes International Yoga Day by hosting a camp or workshop on how yoga represents the union of the mind and body. While maintaining its Indian values, the college provides the proper education based on moral principles and ethics, preparing its students to be responsible citizens of the world. Five days Sharda Utsav is celebrated by girls students & ladies faculties with various cultural activities. In this event all the students and teaching and non-teaching staff show spontaneous participation in the programme.

Gender audit is conducted every year and suitable actions are taken for gender equity and sensitization. The Gender Audit is an attempt to study the gender balance. It tries to see whether college follows government rules, policies and actions formulated for up-gradation of women in society. The Gender Audit tries to assess the impact of its current and proposed policies on gender equality.

A gender audit enhance the collective capacity of college to study its activities from the gender point of you and identify strength and weakness in the gender equality issues. To educate students about gender issues as educational institution play a crucial role so it is important to measure the impact of society on the mentality of students towards the other gender.

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

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: C. Any 2 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

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:

In our college, celebrating events and festivals has become an essential part of learning and developing a strong cultural belief. These celebrations bring students closer to one another's traditions and cultural

beliefs, fostering respect and understanding for one another's customs and traditions. Our Institute 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. Moreover, these are aimed to familiarize its stakeholders about Fundamental Duties and Rights. Our Institute celebrates Independence Day, Republic Day, Gandhi Jayanti to make the importance of freedom and the glory of the Indian freedom struggle. The Constitution Day program is organized to create awareness about fundamental rights and values, national duties and responsibilities. The aim at highlighting the constitutional spirit of liberty, equality, justice and fraternity. Moreover, the Our Institute organizes Blood Donation Camps to ensure that precious lives are saved, and celebrates women's day to mark the achievements of women throughout history. Guests and Resource persons are invited to deliver lectures on women's rights and Gender sensitization. Institute Celebrates World Environment Day to ensure that environmental concern is addressed and also Swachh Bharat Abhiyan to promote the importance of cleanliness. Students of all categories are given admission in the college as per the reservation policy of the Government of Maharashtra. Analysis of statistics of every year's admissions and participation of students in extra-curricular activities such as NSS and cultural programs shows that gender ratio and communal socio-economic diversity is maintained in the institution. The Institute also celebrates various cultural festivals with great enthusiasm. Every year students belonging to different religious and sociocultural backgrounds celebrate Ganesh Utsav & Sharda Utsav with great vigor. Our institute also tries to preserve linguistic diversity in the society by celebrating the Marathi Day, Hindi Day every year. Online awareness programs were organized for students for Covid-19 pandemic. A special vaccination camp was organized on the college campus.

Independence Day

Independence Day was celebrated in the Campus by the faculty members and students. The program began with flag hoisting, followed by singing the national anthem, flag song by the students, welcoming of the chief guest, speech by students and the chief guest. The program ended with a vote of thanks.

Ganesh Utsav

Ten days Ganesh Utsav is celebrated with various cultural activities. In Ganesh Utsav all the students and teaching and non-teaching staff show spontaneous participation in the programme.

Sharda Utsav

Five days Sharda Utsav is celebrated by girls' students & ladies' faculties with various cultural activities. In this event all the students and teaching and non-teaching staff show spontaneous participation in the programme.

Republic Day

Republic day celebrations honors the day on which the constitution of India came into effect. The republic day was celebrated in the college and was attended by faculty and staff. Followed by flag hoisting, singing national anthem, flag song by the students.

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- 1 Community Services for Rural Development

Institute work in rural areas, adopted villages and schools to serve the cause of society through education and health awareness programmes. Along with academic, social and personal life, the institute allows the students to contribute services to the community and the Nation. The college provides the students a platform to get involved with real life activities and thereby become responsible citizens of India.

Objectives: -

1. Identify the needs and problems of the community and involve them in problem solving processes.
2. Understand the community in which the volunteers work.
3. Develop in them a sense of social and civic responsibility.
4. Utilize their knowledge in finding practical solution to individual and community problems.

Context: -

In the past few decades, the government has launched and implemented various welfare, upliftment schemes and awareness programs for the rural people. But due to lack of effective execution and result oriented mechanism, the desired goal couldn't be achieved. The overall progress of the villagers living in remote areas is still restrained by various factors. Our institute implemented the regular activities in adopted villages as well as prepared new activities like special camps in rural areas to develop education among rural poor youth. Students of our institute conducted a wide range of activities like cleanliness programme, special camp, surveys, observance of important days and awareness campaign.

Practice: -

The vision of the institute is to develop the center of academic excellence in the field of higher education for students and equip them to be good responsible citizens of the Nation. The Institute annually organizes a number of extension activities with primary focus on the development of personality of students through community services. Activities like special camp, awareness rallies, Street Play, cleanliness drive, Blood donation camp, Health checkup camp, Plantation in the college as well as outside college etc. are organized by the institute. Health checkup camp, Eye checkup and Yoga training is conducted for the students and nearby villagers.

Evidence of Success: -

1. The participated students appeared more sensitized and motivated as their participation in other social activities, conducted by college, was enhanced.

2. To raise the water table of the region, our students constructed bandhara along the stream which was beneficial to the villagers for agriculture.
3. Medical health checkup and blood donation camp create among the volunteers a sense of social responsibility, residential camps build a competency for group living and community sharing.
4. A change in villager's attitude towards cleanliness was clearly evident.
5. Call and invitations were received from the villagers to the college to organize more training and guidance sessions on Yoga and Medical Camp.
6. Appreciation Letters were received from various bodies.

Problems Encountered: -

1. Participation of the villagers was comparatively less during day time owing to their engagement in agricultural activities.
2. It seemed rather difficult to enlighten the villagers on the issue of superstitions and blind faith, especially women folk.

BEST PRACTICE- 2: Developing Personality of Students Through Value added courses and Soft Skill Training.

Objectives: -

- 1) To expose students to recent trends in the core field and enhance their employability skills
- 2) To Prepare the students for qualities that are important in the competitive era.
- 3) To prepare the students to face the interview effectively and comfortably.
- 4) Develop an all-round personality with a mature outlook to function effectively in different circumstances.

Context: -

It is essential to make students better prepared to meet industry demands as well as to develop their own interests and aptitudes by conducting various programmes like value added courses, seminars, conferences, workshops and guest lectures etc.

To stand out in this competitive world, a student is required to improve many skills and abilities. These skills are helpful in building a lucrative professional career. In order that the students are well placed and excel in their field of endeavor, the institution impart the avenues and opportunities for developing soft skills. In this context, Personality Development Through Value added courses and Soft Skill Training was made available..

Practice: -

The college takes steps to find out the current needs in the industry and sign MoUs to teach Value Added Courses for future needs. The department prepares the course contents, its delivery plan, time table, reference books etc. for the courses. The teachers handling these courses are certified trainers who undertook training from the corresponding industry personnel and got certificates to offer training.

Our Institute also conducted a Soft Skill Training Program on a regular basis for all third & final year students. Following programs were conducted

1. Session on “Skill Development” by Mr. Pravin Kendle, Professional Trainer.
2. An Awareness Session on “Students Placement in Industry” by Mr. Rohit Shrivastava, Soft skill & Aptitude Training Institute Amravati.
3. Two days session on Improvement in Communication Skill.
4. Organized Session on “Presentation Skill” by Mr. Rohit Shrivastava, Soft skill & Aptitude Training Institute Amravati.
5. Three-days session on soft skill development trainings by Mr. Nihal Diwan, Sr. Software Developer ATGEIR Software Solution Pvt. Ltd Pune.
6. Two days webinar on “soft skill training on industry & corporate field and IOT connected on AI with alexa”.
7. Institute organized a four days soft skill development program in association with Sant Gadge Baba Amravati University & several additional Programs were conducted.

Evidence of Success: -

1. In the past five years 34 value added courses were offered. More than 1000 students enrolled and completed various Value Added Courses relevant to their field of study.
2. Many students who have attended the workshops performed well in their interviews and were placed in reputed companies.
3. Students gained self-confidence by acquiring communication skills and soft skills. These courses helped students to develop technical knowledge along with critical thinking.

Problems encountered: -

1. The greatest challenge faced by the students is how to strike a balance between fulfilling the academic requirements and enhancing the skills.
2. Difficulty in communication as most of the students are from rural background.

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

Aim of the institution is to mold & encourage student in the quest of knowledge, values, social responsibility and help them to achieve the excellence in various fields there are also preparing them to face the global challenges. The institution has established it's distinctive approach towards this compressive vision through

- **Dr. Rajendra Gode Foundation Scholarship for needy and deserving Students**
- **Bird Nesting and Water Pots**

1. Dr. Rajendra Gode Foundation Scholarship for needy and deserving Students

Education is an important issue in one's life. It is the key to success in the future and to have many opportunities in our life. Every student needs education to move forward in life, but due to circumstances, many cannot get education. Due to poor economic conditions, students are not able to pursue further education despite having competent intelligence. Our Institute envisioned the gap between rich & poor, and building a nation where everyone can live in security and dignity. Some of our students came from poor families where the parents are workers on a daily basis. The parents do not have enough background and knowledge to guide their wards towards a good future. For that our college Dr. Rajendra Gode College of Engineering has started Dr. Rajendra Gode Foundation Scholarship Exam for such needy students.

Our institute is organizing Dr. Rajendra Gode Foundation Scholarship Examination as a MHT-CET Practice Test named as Techno Talent Hunt Examination for 12th science aspiring students for higher technical education. The motive behind conducting such examinations is to provide financial assistance to economically backward deserving students, background of poor farmer students, deserving and needy students. The registration for the examination is free for all students and it will be based on the MHTCET Examination.

Faculty members visited the 12th science colleges for the permission of conducting the Techno Talent Hunt Examination. Faculties informed to the students about the Dr. Rajendra Gode Foundation Scholarship Examination. They delivered all the advantages of the examination to the students. Faculties registered the names of students who are interested in the examination. Faculties conducted the examination based on physics, chemistry and mathematics of 12th standard of 15 marks. After evaluating the answer sheets, the professor announced the result of the examination and. The first fifteen students from the class were felicitated with certificates. Students who got highest marks in the class were eligible for Rajendra Gode adoption scholarship scheme & remaining students were eligible for fees concession scholarship scheme.

Objectives: -

- To provide financial assistance to economically backward deserving students.
- It is a talent promotional programme for the economically weak students.

- To provide MHT-CET practice tests to the 12th science students.

Facility Provided During MHT-CET Practice Test: -

- Career counseling seminar.
- Free bus facility for the students from Amravati bus stand to DRGITR Campus.
- Free refreshment.

Evidence of Success: -

- Five hundred plus students are enrolled for the Dr. Rajendra Gode Foundation Scholarship Examination out of which many students are from rural areas.
- Students are learning time management for the MHT-CET examination.
- The successful & deserving candidates are assisted by Dr. Rajendra Gode Foundation Scholarship.

2. Bird Nesting and Water Pots

Recently, due to increasing urbanization, the trees are being felled on a large scale, resulting in a rapid decline in the number of sparrows. Especially in cities due to electromagnetic emissions from mobile towers, unavailability of nesting sites due to modern housing construction, food shortages, increased pollution in cities and the use of chemical fertilizers and pesticides in agriculture, the number of sparrows is rapidly decreases.

Birds are a priceless gift of nature, these beautiful creatures flying high in the sky have been inspiring human imagination since time immemorial. Due to severe heat and lack of water in summer, birds here are getting killed in large numbers every year. The main reason for this is the acute shortage of water.

All of us should keep small vessels filled with water in our house, courtyard and roof, so that the birds who are tired in the heat can take water and dive again in the infinite sky. We have to protect our nature and life,

We can easily observe a rapid decrease in the number of the innocent birds that earlier made its habitat in college campuses. Our surroundings are incomplete without the melodious chirping of the little innocent birds. Increasing pollution and reducing residential areas have brought the species of birds to the edge of extinction. There are some regions from where the little bird has vanished. We have to take just one step; this one step can fulfill a thirsty creature. Fulfilling a thirsty creature is an extinguished noble deed.

In the Sant Gadge baba Amravati University syllabus, Environmental Studies is a compulsory subject in fourth semester of Engineering for all programs. Through this activity, our aim is that students will practically connect with nature and conserve and nurture it.

Objectives: -

- To sensitize, create awareness, motivate and educate students about environment conservation
- To develop commitment towards the environment.

- To save species of birds.

Practice:

In the summertime, twenty nest-friendly nestlings were built in the workshop in the College and they were set up on tree trunks, and thirty water pots for the birds were hung in various places on different trees. Also, from the last three years, the college has been providing water pots and nests for all teaching and non-teaching staff. So, bird conservation work is going on in the college premises and outside the college as well.

Evidence of Success:

- Different types of bird's species can be seen in the institute premises.
- Baby birds were also seen in some nests.
- Students will be aware to protect and preserve them through this activity and extinct species would be saved in future.

Problems Encountered: -

- When one goes to take pictures of birds, the birds fly away, so it is often difficult to take pictures
- Birds' nests fall from trees due to strong winds or storms

5. CONCLUSION

Additional Information :

IBSS is an educational Society under which 23 Institutes including Pharmacy, Ayurvedic, Nursing and Medicine are running in Vidarbha region of Maharashtra. Society is giving scholarship to needy and meritorious students.

Concluding Remarks :

Institute is one of the best in the region for students from rural area and is striving hard for the upliftment of rural and tribal community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.2	<p><i>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</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1001</td> <td>1089</td> <td>715</td> <td>565</td> <td>693</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1023</td> <td>1110</td> <td>729</td> <td>578</td> <td>704</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1001	1089	715	565	693	2022-23	2021-22	2020-21	2019-20	2018-19	1023	1110	729	578	704										
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1001	1089	715	565	693																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
1023	1110	729	578	704																											
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>118</td> <td>125</td> <td>61</td> <td>55</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>112</td> <td>119</td> <td>61</td> <td>55</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>180</td> <td>228</td> <td>228</td> <td>228</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	110	118	125	61	55	2022-23	2021-22	2020-21	2019-20	2018-19	110	112	119	61	55	2022-23	2021-22	2020-21	2019-20	2018-19	150	180	228	228	228
2022-23	2021-22	2020-21	2019-20	2018-19																											
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150	180	228	228	228																											

2022-23	2021-22	2020-21	2019-20	2018-19
150	180	228	228	228

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	14	01	06	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	10	1	06	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	10	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	1	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.99	38.61	54.71	25.17	33.98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29.53	36.14	49.24	25.04	30.96

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 314

Answer after DVV Verification: 308

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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)***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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
168.73	168.11	299.02	179.36	314.98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38.08	38.78	84.42	27.2	173.3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	33	18	38	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	13	12	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>60</td> <td>55</td> <td>39</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>60</td> <td>55</td> <td>10</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	39	60	55	39	33	2022-23	2021-22	2020-21	2019-20	2018-19	39	60	55	10	0
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations