



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**LOKNETE MA. HANMANTRAO PATIL CHARITABLE
TRUST, VITA ADARSH INSTITUTE OF TECHNOLOGY
AND RESEARCH CENTRE**

GAT NO - 421 AT POST - KHAMBALE (BHA.) KHANAPUR DIST - SANGLI

415311

415311

www.aitrevita.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Loknete Ma. Hanamantrao Patil Charitable Trust, Vita which was founded in the Year 1995 to spruce and spearhead the works, dreams and vision of the agile leader Hon. Late. Shri. Hanamantrao Patil brought a sea change in the lives of the people in and around the region. Hon. Shri. Sadashivrao Bhau Patil is founder president of LHPCT and Hon. Shri. Vaibhavdada Patil is a president of LHPCT. The Trust from day one has been painstakingly striking the right cord to meet the highest and revolutionary educative standards and fulfil its motto of human welfare through social obligations in the interest of the society and the nation at large.

Today the trust has a recordable 8 pre-primary schools, 10 primary schools, 6 secondary schools, and 3 colleges. It also includes a Pharmacy College, a D.Ed College, a Polytechnic College and an Engineering College. Under the umbrella of the trust **Adarsh Institute of Technology and Research Centre, Vita** is renowned for its education in the Engineering and Technological field.

Adarsh Institute of Technology and Research Centre, Vita, was established in 2008. a pioneering institution in the realm of engineering education since its establishment in 2008. Over the past decade and more, we have stood at the forefront of technological innovation, providing aspiring engineers with a nurturing and dynamic environment to shape their dreams and aspirations. AITRC Vita is approved by the All India Council for Technical Education (AICTE) and affiliated with Dr.Babasaheb Ambedkar Technological University, Lonere (DBATU). The institute is located in the rural area.

Institute offers 6 UG courses, Mechanical Engineering, Electronics & Telecommunication Engineering, Civil Engineering, Computer Science Engineering, Electrical Computer Engineering and Artificial Intelligence and Machine Learning Engineering. As we embark on this journey of exploration and discovery, we invite you to delve into the essence of Adarsh Institute of Technology and Research Centre, Vita, where cutting-edge research, world-class faculty, state-of-the-art laboratories, and a diverse student body converge to create an atmosphere of unparalleled learning and innovation.

At Adarsh Institute of Technology and Research Centre, Vita, we believe that engineering transcends the confines of textbooks and classrooms. It is about pushing the boundaries of what is possible, and our institution stands as a testament to this belief.

Vision

To be the benchmarked Institute of excellence in technical education and research, committed to deliver competent human resource for prosperity and well-being of the society.

Mission

1. To impart the state of art technical education for generating engineers competent with fundamentals, design, analysis and investigation approach capable of handling modern tools.

2. To inculcate strong ethical and moral values in students to work in team for environment and sustainable development.
3. To strengthen communication, management skills and continuous learning attitude in young engineers dedicated for collaborative research for society through industry interactions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution is well reputed and has been steadily growing in stature over 15 years.
2. Well equipped infrastructure and resources to meet needs of the curricula.
3. Qualified dedicated team of faculty and staff
4. The institution management is supportive and non-interfering. The institution management encourages the faculty to upgrade their qualifications.
5. The institution has strong community outreach programme and provides regular technical expertise.
6. Institution is a member of number of Professional Bodies.
7. Has strong Industry Institute Interaction.
8. Renowned industrialists and academicians on the Board of Governors.
9. Strong bus facilities network.

Institutional Weakness

1. Lack of multidisciplinary research approach and limited faculty members involved in research activities.
2. Locational disadvantage to attract Ph.D. faculty
3. Inadequate support to academically weak students and poor language & communication skills among students and some faculty
4. Inadequate alumni interaction
5. Mismatch of curricula with industry need.
6. Unable to attract larger number of high profile industry due to location disadvantage.
7. Lack of focus on sponsored research Opportunities
8. Inadequate residential facilities in the campus.

Institutional Opportunity

1. The reformation that is taking place in global engineering education
2. Increase in interaction with industries, NGOs in neighborhood
3. National strategy and policy related with strengthening research in science and technology.
4. Initiating programs in collaboration with industries.
5. Increasing preference among local youth for engineering as a career.

Institutional Challenge

1. Increasing number of institutions. Stiff Competition.

2. Faculty attrition
 3. Rapid change in technology
 4. Industrial recession and growth cycles
 5. Change in Government policies
 6. Gap between industry and academics
 7. Non-availability of qualified teachers
 8. Entry of Foreign Universities in local environment
9. Engineering Graduates not preferring teaching profession.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has a clear vision for learning, research and extension and to be an instrument of change for peace, progress and prosperity for all. The college makes every effort to realize its mission of developing competent human resource through quality education, by creating innovative educational environment and promoting creativity to develop skilled human resource. The implementation of curriculum is conducted as per the syllabus provided by Dr. Babasaheb Ambedkar Technological University, Lonere.

The effective implementation of curriculum is ensured by supplementing teaching aids like PPT, Videos, E-Books, NPTEL Lectures etc. The faculty members are encouraged to attend Faculty Development Programs, Short Term Training Programs, Workshops and Conferences to bridge the curricular gap in the syllabus.

A Conventional chalk – talk method coupled with ICT teaching pedagogy is followed in the college. Assignments, student seminars, field visits, industry visits, Guest lectures from industry and research institutions are organized for student – centered learning methods. The College has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines.

The institute encourages the faculty and students to initiate, participate and implement the programmes which contribute to social awareness. The institution conducts programs like Tree Plantation, No Vehicle Day and seminars that enhance and inculcate practices for issues on environment and sustainability.

The college provides opportunities for better exposure to the students by conducting field trips, technical & Soft skill training programs. Also Several co – curricular activities and day celebrations like Teacher's Day, Engineer's Day etc. are being conducted in the college to enrich students with wide variety of co -curricular developments.

Teaching-learning and Evaluation

Admission at the Institute are done as per the guidelines DTE, Mumbai. Through students participation in the FC for applications to the engineering field, the institute supports this admissions process. All prospective students receive counseling regarding their career choices, program selection, financial aid, possible scholarships, and future possibilities. The Institute's admissions procedure is open and transparent since it carefully abides by the guidelines established by the government and the institution. Regarding J&K, management quota, and reservations for members of underprivileged sections, the institute abides by DTE

regulations.

The institute intentionally designs its strategies, which include support for students who are differently abled, economically disadvantaged, and from rural areas. To the students, special infrastructure, library resources, and financial help are offered. The Institute abides by the DTE's recommendations for reservations for members of underprivileged groups, J&K, and management quota.

The institution carefully organizes its strategies, which include providing care for students. Specific assistance in Infrastructure, library resources, and funding are made available to the aforementioned categories of students. Students are made aware of the several support groups, such as anti-ragging and grievance at the first-year induction program, redressal and women's redressal. The cell's coordinators raise awareness of concerns and assist students with them. The academic calendar is carefully planned and assembled beforehand.

The mentor-mentee arrangement ensures that each student receives individualized attention. Traditional and modern teaching methods are combined to instruct students at the Institute. The institute offers all the assistance and materials required to carry out ICT-based and conventional pedagogies. Multidisciplinary, real-time, and sponsored Initiatives are encouraged. The institute hosts professional talks, seminars, and seminars to support further education. The institution arranges business visits Faculty at the institute include a mix of young, qualified, experienced, and competent.

When hiring faculty, the institute follows the DBATU's established statute. The application of pedagogical techniques for efficient teaching is taught to faculty through Faculty members are urged to publish their findings and are given incentives to do so. They should patent their research.

The Institute conducts and evaluates research in accordance with DBATU policies and procedures. Organization that oversees the institute's efficient examination facilitation. Despite adhering to the university's evaluation procedure, Institute promotes university is evaluating itself in a number of ways.

Research, Innovations and Extension

The Institute has been actively engaged in a wide range of research activities, reflecting its commitment to fostering innovation and academic excellence. Here is a summary of its notable achievements:

1. Patent Filings: The Institute has demonstrated a strong commitment to innovation by filing a total of 9 patents. These patents likely cover a diverse array of technological advancements and intellectual property.
2. Conferences: The Institute has organized and hosted 2 conferences, serving as a platform for researchers, academics, and experts to come together, exchange ideas, and advance knowledge in their respective fields.
3. Publication in National and International Journals & Conference: Both faculty and students have actively contributed to the dissemination of research findings through publications in reputed national and international journals and conference. This highlights the Institute's commitment to sharing its research with a global audience.
4. Funding from BCUD Shivaji University, Kolhapur: The Institute has received funding from BCUD (Board of College and University Development) at Shivaji University, Kolhapur, indicating recognition and support for its research endeavours.

5. International Collaborative Projects: The Institute has promoted international collaboration by engaging in funded projects with researchers and experts from other countries. This not only enriches the research landscape but also fosters global partnerships and knowledge exchange.

The Institute's NSS (National Service Scheme) has been actively engaged in diverse community-focused initiatives, demonstrating a strong commitment to social responsibility and welfare. These activities encompass:

a) Health Awareness Programme: The NSS organized a range of health-centric efforts, including blood donation camps, free medical check-up camps, and a comprehensive Corona awareness program. They also facilitated eye check-up camps, celebrated Yoga Day to promote holistic well-being, and conducted awareness campaigns on HIV/AIDS and menstrual hygiene.

b) Participation in Swachh Bharat Abhiyan: NSS members actively participated in the Swachh Bharat Abhiyan, contributing to a cleaner environment through activities such as maintaining a clean college campus, aiding flood-affected villages with clean-up efforts.

c) Environmental Awareness Programme: Environmental conservation was a core focus, with tree plantation drives, donation of plants to promote greenery, and environmental awareness rallies aimed at raising consciousness about eco-friendly practices.

d) Other Extension Activities: The NSS extended its support to communities in need, offering assistance to flood-affected villages. They also fostered civic engagement by organizing a voters' awareness rangoli competition and hosted a webinar on Vastushastra, promoting knowledge dissemination.

Infrastructure and Learning Resources

Adarsh Institute of Technology & Research Centre has good infrastructure to cater to the needs of students. The Institute has sufficient classrooms with LCD/ICT facility and well equipped laboratories with good ambience for academic activities, good sports and Cultural facility for co-curricular activities, digital library, free WI-FI access to all students and 100 PCs huge computer centre. The primary objective of the library is to support the educational and research programs of the Institute by providing physical and online access to information. The Central library of the

Institute offer access to 3124 book titles and 19989 volumes of books and hundreds of e-Journals and print journals reference books. E-granthalaya open source software developed by National Informatics Centre, Government of India makes search of all available books easy. DELNET Subscription, access all subscribed databases, consortium materials and E-resources, accessible on campus. Central Library .has adequate number of book titles and volumes to address the academic needs. The CCTV surveillance is there for the smooth functioning. All administrative offices of the Institute are computerized and the offices have LAN and Wi-Fi connectivity. The internet capability of the Institute is providing by BSNL with 100 Mbps leased line with several servers for internet. The Institute maintains cleanliness of its Green Campus. Student's programmers are designed to learn to live and work together with achieving excellence in personal and academic areas. Training and Placement Cell provides training in aptitude, technical and personal competencies and facilitates job placements. Career Guidance Cell creates awareness on career opportunities in emerging fields. Motivates students to take part of coaching classes in competitive exam such as GATE, CAT, GRE, and UPSC etc. Training and Placement Cell provides training in aptitude, technical and personal competencies and facilitates job placements. Institute offers Continuing Education using ICT. The Institute has been chosen a Remote

Centre for NPTEL online courses and certification initiated by IITs through NPTEL Local Chapter. Health Care Unit is available and take cares of the of health issues on campus. Grievance redressal mechanism is functional.

Student Support and Progression

Our institute strives to support the overall development of our students by providing a healthy environment. Nearly 50% of students take advantage of various types of Government Scholarships. Mentoring and counseling services are provided for their overall well-being. Every effort is made to build the overall development and competencies of students by organizing workshops and training programs to improve their soft skills, communication skills, life skills, ICT literacy etc. Every year, a number of students progress to higher education through succeeding entrance examinations.

The special efforts have been taken for the inculcation of human values and social awareness in the students through the activities like Blood Donation Camp, Covid-19 Vaccination Camp, Tree Plantation activity, Cleanliness Campaign (Swachh Bharat Abhiyan,celebration of birth and death anniversary of the national leaders and freedom fighters, Women's day, Teachers day, Voters Awareness activity, etc.

The Competitive Examination and Career Counseling Cell holds training/counseling sessions on a regular basis and many students qualify for them. The institute has a robust Internal Complaints Committee and an Anti-Ragging Cell. The institute has a prosperous sports culture and has a good infrastructure for sports and cultural events. Numbers of students have won awards at Zonal, Interzonal, University, State, National and International levels. Students' representation to various academic, administrative bodies, including IQAC ensures that students are enabled to participate in the institutional developmental process.

Governance, Leadership and Management

The institute is functioning as per guidelines provided by governing bodies and college development committee. The management has transparent policies and processes and includes all stakeholders in decision making process. Faculty participation in governance promotes diversity of ideas, shared responsibility, collaboration, collegiality, and institutional excellence. Furthermore, it is the right of all faculty members to participate in governance without fear of retaliation in subsequent decisions. It is the responsibility of the central administration, deans and department chairs to protect these rights. The governing faculty of each academic unit should establish the operating procedures of its academic unit governance entities including, but not limited to, procedures of agenda setting, establishment of a quorum, determination of membership qualification of attendance by persons other than members, appointment of a faculty secretary, distribution of minutes, and the retention/filing of minutes. Institute leadership is actively participating in all decision making processes. Principal is member of Governing body. He use his authority to make decision for the progress of institute. He communicate the feedback of faculties and other stakeholders during meeting and action plan is implemented . Principal has power to carry out all administrative and academic work without interference. He is well supported by HODs, and office superintendent. All HODs have authority to run department and also participate in decision making process during different meetings at Principal level. Institute provides autonomy to faculty to execute curriculum for enhancing teaching learning activities. The institution grooms leadership at various levels like student, faculty, university, national leadership, etc. Various committees appointed by principal has given good representation of faculties and student so that they can be part of decision making. Institute has cell like Women empowerment cell, Anti-ragging Cell, Research and development cell, Cultural cell, Sport Cell, NSS, Alumni Cell, etc. Institute has administrator appraisal system. Annual increments and

promotions to faculty based on their performance. The institution has an effective welfare mechanism for teaching and on teaching staff. The Institution conducts programs to enhance the competency of its faculty and non-teaching staff.

Institutional Values and Best Practices

Six basic values have been recognized by the institute: "Practice what we preach," "Honesty and sincerity," "Fairness and equality," "Cooperation," "Joy of learning," and "Each one can excel." While interacting and communicating, an effort is made to uphold and display these ideals communicating with all institute stakeholders. The institute promotes gender equality equity and diversity, which are demonstrated through WEC Cell's many events including annual gender assessments, awareness campaigns, and gender-sensitization programs like Laws for Women Menstrual hygiene management, safety, etc. The institute puts a strong emphasis on sustainability.

Our institution's motto is "moulding true citizens," who may greatly advance society and the growth of our country. The holistic development of the pupils is the main priority on an eco-friendly campus. The institute made an attempt to develop fresh concepts and tactics in line with its mission and vision the institution's uniqueness in the area.

The college has made some substantial efforts to reduce its energy use, manage its trash, harvest rainwater, and use unconventional energy sources. Additionally, the institution has taken action to manage recyclable and non-recyclable garbage and conserve water. One academic building has a green building certification.

In collaboration with various governmental organizations, a number of programs are being carried out, including those aimed at uplifting the underprivileged segments of society, awarding scholarships to deserving students, providing financial aid to low-income students without regard to caste, creed, or gender, empowering women programs, counselling for students, and social awareness campaigns. The best practices are focused on the pursuit of excellence, and with sincere efforts, this can transform the institution as a whole as well as the stakeholders' lives.

In order to prepare students for the workforce and help them land jobs at large business organizations, a variety of training programs and industry-connected value-added programs are regularly organized. Numerous activities are carried out through service and cultural clubs to ensure gender equity and raise awareness of universal issues. The AIT clubs often plan activities, celebrate festivals, and observe national and international commemoration days. Students will become better at developing their leadership, teamwork, and logical thinking abilities as a result. AIT's Future Tech lab offers a fantastic environment for faculty and student research and development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Loknete Ma. Hanmantrao Patil Charitable Trust, Vita Adarsh Institute of Technology and Research Centre
Address	Gat No - 421 At Post - Khambale (Bha.) Khanapur Dist - Sangli 415311
City	Vita
State	Maharashtra
Pin	415311
Website	www.aitrcvita.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. S. Patil	02347-229021	9970700717	-	principal@aitrcvita.edu.in
IQAC / CIQA coordinator	A. R. Nichal	-	7972579506	-	arnichal_etc@aitrcvita.edu.in

Status of the Institution	
Institution Status	Private

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	Dr. Babasaheb Ambedkar Technological University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-06-2023	12	Validity is in Month

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gat No - 421 At Post - Khambale (Bha.) Khanapur Dist - Sangli 415311	Rural	10	15957.05

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering,	48	HSC and CET	English	204	102
UG	BTech,Computer Science Engineering,	48	HSC and CET	English	240	277
UG	BTech,Electronics And Telecommunication Engineering,	48	HSC and CET	English	120	97
UG	BTech,Mechanical Engineering,	48	HSC and CET	English	210	84
UG	BTech,Artificial Intelligence And Machine Learning,	48	HSC and CET	English	120	107
UG	BTech,Electrical And Computer Engineering,	48	HSC and CET	English	90	28

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				11				45			
Recruited	0	0	0	0	0	0	0	0	12	0	0	12
Yet to Recruit	7				11				33			
Sanctioned by the Management/Society or Other Authorized Bodies	7				11				33			
Recruited	1	0	0	1	0	0	0	0	12	12	0	24
Yet to Recruit	6				11				9			

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						9
Recruited	9		0		0	9
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				11
Recruited	10	1	0	11
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.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	6	0	27
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	3	5	0	8
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	429	0	0	0	429
	Female	269	0	0	0	269
	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	39	49	57	59
	Female	31	34	27	22
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	35	36	34	29
	Female	22	17	15	15
	Others	0	0	0	0
General	Male	294	298	265	262
	Female	155	141	167	165
	Others	0	0	0	0
Others	Male	54	58	76	75
	Female	43	43	51	39
	Others	0	0	0	0
Total		673	676	692	666

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere which has introduced the concept of Major and Minor degree in engineering to enhance learning skills of students, acquisition of additional knowledge in domains other than the discipline being pursued by the student, to make the students better employable with additional knowledge and encourage students to pursue cross-discipline research. It is expected that all courses declared under Majors and Minors should be completed by the students through online platform. If courses are not offered by the online platform in such a situation student is permit to complete the course(s) in self study mode or offline mode offered by University. The institute encourage students of different department in developing multi-disciplinary projects so that the student participates in project competitions. Value-based multidisciplinary education in the form of webinars, seminar, activities like Yoga, induction program, expert lectures are provided to the students with the intention of developing humanistic, ethical, social, constitutional, intellectual, and universal human values.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere and the curriculum proposed by the university is strictly followed. The University provides flexibility to the institute to run selective audit courses, honor courses and electives at UG level. The University curriculum also has the option for completing internship and industrial projects in interested fields. Faculty members are engaged in development of delivering content effectively by referring reference books, NPTEL lectures and demonstration of practical's using Virtual Laboratories. The student performance is evaluated by conducting unit tests, Quiz.</p>
<p>3. Skill development:</p>	<p>To improve core skills, the institute offers Student Training Program , workshops in the form of Project Based Learning,soft skill training, communication skill , Technical workshop, seminar on Research Methodology, Technical report writing during second & third year of Engineering. In fourth year,guest lectures by the industry persons on latest technological developments and trending fields of engineering in order to develop the skill sets as per the industry requirement. The students actively</p>

	participate in NSS activities to learn ethical, human values.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum of the institute is designed to instruct in English language, but the faculty members conduct separate lectures in English and local language to take care of slow learners. Through NSS students work for the enhancement of computer literacy, carrier guidance, and organization of camps like blood donation, tree plantations drives, sports competition, free health checkup camps etc. The college organizes technical competition namely CREOWORLD & cultural event namely ADARSHOTSAV. It is a flagship event of cultural and sport extravaganza organized every year. This event enhance the creativity among students like modeling, analyzing, organizing, interpersonal, acting, singing, dancing, playing instruments and managerial skills etc.
5. Focus on Outcome based education (OBE):	The Institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere. The syllabus - curriculum is prepared by the University and institute follows it strictly. All the courses mentioned under curriculum of a particular department have Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) as per the norms and guidelines of statutory regulatory bodies. The dissemination of these POs and PSOs to the teachers, students and various stake holders is done through institute Website, Student/Faculty notice boards, Laboratory notice boards, Posters in corridors, administrative areas, Laboratory manuals, Project work book, Conference proceedings, brochures of FDP/STTP, Department News Bulletin, Faculty Course files, etc. All the courses are defined with course objectives and course outcomes and the same is discussed with the students by the faculty. The outcomes of all the courses are mapped with POs and PEOs at the end of the semester by all the departments in order to make improvements in teaching-learning process in subsequent semester. The institute organizes Competitions in addition to existing curriculum such as Project based learning, Mini Project, Seminar, Final Year Project and Internship in order to transform curriculum towards OBE.
6. Distance education/online education:	The institute motivates students to get certification

for Massive Open Online Courses (MOOCs), Coursera, NPTEL, Spoken Tutorial, Infosys Springboard etc. The Institute uses online platforms like Google Classroom, Zoom etc. for effective classroom teaching. The e-learning material in the form of lecture notes, Videos, etc. are shared through said platforms. The Institute use virtual laboratory for practicals.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The establishment of the Electoral Literacy Club within the college aligns closely with its stated objectives. The institute has undertaken an endeavor to provide education to the students. A community that upholds democratic principles, including electoral processes. The process encompasses the stages from voter registration to casting a vote.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The college appoints individuals to serve as students' coordinators and coordinating faculty members. Additionally, the college has established the ELC, with the following individuals serving as office bearers: 1. Prof. Pradip Shankar Shinde (Faculty Coordinator) 2. Prof. Pralhade Eshwar Pawar (Faculty Co-Coordinator) 3. Sawant Rutuja Krushnat, CSE (Student Coordinator) 4. Harsh Mahadev Rokade Civil (Student Coordinator) 5. Sumit Jaywant Nalwade, EC (Student Coordinator) 6. Simran Subhash Kadam, CSE (Student Coordinator)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Activities done by ELC of the AITRC Vita are as follows: 1. To create awareness and interest among faculties and students 2. Voters Awareness Rally by the students 3. Conducted a voting awareness programme under the chief guidance of Tahsildar from Khanapur tahsil Office</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>There are many social relevant initiatives are taken by the college in electoral related issues. They are as follow: 1. Celebration of Constitution Day</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students over 18 who want to sign up to vote are taught about the whole process, from signing up to voting, through mock drills. There are also interesting activities like poster presentations, debates, elocution, essay writing, and other similar things that are done with youngsters in order to teach them about how elections work.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
667	693	676	673	644
File Description		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: 53

File Description	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
46	48	52	57	63

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
252.99	187.52	93.60	186.06	265.69
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 implementation of curriculum is conducted as per the syllabus provided by Dr.Babasaheb Ambedkar Technological University, Lonere. The process of implementation is given below:

The University Academic Calender is published on their website. Institute received Academic Calendar from University with details regarding date of commencement and term end of academic session including number of instructional weeks, MSE schedule, Practical and End Semester Examination schedule.

Central Academic Coordinator prepared Institute Academic calender based on that each department prepared their department academic calenders comprise of all curricular and co-curricular activities like Seminar, Project, Industrial visits. The institution strictly adheres to all the dates given in the academic calender for continuous internal evaluation (CIE). Each department prepared their Timetables as per the instructions received by Central Academic Co-ordinator.

At the start of each semester, Department heads and Academic Co-ordinators collect the subject choices, experience details as well as expertise of department faculties. After that during department meeting all the above points are discussed and then teaching load is distributed. Every faculty member prepared course file for their respective subjects.

The Exam Co-ordinators prepare the schedule for Mid Sem Exam as well as Internal evaluation as per the Institute and department academic calender. The project co-ordinators prepare the presentation schedule as per the academic calender. All the academic and internal evaluation is carried out as per the schedule.

The Internal evaluation is carried out as per the guidelines of the university. The internal evaluation marks are subjective to the university prescribed regulations. Additionally evaluation at the institute level has been conducted through the following criteria like Student Class Attendance, Course Assignments, Practical Journals, Seminar /Project presentation reports.

The internal evaluation was also done through Mid Semester Examination. As per the institute academic calender, the central examination co-ordinator conducted meeting of all departmental examination co-ordinators where question paper pattern, preparation of subjectwise question papers, syllabus, examination timetable, supervision duties allotment, evaluation of answersheets and result analysis etc. points are discussed.

The course file consists Institute and Department Vision ,Mission,Department Academic Calender ,Teaching Plans,Lecture Notes and previous University Question Papers.

The Faculty members ensured timely conduction of the classes as per the Timetable.The effective implementation of curriculum is ensured by suppling teaching aids like PPT,Recorded Videos,Case Studies,E-Books,NPTEL Lectures etc.

The content beyond syllabus is covered through industrial and field visit to expose students regarding recent trends in the industries.

The faculty members are encouraged to attend Faculty Developement Programs, Short Term Training Programs, Workshops and Conferences to bridge the curricular gap in the syllabus.

Academic Co-ordinator and Head of Department takes syllabus reviews and routine meetings for timely completion of curriculum.The difficulties/issues if any in curriculum delivery are resolved in consultation with the Head of Department and Principal.

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

1.2 Academic Flexibility

1.2.1

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

Response: 15

File Description	Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 28.87

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
342	354	272	0	0

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 institution has taken up many initiatives over the years which has provided a platform to integrate cross-cutting issues relevant to gender sensitization, human values, environment and sustainability and professional ethics into the curriculum.

Gender sensitization : Measures towards gender sensitization in terms of equality are taken for both the genders in all aspects. Equal opportunity is given to girls and boys in every co-curricular and extra-curricular activities. The institute has established a "Women Empowerment Cell" to handle the sensitive issues regarding the women's rights and security.

Environment and Sustainability : The institution conducts programmes like Tree Plantation, No Vehicle Day and seminars that enhance and inculcate remedial practices for issues on environment and sustainability. The department also encouraged the students to take projects which address issues of the environment.

Human Values : The present curriculum offers a course 'Basic Human Rights' in which history of human rights, respect of other caste, religion and culture, rights of Indian citizens and responsibilities points are covered. Some more subjects like Human Resource Management is also there compulsorily in the curriculum for UG third year students.

In institute, counselling cell functions very effectively in terms of guiding students for gender equality, human values, ethics etc. The Anti-Ragging committee is constituted. The programme conducted on

Blood Donation ,Road and Traffic Safety.

Professional Ethics: The institute encourages the faculty and students to initiate,participate and implement the programmes which contribute to social awareness.

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

1.3.2

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

Response: 72.86

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

Response: 486

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 41.94

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
139	108	53	56	102

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	210	204	174	204

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 26.56

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
41	37	19	14	34

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	105	102	87	102

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.5

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 Institute has been aiming on advanced and creative ways of distributing, sharing, and facilitating knowledge development in students, adopting student-centric methods, which are central to Outcome-Based Education (OBE). For enhancing learning experience we uses following methodologies

1. Visit to nearby industries
2. Field Training/ Internships/ Vocational training
3. Guest Lecture
4. Seminars/Mini projects
5. Lab experimental work
6. Class Assignments/Quizzes
7. E-learning tools like NPTEL
8. Student-centric learning is provided in the practical sessions to apply concepts learned in the classroom.
9. Final Year group Projects, Technical Fest and Workshops.
10. Participative /collaborative learning
11. Invited talks by experts and alumni from the industry and academia.
12. Project exhibition
13. Day celebration
14. Events like Code breaker
15. Quiz completion
16. Question of day Activity
17. Aptitude Training

The institute always aims to provide up-to-date ICT infrastructure for its students, professors, and technical personnel. The students' learning experiences are enhanced by the teachers' use of educational technologies and the effective usage of ICT-enabled tools. Institute has classrooms with ICT enabled with projectors & wifi. Grooming/communication skills/Mock tests are conducted using ICT-enabled tools. The library subscribes to a large number of e-journals in Engineering, Science, Management and provides access to online and offline databases. Hard disk containing web and video courses (offline) from NPTEL are accessible to faculty and students from the server installed in the library / NPTEL local chapter office on the campus. The institute has also implemented an ICT-based student admission and payment system for semester and hostel fees.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	48	52	57	63

File Description

Document

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

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 1.88

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
4	0	0	0	1

File Description

Document

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

[View Document](#)

Institution data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Institute prepares its own academic calendar well before the semester commences based on the University's Academic Calendar. These include completion of syllabus coverage and Course Audit (CA1 and CA2) for theory. Changes in schedules, patterns, and methods are communicated to students forthwith via online. Syllabus for the Mid Semester Exam is communicated to students by respective subject teachers well in advance.

Internal assessment for theory and Practical is done through Course Audit (CA1, CA2). Performance in each course of study shall be evaluated based on (i) Course Audit (CA1, CA2) (ii) Mid Semester Exam (MSE) and (iii) End Semester Examination (ESE) at the end of the semester.

Each course, both theory and practical shall be evaluated for a maximum of 100 marks. For all theory, the internal assessment will carry 40% weightage while the End Semester Examination will carry 60% weightage. For all practical courses, the internal assessment will carry 60% weightage while the End Semester Examination will carry 40% weightage.

The performance of the students in the MSE, CA1, CA2 are analysed by the subject handling faculty. If the students are not happy with the evaluation of the CAT answer sheets they can appeal to concerned subject handling faculty member, class Coordinator & HoD.

The Examination Cell, in close collaboration with the University, deals with any student grievances regarding login credentials.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Institute follows the outcome-based education following Bloom's Taxonomy guidelines of NBA. PSOs are identified after detailed discussion with the stakeholders and are placed at offices. In case the COs are not specified by the university, NBA guidelines are followed.

The POs, PSOs, and COs are disseminated through Institute Website, Course file etc. As a part of the Induction Programme, Institute describe about POs, PSOs, and COs, and other academic details to the fresh batch of students of respective academic programs. Each Course Outcome is mapped to Program Outcomes in terms of relevance. The contribution of course to each PO is expressed in terms of the average relevance of COs mapped to that particular PO. Similarly, the value computed for all the courses including first-year courses is entered for the corresponding PO and PSOs. The agreed-upon COs form the basis for achieving POs and PSOs and thus contributing towards achieving the Mission and Vision of the Institute.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The efficiency and effectiveness of the process of attainment of POs and COs is monitored, Assessed, and improved by taking inputs from the discussion/suggestion/decision taken in the Meetings of the Department Academic Council, Academic Council, and IQAC Cell.

The following method is used to assess course outcomes. Course attainment levels are defined based on prior performance and are expressed as a proportion of students achieving a Target score.

Theory subjects:

1. Internal Evaluation (weightage 20%) :Continuous internal assessment
2. External Evaluation (weightage 80%) : University theory examination

Practical Subjects:

1. Internal Evaluation (weightage 40%) : I)Lab performance II) Practical continuous assessment
2. External Evaluation (weightage 60%)

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

2.6.3

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

Response: 97.74

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
141	191	249	178	151

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
152	191	249	178	161

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

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: 4.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.28942	0.32657	0.20392	0	4.15

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:

Creating an ecosystem for innovation that includes awareness about Intellectual Property Rights (IPR), the establishment of an IPR cell, and other initiatives for the creation and transfer of knowledge and technology can have numerous positive outcomes for an institution. Here are some of the key outcomes:

1. Increased Innovation Culture: Such initiatives foster a culture of innovation within the institution. Faculty, researchers, and students are encouraged to think creatively and develop new ideas and solutions.

2. IPR Awareness: Awareness about Intellectual Property Rights is crucial in protecting and commercializing innovations. Institutions that educate their members about IPR ensure that their intellectual assets are safeguarded.

3. Research Funding: Successful innovation can attract research funding and grants from government agencies, private organizations, and venture capitalists, which can further enhance the institution's research capabilities.

4. Industry Collaboration: Industry partnerships and collaborations become more accessible when the institution is proactive in protecting and transferring its intellectual property. This can lead to sponsored projects, internships, and job placements for students.

5. Publication and Patents: Faculty and students may publish their research findings while also filing patents. This dual approach ensures academic recognition and potential commercialization.

6. Student Involvement: Students have the opportunity to actively participate in research and innovation, gaining practical experience and increasing their employability.

7. Societal Impact: Many innovations developed within academic institutions have the potential to address pressing societal challenges, such as healthcare, environmental sustainability, and social inequality.

8. Global Recognition: Institutions with a strong innovation ecosystem can gain recognition on the global stage, attracting international partnerships and collaborations.

All innovative and extension activities are student centric and help to nurture student's innovative ideas and creativity. Students are encouraged to focus on projects to solve various. The institute has many tie ups and MOUs with industries to benefit student and faculties for research and enhance technical skills, The Research and development cell, take efforts to enhance research culture in the institute, the expert talks and workshops are helpful for creation and transfer of knowledge. Activities conducted by these are helpful to develop upgrade various skills and planning. Many faculties and students of the institute have published good research papers in International journals and conferences.

Institute has conducted many expert talks and workshops in last five years to promote research activities like workshops on Research methodology, workshops on IPR etc. Faculties got research funds from BCUD shivaji university Kolhapur. Many Faculties created their YouTube channels and blogs through they post different projects and they provide solutions to the peoples from different countries. Teachers along with their project groups file and publish patents. In 2021-22 all departments filed total nine patents. Institute encourage faculties to do NPTEL certification by providing them 50% to 100% Exam charges. Institute conducted two national conferences in 2021-22 and 2022-23 respectively. The management has supported research activities by providing funds to national conference and patent filling.

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

3.2.2

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

Response: 18

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.09

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
5	0	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
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: 1.08

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
30	20	0	4	3

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

3.4 Extension Activities

3.4.1

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

Response:

The National Service Scheme (NSS) Extension activities play a vital role in sensitizing students to social issues and contributing to their holistic development. These activities are designed to foster a sense of social responsibility, community engagement, and active citizenship among students. Here are some outcomes and impacts of NSS Extension activities in the neighbourhood community:

1. Community Empowerment: NSS Extension activities often empower the neighbourhood community by addressing specific local needs. This empowerment can be seen through initiatives such as skill development workshops, health camps, or educational programs, which enable community members to lead better lives and become self-sufficient.

2. Environmental Awareness: Many NSS activities focus on environmental conservation and

sustainability. Through tree planting, waste management campaigns, and clean-up drives, students not only improve the environment but also become more aware of ecological issues and their role in preserving nature.

3. Health and Hygiene Education: NSS often involves health awareness campaigns and medical camps in underserved areas. This not only provides crucial healthcare services to the community but also sensitizes students to healthcare disparities and the importance of accessible healthcare for all.

4. Education Enhancement: NSS projects can improve access to quality education in the community. Whether it's organizing literacy programs, distributing educational materials, or renovating schools, these initiatives sensitize students to the importance of education and its role in social development.

5. Social Inclusion and Diversity: By engaging with diverse communities, students learn about the challenges faced by marginalized groups and the importance of social inclusion. This helps develop empathy and fosters a more inclusive mind-set among students.

6. Leadership Development: NSS Extension activities often require students to take on leadership roles within their projects. This leadership experience contributes to their personal growth and the development of skills such as decision-making, communication, and problem-solving, which are essential for holistic development.

Institute Conducted different Extension activities under NSS cell. The activities are categorised into following categories.

a) Health Awareness Programme:

1. Blood Donation Camp
2. Free Medical Checkup Camp
3. Corona Awareness Programme
4. Eye Check-up Camp
5. Yoga Day celebration
6. HIV Aids Awareness
7. Menstrual hygiene Awareness

b) Participation in Swachhha Bharat Abhiyan:

1. Participation in Swachh Bharat Abhiyan
2. Clean College Campus
3. Cleaning Public Places

4.Cleaning at flood affected Village

5. Camps in different villages

c) Environmental Awareness Programme:

1.Tree Plantation

2.Plastic Eradication

3. Donation of Plants

4.Environmental Awareness Rallies

d) Other Extension Activities:

1.Help to flood affected villages

2.Clothes Donation

3.Help to Old Age Home (Vrudhashram)

4.Voters Awareness Rangoli competition

5. Webinar on Vastushastra

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

3.4.2

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

Response:

The significance of National Service Scheme (NSS) awards cannot be overstated. These awards play a crucial role in acknowledging and celebrating the remarkable contributions of NSS units, program officers, and volunteers to the betterment of society. Beyond recognizing individual and collective efforts, NSS awards serve as catalysts for greater social engagement. They inspire volunteers to strive for excellence in their community service endeavors, motivating them to identify innovative solutions to pressing social issues.

In essence, NSS awards are not just accolades; they are beacons of hope and catalysts for positive change, encouraging a new generation of young leaders to actively contribute to the welfare of their communities and the nation as a whole.

Institute got following Extension Activity Awards:

1. "Paryawaran Duth Award" Vita Muncipal Corporation Vita under "Mazi Vasundara Abhiyan 3.0"
2. Second Number in "Swacha Technology Swatcha Bharat" from Ratnagiri Muncipal Corporation Ratnagiri
3. Second Number in "Swatcha Innovative Technology" under "Mazi Vasundara Abhiyan 2.0" from Ashta Muncipal Corporation Ashta.
4. Third Number in "Swatcha Innovative Technology" under "Mazi Vasundara Abhiyan 2.0" from Ashta Muncipal Corporation Ashta.
5. First Number in "Swatcha Sarvekshan 2022" from Vadgaon Muncipal Corporation Vadgaon.
6. Second Number in "Swatcha Sarvekshan 2022" from Vadgaon Muncipal Corporation Vadgaon.
7. First Number in "Swatcha Innovative Technology" under "Mazi Vasundara Abhiyan 2.0" from Chandgad Muncipal Corporation Chandgad.
8. Third Number in "Swacha Technology Swatcha Bharat" from Ratnagiri Muncipal Corporation Ratnagiri

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

3.4.3

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

Response: 21

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
2	4	3	4	8

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

3.5 Collaboration

<p>3.5.1</p> <p><i>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.</i></p> <p>Response: 17</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute has following adequate physical infrastructure to accommodate all departments for conducting its effective teaching learning process.

- Located on 10 acres of land
- 15957.05 sq. m. built-up area
- Well-equipped spacious 23 classrooms and 61 labs
- 6 Tutorial rooms as per AICTE requirement
- one drawing hall
- 2 Dedicated Seminar halls
- 61 Laboratories with experimental set-ups, computers & peripherals and Instructors to provide constant support and maintenance.
- One Language Lab with modern accessories
- 4 workshops
- Adequate Staff rooms, Boys & Girls common rooms, separate boys and girls Toilets, etc.
- Wi-Fi enabled campus
- CCTV cameras for security purpose
- One Central library with 700 sq. m
- One dedicated Central Computer Centre with 97 desktops
- 16 multimedia computers in Digital Library, computers in various departments and offices.
- 12 Computer labs with a total of 533 computers having uninterrupted power supply backed by sufficient number of UPS
- One generator with 50 KVA for back-up power supply.
- Open Auditorium is available to carry out extra-curricular activities.

Sports & Cultural Facility:

Institute has created both infrastructural and instructional facilities to bring about all round development for the students including games & sports and extra-curricular activities.

- Large playing fields support a wide variety of games.
- Yoga sessions are carried out regularly by a Yoga teacher
- Institute teams have been proving their excellence in various Inter and Intra-Institutional,

University, National level competitions.

- Dedicated spaces for outdoor & Indoor sport.
- Many entertaining events are arranged in one auditorium as part of cultural activities to exhibit the talent of the students in music, dance, band, etc. with uniqueness and magnanimity.
- Photography club, Debate Club, Quiz Club, etc.
- Tech Fest is conducted by the Student Council to exhibit the technical acumen of the students.

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

4.1.2

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

Response: 8.96

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
76.7	1.53	1.13	4.38	4.56

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The main objective of the Central library is to provide free access of information and knowledge to its users in a networked environment and to become a premier learning resource centre in Engineering, Science & Technology and related areas.

Library Management System Software –

The library has been automated in 2017 using library management software 'e-Granthalaya developed by National Informatics Centre, Ministry of Electronics & Information Technology, Government of India. Students can search the materials available in library through OPAC (<http://libraryserver/OPAC/Default.aspx>) system. The records are book issued to students and staff is maintained through software. Retrospective conversion of bibliographic records of the data base available in the library is being updated on day to day basis with details of recently acquired books, records of all the library patrons have also been created in this package.

Name of Library Management software : e-Granthalaya

Automation: Fully Automated

Version of Software: 3.0

Year of Automation: 2017

Main Modules of e-Granthalay Software:

- Acquisition
- Cataloguing
- Circulation
- OPAC
- Administration
- Authority Control
- Report Generation
- Stock Verification
- Acquisitions serial management
- OPAC besides administration

The Central library has collection of all types of books viz. textbooks, reference books, encyclopedia, handbooks, non-technical books The library has subscribed to e-Journals and scientific databases such as DELNET. These journals can be accessed at the Digital Library Section and through the Institute network. The login Id & Password is mandatory for access of e-resources. The Id & password is given to the students & faculty of our Institute.

Library has collection of Rare books & GATE Books for enhancing the knowledge of the students. Library maintains the record of purchase of books, journals & e-resources, visitors registers, book bank

registers. Central library issues book bank to first year engineering students & toppers of 2nd, 3rd & 4th year students.

Institutional membership of National Digital Library of India.

Holdings of the Library as on date are :

Books: 19989

Titles: 3124

Print Journals: 37

e-Books (DELNET) : 816

e-journals (DELNET) : 2000

Open Access System: Yes

Reprographic Facility: Yes

On an average 31% students & Teachers use library facility every day.

Recently; the Institute has purchased Textbooks and reference books costing Rs. 237000/

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute has an independent internet facility of Bharat Sanchar Nigam limited (BSNL) leased line and Common Computer facility center is managed by Computer Engineering Department that looks after all the software and hardware resources such as desktops, laptops, internet service, printers, projectors,

softwares, and hardware maintenance, etc. The institute has firewall of model XGX136 which controls the any threat from outside. It also controls network traffic, preventing unwanted incoming network traffic, and validating access by assessing network traffic for malicious things such as hackers and malware. Institutes internet facility is managed by Cisco fiber 28 port gigabyte switch of model SG300-28SFP.

The Institute installed 70 plus CCTV cameras of CP plus all over institute campus for security purpose. The Institute has Wi-Fi connectivity in the campus for all faculty, staff, and students. The Wi-Fi facility is available to boy's hostel and ladies hostel. The Institute started with 50 Mbps internet service in the year 2020 and progressively today has a bandwidth of 100 Mbps. The Institute has gradually upgraded the IT facilities of its central Library in terms of both hardware and software. Digital Library started with services with fully internet facility. Central library installed software e-Granthalaya, & QR code scanner. The Institute implements open-source software and tools for the majority of the computer systems deployed at the campus.

The Institute maintains its own website (<https://www.aitrcvita.edu.in/>) hosted on a local server that provides all information about the Institute, its overall functioning, and students-related information. The Institute provides a high-speed Internet facility to access NPTEL, Swayam, Courses, and various MOOC platforms.

Following are the facilities for updating:

1. Quick Heal End Point Security Anit-Virus is installed and updated regularly on 100 computers.
2. Institute itself formats the computer without any fees and by the help of a computer operator.
3. Wi-Fi facility is available in Institute campus. 10 wi-fi points are available in campus of coverage 500sqm.
4. CCTV cameras are installed in every classroom, Central Library and in all premises. Total 70 CCTV cameras are installed.
5. Aadhaar based biometric attendance system is provided for the staff
- 6. 7 UPS is provided in the labs to keep at least short time when incoming power is interrupted to sensitive electrical equipment.**
7. All the departments are equipped with printers and LAN connected computers.
8. LAN connects all the computers in Labs, Principal, HOD, Staff rooms, Administration, Library etc
9. Recently we have purchase one Server : AITRC DESKTOP-ULKRCR

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

<p>4.3.2</p> <p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>Response: 1.33</p>	
<p>4.3.2.1 Number of computers available for students usage during the latest completed academic year:</p> <p>Response: 500</p>	
File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View 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: 21.66</p>											
<p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <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>37.18</td> <td>14.14</td> <td>93.59</td> <td>3.33</td> <td>65.26</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	37.18	14.14	93.59	3.33	65.26
2022-23	2021-22	2020-21	2019-20	2018-19							
37.18	14.14	93.59	3.33	65.26							

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 97.76

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
655	674	664	661	624

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 7.69

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
35	60	37	32	94

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	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: 21.54

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
36	63	40	34	23

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
141	191	249	178	151

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

5.2.2

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

Response: 0.28

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
1	0	0	1	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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
2	0	0	4	1

File Description

Document

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 4.6

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
8	5	0	5	5

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:

Yes, The Alumni Association of the institute, having a very strong network across the globe and many of them holding prestigious portfolios in industry, academia, and research, contribute significantly. Alumni meet is organized every year, where a grand meet takes place to exchange views on different frontier issues. The alumni of the institute provide valuable inputs regarding present industrial scenarios and upcoming needs that would be considered for educating and grooming the existing students. They also help significantly in the training and recruitment of promising engineers.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

The governance and leadership in the institute is working in integration with vision and mission of the institute. The Governing body takes policy decisions regarding the functioning of the institute. Principal is authorized to implement the decisions at institute level in a decentralized approach. All the HoD in discussion with the Principal takes decisions to execute daily activity and semester-wise academics and administrative work. All department conducts regular meetings to convey the decisions made in Principal- HoD meeting. The Management is very keen and dedicated to serve the society by providing source of quality technical education and overall development of students in rural areas. The Principal is administrative bridge between management, stakeholders and the society. Institute has vision to implement student centric activities to lay the foundation for building bright career of the students. The leadership believes in participative management and considerations for beneficial suggestions from all the stakeholders. Based on beneficial suggestions from parents, employer, alumni faculty members and students, various activities are carried out in the Institute. Proper execution of methods to achieve these standards is surveilled strictly.

Administration:

To decide the policy and take major decision Governing council is formed. It monitors the progress of the institute and suggests activities for the growth of the institute. The Institute Development Committee provides guidelines considering feedbacks from various Stakeholders for effective functioning.

Principal regularly conducts meetings with both academic and non-academic faculty and staff on regular basis and their suggestions is taken into account for effective implementation of strategies.

Head of the Departments (HOD's) run day-to-day academic activities and assures quality in teaching and learning process and administrative functions. Weekly and need based meetings are conducted by HOD's with faculty and staff to frame the timetable, formulate teaching plans and assign the responsibilities.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Response:

The institute is established by great leader Ex. MLA Adv. Sadashivrao Patil and is governed by the administration of Loknete Ma. Hanmantrao Patil Charitable Trust, Vita with an aim of imparting quality higher education. Well defined organizational structure of the institute is a key indication of effective and efficient bodies.

Administrative setup:

- To take policy and major decision Governing Body is formed. It monitors the progress of the institute and suggests activities for the growth of the institute.
- The Institute Development Committee provides guidelines considering feedbacks from various stakeholders for effective functioning.
- Principal conducts meetings with both academic and non-academic faculty and staffs on regular basis and their suggestions are taken into account for effective implementation of strategies.
- Head of the Departments (HOD's) plan and run day-to-day academic activities and assures quality in teaching and learning process and administrative functions.
- Weekly and need based meetings are conducted by HOD's with faculty and staff to frame the timetable, formulate teaching plans and assign the responsibilities.
- Internal Quality Assurance Cell assures the quality of teaching learning process. It takes feedback from stakeholders and provides inputs for student's holistic development.

Appointment:

- The recruitment process aims to ensure a fair selection of qualified faculty & staff, who could serve with determination.
- The institute identifies the vacancy positions to be filled in during an academic year based on which advertisement is published.
- The applications are scrutinized and shortlisted based on the qualification criteria prescribed by the AICTE/UGC/University

- The interviewer panel assesses the suitability of the candidate on the basis of subject expertise, teaching skill and communication.
- Based on the cumulative performance candidates are shortlisted and selected.
- The institute adheres to the norms prescribed by the UGC and the affiliating University in Promoting teachers from one cadre to the next higher cadre.

Service rules, Procedures:

The has a well-established Human Resource Policy, procedures, and rules as approved by the Governing Council, adhering to statutory bodies such as UGC, AICTE, and Affiliating University guidelines.

Deployment of institutional Strategic/ Perspective/Development plan:

The institute has a well-defined structure for Perspective planning and overall management of resources. The following perspective plans are prepared to fulfill academic and infrastructure development of the institute.

- Applying for permanent affiliation
- To apply for AICTE, UGC, university grants for financial support.
- To start the incubation centre for start-up and innovation purpose.
- To establish functional MoUs, collaborations, linkages with different industries and institutes for student training, on-the-job training, field trips, placements, etc.
- Upgradation of Laboratories.
- To improve facilities for indoor sports and cultural activities
- To organize national /international seminars on recent trends.
- To conduct extension activities with the help of a local community and other stakeholders through NSS.

File Description	Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The Welfare facilities for the Teaching staff:

- Provident fund, Group insurance facility, Concession in fees for children of employees.
- Medical leave.
- Maternity leave for woman employee.
- Deputation of faculty members for PG and Ph.D Program during their Course work
- Financial support and leave facility for research paper publication, presentation, conference and workshops.
- Preferential selection on higher level post after acquiring desired qualifications.
- Financial assistance through The Vita Co-operative Bank Ltd
- Hostel, Canteen & Mess Facility
- Availability of health care facility at Galaxy Multispecialty Hospital, Vita
- ATM facility

The Welfare facilities for the Non-Teaching staff:

- Provident fund, Group insurance facility.
- Uniform (two sets every year)
- Internal promotion to higher post after acquiring qualification and depending on availability of higher post.

- Medical leave.
- For woman employee maternity leave of full 6 months.
- Financial assistance through The Vita Co-operative Bank Ltd
- Hostel, Canteen & Mess Facility
- Availability of health care facility at Galaxy Multispecialty Hospital, Vita

• **Performance Appraisal System:**

- The institute has performance based appraisal system for the assessment of teaching. The appraisal report is based on the annual performance of the faculty on the basis of their academic, research and other extracurricular activities.
- The performance of each employee is assessed annually. The objective is not only to evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

The institute has Academic Performance Indicator (API) for the teaching staff following UGC regulations, 2010 and four amendments

thereafter. Currently the institute follows the guidelines of AICTE regulation. Every academic year HOD collects the API forms from all the faculty members. The faculty performance is assessed by the HOD and the Principal on the basis of API and takes necessary action for the improvement.

The teacher’s performance is assessed for:

Category I: Teaching, Learning, and Evaluation Related Activities

Category II: Co-curricular, Extension & Professional Development Activities

Category III: Research and Development.

Category IV: Additional Work (Admission and IRG)

Performance appraisal system for non-teaching staff:

Confidential reports – The overall performance of the non-teaching staff is evaluated by the registrar, heads of the concerned departments and the confidential report is submitted to the Principal for the final evaluation

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 7.89

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
4	6	0	4	7

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](#)

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: 34.24

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
19	45	19	50	18

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
35	35	35	35	35

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

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:

Response:

Resources of funds:

Tuition & Development Fee from the students including their scholarship

Mobilizations of funds:

- Required funds is allotted to employee's salary.
- To conduct Orientation Programs for the students, workshops, FDPs, training programs that ensures quality education.
- Adequate funds are utilized for development and maintenance of infrastructure of the institute, towards, repairs & maintenance of classrooms, laboratories and administrative areas etc.
- Funds are also allocated towards security, firefighting charges, water proofing, AMC charges, etc. for regular upkeep of the campus.
- To conduct student activities like technical competitions, cultural activities, seminars, workshops, placements, study notes and study material printing etc.
- University expenditure towards Registration fees, Examination fees, etc.
- Funds are allocated to encourage research and development activities and for enhancing library facilities like subscriptions to Books/Journals/Periodicals/Magazines.
- The institute has a mechanism for internal (Pre audit) and external audit to ensure financial compliance every year.

Internal Audit:

In institute all departments submits voucher, original invoice and supporting documents, including approvals of purchase to account section of the institute, Account section verifies documents, make observations, check whether the financial delegation is properly maintained or not and if any discrepancy found, the same is brought to the notice of concerned department for immediate rectification. Account

section prepares and keeps ready all the vouchers for pre audit. Pre audit is done by the appointed Chartered Accountant's team. This team visits the institute and verifies all the bills, vouchers and supporting documents, if found any discrepancies they inform to the account section and account section rectifies the discrepancy at the same time. After completing the pre audit process account section processes the all vouchers and post transactions accordingly.

External Audit:

The financial records are audited by chartered accountants at the end of each financial year. Statutory financial audit of the institute is conducted from 1st April. All government scholarships and funds received from government as grants are audited separately. Audit is conducted in accordance with auditing standards. Amounts and disclosures in the financial statements are verified on the basis of evidences. Financial statements of institute incorporate identifiable assets, liabilities and expenditure. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit are attended immediately along with the supporting documents within the prescribed time limits. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline. The audited income and expenditures statements are certified. Balance sheet is duly signed by the Principal and Chartered Accountant. The duly signed annual audit report is submitted to Loknete Ma. Hanmantrao Patil Charitable Trust, Vita annually. All accounting systems are computerized.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays an important role in planning, executing and satisfying needs to achieve quality policy, mission and vision of the institute. It constantly monitors all activities in all departments and give suggestions to improve the quality. IQAC has prepared strategic plan to achieve the goals of quality education. IQAC ensure the quality in teaching learning and administrative processes, with critical analysis of data and feedback responses. The IQAC has framed standard processes and prepared formats and documents for record keeping. All department maintain their data as per formats which is provided by IQAC. The institute has developed student centric environment for quality education as per institute quality policy. The Academic monitoring is carried out by taking syllabus reviews and monthly attendance of the students through departmental academic coordinators. Feedback of the students for teachers taken in coordination with the IQAC. It contributes in enhancement of evaluation procedures in

teaching learning assessment. The Annual report is collected from each department at the end of the semester to analyse the progress of department in each area. IQAC proposes integration of modern methods / Tools in teaching and learning and encouraging faculties to develop e-learning platform for student. IQAC also implement OBE process.

To improve research activities in the institute IQAC took different initiatives. IQAC in coordination with R & D cell conducted two National conferences on recent trends in engineering and technology. IQAC motivates faculties to file and publish patents. In coordination with R & D cell IQAC motivate faculties to publish their knowledge through YouTube Channels and blogs. IQAC in coordination with R & D cell motivate faculties to do funded projects and to get funds from different funding agencies. IQAC also take initiatives in student's overall growth by arranging different activities through different cells like cultural cell, Sport cell, R & D Cell etc.

IQAC receive the feedback from students in order to improve the quality of teaching methodology, variations of teaching aids and administration processes. It seeks contribution of students in the development of quality culture in the institute.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity, according to the International Labour Organization (2000), is "equitable treatment of both women and men, according to their respective needs. This could involve receiving alternative treatment that is nonetheless deemed to have the same rights, advantages, obligations, and opportunities.

The institute boasts a solid, inclusive work environment with a strong ethical foundation. Opportunities for everyone are given regardless of gender, ethnicity, caste, faith, religion, or language, to all students, faculty, and staff, social or national origin. Along with gender parity and a welcoming work environment, safety, security, and well-being concerns relating to the atmosphere are AIT's top priorities.

1. Security and safety

- All campus entrances and exits have security checks. strict enforcement of anti-ragging procedures and prevention of ragging on campus.
- Through street plays, demonstrations, and other events, awareness campaigns on women's safety and gender sensitivity by the NSS and ICC camps.
- Girls are given separate dorms with proper security measures and hostel In order to care for the pupils, committees are formed. Women rector who are diligent and well-trained chosen to work at the Girls Hostel.
- Students with valid identification cards are permitted entry through the main gate, where security officers are stationed the college.
- All visible spots on the college campus have cameras placed as part of a CCTV surveillance system.
- The Internal Complaints Committee (ICC) speaks with the female students frequently and handles their complaints.issues that they cover.

Common Rooms

- Girls have designated common rooms where they have adequate room to work and rest safely.

Counselling

- Members of the ICC connect with girls and offer advice when they have issues or questions.
- Through appropriate supervision and counseling, a strong mentor-mentee system works to safeguard the overall development of both boys and girls.

Other Measures

- The WEC Committee organizes various cultural, technical and non-technical competitions for girls to improve their self-confidence and empowerment.
- International womens day celebrated every year in the Institution.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Institutional efforts and initiatives aimed at fostering an inclusive environment that promotes tolerance, harmony, and awareness of constitutional obligations play a pivotal role in shaping the culture of educational institutions and workplaces. These endeavors are essential in ensuring that students and employees understand and appreciate the diverse backgrounds and perspectives of their peers and colleagues. Here are some key strategies and measures commonly implemented to achieve these objectives:

1.Diversity Training Programs: Educational institutions and organizations frequently offer diversity training programs to sensitize students and employees to the importance of diversity, equity, and inclusion. These programs aim to raise awareness about unconscious bias, privilege, and stereotypes, while also providing tools for individuals to become more inclusive in their interactions.

2.Cultural Cell:stablishing cultural cells or affinity groups allows students and employees to come together based on shared backgrounds or interests. These clubs provide a platform for individuals to celebrate their cultural heritage, share their experiences, and educate others about their

traditions. Institution celebrates every year Ganesh Festival, Navaratri Festival.

3. Constitutional Education: To promote awareness of constitutional obligations, educational institutions often include civics and ethics education as part of their curriculum. This education helps students understand their rights and responsibilities as citizens and fosters a sense of civic duty.

4. Community Engagement: Institutions can engage with local communities to build bridges and strengthen ties. Outreach programs, community service initiatives, and partnerships with community organizations can promote social cohesion and a sense of shared responsibility.

5. Reporting Mechanisms: Establishing clear reporting mechanisms for discrimination or harassment ensures that incidents are addressed promptly and fairly. This encourages individuals to come forward with their concerns, knowing that their institution takes such matters seriously.

6. Inclusive Curriculum: Educational institutions can incorporate diverse perspectives and voices into their curriculum. This includes including content that represents different cultures, histories, and experiences. It also involves ensuring that the faculty reflects diversity.

7. Socioeconomic Support Programs: To address economic disparities, institutions may offer financial aid, scholarships, and support programs to students from economically disadvantaged backgrounds. These initiatives aim to ensure that education is accessible to all, regardless of their socioeconomic status.

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

7.2 Best Practices

7.2.1

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

Response:

1. Title: “Adarsh Talent Search”

2. Objectives of the Practice

1. Identifying Gifted Individuals: Talent search exams aim to identify exceptionally talented individuals who demonstrate outstanding abilities and potential in specific areas such as mathematics, science, language, arts, or sports.

2.Promoting Education: Talent search exams often focus on academic subjects, encouraging students to excel in their studies. By recognizing and rewarding academic excellence, these exams promote a culture of learning and intellectual development.

3.Encouraging Creativity: Talent search exams in fields like arts and creative writing aim to encourage creativity and originality among participants. They provide a platform for individuals to express themselves and showcase their creative abilities.

4.Supporting Diversity and Inclusivity: Talent search exams strive to identify talent from diverse backgrounds, including different regions, socioeconomic statuses, and ethnicities. This promotes inclusive and ensures that exceptional talent is recognized regardless of the individual's background.

3.The Context

The AITRC,Vita announces the talent search exam for the 10th Standard students in the month of April. Syllabus for the exam is 7th to 10th standard Maths,science,English. First of all exam is conducted in different Schools in their schools after that qualified students should appear to the main exam which is held in our institute.The format can vary, including multiple-choice questions, essay-type questions, or practical demonstrations.After the exam, answer sheets or responses are evaluated, and scores are compiled.The results of the talent search exam is declared in our institute.For exams related to educational courses, counseling sessions may be organized for successful candidates. These sessions provide guidance on course selection, educational institutions, scholarships, and other related matters.

4. OUTCOMES:Identification of Talent,Skill development,Boost in Confidence,.Networking opportunities

5.CONCLUSION:In conclusion, talent search exams serve as invaluable platforms for recognizing and nurturing exceptional abilities in diverse fields. By identifying individuals with extraordinary talents, these exams not only validate the hard work and dedication of participants but also provide them with transformative opportunities.Moreover, talent search exams contribute significantly to the enrichment of society

Problems Encountered:Lack of Awareness,inadequate preparation,Limited Resources,Socioeconomic Disparities

Resources Required:Study Materials,Practice Papers,Online Learning ,PlatformsTime Management Tools,Supportive Environment

Title: “Technical Corner”

1.Objectives of the Practice:

- **Foster Innovation:**Encourage creativity, experimentation, and continuous improvement to drive innovation within the organization. To increase knowledge of numerical reasoning.
- **Measure and Monitor Progress:** Implement key performance indicators (KPIs) and monitoring systems to track progress and assess the effectiveness of best practices. Students interest to keep

up with the fast paced, ever changing tech space.

- **Adapt to Change:** Build flexibility and adaptability into processes and practices to respond to changing market conditions, technologies, and customer needs.

2.The Context:

To introduce about a technical Corner is an assessment to measure the candidates' technical abilities. Since technical corner refers to a person's inherent technical intelligence, technical assessments measure the applicants' technical prowess by making them use their skills to solve complex problems. Monthly posters are displayed on notice board of department.

Subject of that poster should be new technique invented in civil engineering. Group of students explain that poster to all students and faculties in department. Poster presentations are a common mode of communication in academic, scientific, and professional settings. They are widely used at conferences, symposiums, and exhibitions to convey research findings, share information, and engage with peers and audiences. To ensure the effectiveness of a poster presentation, it is essential to adhere to best practices in various aspects of the process.

Audience Engagement:

- **Objective:** The primary goal of a poster presentation is to effectively convey information and engage the audience.
- **Best Practices:** Utilize visual elements, clear language, and a well-structured layout to capture the audience's attention and facilitate understanding. Use concise text, bullet points, and visuals to convey key points.

Content Clarity:

- **Objective:** Communicate research findings, project details, or information clearly and concisely.
- **Best Practices:** Present information in a logical and organized manner. Use headings, subheadings, and a clear hierarchy of information. Avoid clutter and focus on essential details.

3.The Practice:

- **Define Your Objective:** Clearly define the purpose and objectives of your poster presentation. What message or information do you want to convey to your audience?
- **Know Your Audience:** Understand the background and interests of your target audience. Tailor your content and level of technical detail accordingly.
- **Design Your Poster:** Use a clear and concise title that grabs attention and summarizes the main message. Utilize a professional and visually appealing design with a balanced color scheme. Incorporate high-quality visuals, images, graphs, and charts that support your content.
- **Collect Feedback:** Encourage attendees to provide feedback or ask questions about your poster. Use feedback to improve your poster and presentation skills for future events.

- **Digital Assets:** - If applicable, have a digital version of your poster accessible for attendees who may want to view it electronically.

4.Outcomes:

- **Audience Engagement:** Presenters are skilled in engaging with the audience, answering questions, and facilitating meaningful discussions about their research or technical content.
- **Confidence:** Participants develop confidence in presenting their work and responding to questions and inquiries from the audience.

5.Conclusion:As we conclude this activity, it is evident that the skills and knowledge gained here extend far beyond the realm of poster presentations. They are transferable to various academic, scientific, and professional contexts, empowering participants to communicate their ideas, research findings, and technical information with clarity, impact, and professionalism.

6.Problems Encountered and Resources Required:

1.Lack of Clarity in Content

2.Design and Layout Challenges

3.Time Constraints

4.Limited Presentation Skills

5.Technological Issues

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Performance of the Institution in Extension Activities:

1. Community Empowerment: NSS Extension activities often empower the neighbourhood community by addressing specific local needs. This empowerment can be seen through initiatives such as skill development workshops, health camps, or educational programs, which enable community members to lead better lives and become self-sufficient.

2. Environmental Awareness: Many NSS activities focus on environmental conservation and sustainability. Through tree planting, waste management campaigns, and clean-up drives, students not only improve the environment but also become more aware of ecological issues and their role in preserving nature.

3. Health and Hygiene Education: NSS often involves health awareness campaigns and medical camps in underserved areas. This not only provides crucial healthcare services to the community but also sensitizes students to healthcare disparities and the importance of accessible healthcare for all.

4. Education Enhancement: NSS projects can improve access to quality education in the community. Whether it's organizing literacy programs, distributing educational materials, or renovating schools, these initiatives sensitize students to the importance of education and its role in social development.

5. Social Inclusion and Diversity: By engaging with diverse communities, students learn about the challenges faced by marginalized groups and the importance of social inclusion. This helps develop empathy and fosters a more inclusive mind-set among students.

6. Leadership Development: NSS Extension activities often require students to take on leadership roles within their projects. This leadership experience contributes to their personal growth and the development of skills such as decision-making, communication, and problem-solving, which are essential for holistic development.

Institute Conducted Different Extension activities under NSS cell. The activities are categorised into following categories.

a) Health Awareness Programme:

1. Blood Donation Camp
2. Free Medical Checkup Camp
3. Corona Awareness Programme
4. Eye Check-up Camp
5. Yoga Day celebration
6. HIV Aids Awareness
7. Menstrual hygiene Awareness

b) Participation in Swachhha Bharat Abhiyan:

1. Participation in Swachh Bharat Abhiyan
2. Clean College Campus

3. Cleaning Public Places
4. Cleaning at flood affected Village
5. Camps in different villages

c) Environmental Awareness Programme:

1. Tree Plantation
2. Plastic Eradication
3. Donation of Plants
4. Environmental Awareness Rallies

d) Other Extension Activities:

1. Help to flood affected villages
2. Clothes Donation
3. Help to Old Age Home (Vrudhashram)
4. Voters Awareness Rangoli competition
5. Webinar on Vastushastra

Performance of the Institution in Research Activities

1. Increased Innovation Culture: Such initiatives foster a culture of innovation within the institution. Faculty, researchers, and students are encouraged to think creatively and develop new ideas and solutions.

2. IPR Awareness: Awareness about Intellectual Property Rights is crucial in protecting and commercializing innovations. Institutions that educate their members about IPR ensure that their intellectual assets are safeguarded.

3. Research Funding: Successful innovation can attract research funding and grants from government agencies, private organizations, and venture capitalists, which can further enhance the institution's research capabilities.

4. Industry Collaboration: Industry partnerships and collaborations become more accessible when the institution is proactive in protecting and transferring its intellectual property. This can lead to sponsored projects, internships, and job placements for students.

5. Publication and Patents: Faculty and students may publish their research findings while also filing patents. This dual approach ensures academic recognition and potential commercialization.

6. Student Involvement: Students have the opportunity to actively participate in research and innovation, gaining practical experience and increasing their employability.

7. Global Recognition: Institutions with a strong innovation ecosystem can gain recognition on the global stage, attracting international partnerships and collaborations.

Institute Conducted Different activities under Research and Development Cell:

1. Organised Two National Conferences
2. Filed and published patents
3. Organised workshops on Research methodology
4. Organised talks on IPR
5. Organised workshops on Different Research areas
6. Faculties Published papers in Journals and conferences
7. Student published papers in Journals and conferences
8. Submitted funding Proposals to different funding agencies
9. Got funds from BCUD Shivaji University Kolhapur to four different faculties.
10. Our one of the faculty got funded project from different countries.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

An institute can take various efforts to strengthen the quality of education by adopting a range of strategies and practices. Here are some key approaches that such an institution might consider:

- 1. Curriculum Enhancement:** Regularly review and update the curriculum to align it with industry trends and technological advancements. Ensure that courses offered are up-to-date and relevant to current engineering practices.
- 2. Industry Collaboration:** Foster strong partnerships with industry players. Collaborate on research projects, offer internships, and invite industry experts for guest lectures. This provides students with real-world exposure and insights.
- 3. Faculty Development:** Invest in the professional development of faculty members. Encourage them to attend conferences, conduct research, and stay updated with the latest developments in their respective fields.
- 4. Quality Assurance:** Implement rigorous quality assurance mechanisms. Conduct regular assessments of teaching methods, course materials, and student performance to identify areas that need improvement.
- 5. Student-Centered Learning:** Shift the focus of education to be more student-centered. Encourage active learning, group projects, and practical applications of engineering principles to enhance students' problem-solving and critical-thinking skills.
- 6. Research and Innovation:** Promote a culture of research and innovation among both faculty and students. Establish research centers, fund research projects, and encourage students to participate in research activities.
- 7. Technology Integration:** Embrace modern teaching technologies and tools. Utilize online learning platforms, simulation software, and virtual labs to enhance the learning experience.
- 8. Assessment Methods:** Explore innovative assessment methods beyond traditional exams. Use project-based assessments, peer evaluations, and competency-based assessments to evaluate students' understanding and skills.
- 9. Student Counseling:** Offer academic advising, counseling, and mentorship programs to support students' academic and personal development.
- 10. Community Engagement:** Engage in community outreach and social responsibility initiatives through NSS.
- 11. Continuous Feedback:** Actively seek feedback from students, alumni, and industry partners to make informed improvements. Use surveys, focus groups, and advisory committees to gather input.

By adopting these strategies and practices, an institute works towards enhancing the quality of education it provides, ensuring that its graduates are well-prepared to meet the challenges of the engineering profession and make meaningful contributions to society.

Concluding Remarks :

Our engineering college stands as a shining example of dedication to academic excellence and holistic development. The teaching-learning process here is characterized by a dynamic and innovative approach that empowers our students with knowledge, critical thinking, and problem-solving skills. Our committed faculty members play a pivotal role in nurturing the next generation of engineers and innovators.

Research activities at our institution have flourished, resulting in numerous patent filings that highlight our commitment to cutting-edge research and innovation. These patents underscore our contribution to advancing knowledge and technology in various fields, ultimately benefiting society as a whole.

The successful organization of National Conferences at our college has provided a platform for scholars, researchers, and students to exchange ideas, foster collaboration, and disseminate knowledge. This further elevates our reputation as an academic institution dedicated to the pursuit of scholarly excellence.

Our unwavering dedication to training and placement has enabled our students to embark on promising careers, bridging the gap between academia and industry. Our industry partnerships and placement records attest to our commitment to ensuring that our graduates are well-prepared for the challenges of the professional world.

The National Service Scheme (NSS) activities undertaken by our students reflect our institution's commitment to social responsibility. Through these activities, we not only make a positive impact on the community but also instill values of empathy and service in our students, shaping them into responsible and compassionate citizens.

Cultural activities at our college provide a well-rounded educational experience, fostering creativity and a sense of community among our students. These activities enrich the college experience and promote cultural diversity and inclusivity.

In conclusion, our engineering college is dedicated to providing a comprehensive and transformative educational experience that extends beyond the classroom. We express our gratitude to all stakeholders, including faculty, students, staff, industry partners, and the community, for their unwavering support. As we move forward, we remain committed to continuous improvement and innovation, ensuring that our institution continues to be a beacon of excellence in education, research, and societal engagement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : Considering VAC done through Internshala and NPTEL</p>																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <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>139</td> <td>113</td> <td>53</td> <td>56</td> <td>104</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>139</td> <td>108</td> <td>53</td> <td>56</td> <td>102</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during 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>300</td> <td>210</td> <td>204</td> <td>174</td> <td>204</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>300</td> <td>210</td> <td>204</td> <td>174</td> <td>204</td> </tr> </tbody> </table> <p>Remark : As per the supporting documents provided by HEi</p>	2022-23	2021-22	2020-21	2019-20	2018-19	139	113	53	56	104	2022-23	2021-22	2020-21	2019-20	2018-19	139	108	53	56	102	2022-23	2021-22	2020-21	2019-20	2018-19	300	210	204	174	204	2022-23	2021-22	2020-21	2019-20	2018-19	300	210	204	174	204
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300	210	204	174	204																																					

2.1.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	43	25	19	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	37	19	14	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
150	105	102	87	102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150	105	102	87	102

Remark : As per the supporting documents provided by HEi excluding super annuary seats

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
25	23	14	21	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

Remark : Considering publications' in journals indexed in UGC CARE / SCOPUS / Web of Science

3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :17 Remark : Considering MoUs functional at the time of SSR submission</p>																																			
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 533 Answer after DVV Verification: 500</p>																																			
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																																			
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1391 1046 1525"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>36</td> <td>63</td> <td>40</td> <td>34</td> <td>95</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1603 1046 1738"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>36</td> <td>63</td> <td>40</td> <td>34</td> <td>23</td> </tr> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1816 1046 1951"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>152</td> <td>195</td> <td>265</td> <td>178</td> <td>167</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2029 1046 2085"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	36	63	40	34	95	2022-23	2021-22	2020-21	2019-20	2018-19	36	63	40	34	23	2022-23	2021-22	2020-21	2019-20	2018-19	152	195	265	178	167	2022-23	2021-22	2020-21	2019-20	2018-19
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141	191	249	178	151
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5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

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.)

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
8	5	0	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	0	5	5

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the supporting documents provided by HEI

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

training programs during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	29	30	33	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	35	35

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.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the supporting documents provided by HEI

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

2. Extended Profile Deviations

Extended Profile Deviations

No Deviations
