



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MADHUKARRAO PANDAV COLLEGE OF ENGINEERING

MADHUKARRAO PANDAV COLLEGE OF ENGINEERING AT.-BHILEWADA
DIST-BHANDARA (M.S.), BHANDARA, BHANDARA, MAHARASHTRA, 441904

441904

www.mpceb.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madhukarrao Pandav College of Engineering is a prestigious institution under the umbrella of Sanmarg Shikshan Sanstha Nagpur. Led by a dedicated team of professionals, this college has been providing quality education since its establishment in 2008.

Situated in the serene surroundings of Bhilewada in Bhandara District, Madhukarrao Pandav College of Engineering offers a conducive and studious atmosphere for students to pursue their academic aspirations. The institute is approved by the All India Council for Technical Education (AICTE), New Delhi, and the state government. It is also affiliated with Rashtrasanta Tukdoji Maharaj Nagpur University, Nagpur.

Committed to excellence, Madhukarrao Pandav College of Engineering offers a range of undergraduate and postgraduate courses, empowering students with knowledge and skills required for successful careers. The undergraduate programs include Mechanical Engineering, Computer Engineering, Civil Engineering, Electrical Engineering, and Electronics and Telecommunications Engineering. Additionally, the college also offers a Master's in Business Administration (MBA) program, allowing students to enhance their managerial abilities.

Under the visionary leadership of Mr. Girish Pandav as the chairman, supported by Mr. Kiran Pandav as the secretary and Mrs. Mandatai Pandav as the treasurer, the college operates with a strong commitment to academic integrity and holistic development. The trust, Sanmarg Shikshan Sanstha, comprises esteemed members such as Mrs. Rajani Barde, Mrs. Malti Thakre, Mrs. Mayatai Agne, and Mrs. Meena Suryawanshi, who play an integral role in shaping the institution's future.

Madhukarrao Pandav College of Engineering stands out not only for its academic prowess but also for its emphasis on character building and value-based education. With its location in a rural area, the college strives to provide accessible education to aspiring students, nurturing their talents and enabling them to contribute to society.

At Madhukarrao Pandav College of Engineering, students are encouraged to explore their potential, participate in research and innovation, and develop as well-rounded individuals ready to make a positive impact in the ever-evolving world of engineering and management.

Vision

Vision:

To create and motivate trusted Engineers/ Technocrats through productive academic environment to uphold the spin of professionalism in engineering and technical education

Mission

Mission:

To prepare future Leaders by imparting high quality technical education in order to mould the learners into globally competitive technocrats who are professionally skilful, intellectually skilled and socially responsible.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong Leadership:
- Quality Education:
- Rural Location:
- Strong Trust:

Institutional Weakness

- Limited Course Offerings:
- Infrastructure Development:

Institutional Opportunity

- Industry Collaboration:
- Research and Innovation:

Institutional Challenge

Competition with Established Institutions:

Faculty Recruitment and Retention:

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Madhukarrao Pandav College of Engineering is committed to providing a well-rounded education that equips students with the knowledge, skills, and abilities necessary for successful careers in engineering and management. The college offers a comprehensive curriculum that focuses on both theoretical foundations and practical applications. Here are the key curricular aspects of the college:

Practical Training and Workshops: The college emphasizes practical learning through hands-on training and workshops. Students have access to well-equipped laboratories, where they can apply theoretical concepts to real-world scenarios. Additionally, the college organizes workshops and industrial visits to provide industry exposure and enhance students' practical skills.

Research and Innovation: Madhukarrao Pandav College of Engineering encourages research and innovation among students and faculty members. Students have the opportunity to work on research projects under the guidance of experienced faculty. The college promotes participation in technical competitions, conferences, and paper presentations to foster a culture of innovation.

Industry Collaboration: The college maintains strong ties with industries and organizations to bridge the gap between academia and industry. It collaborates with companies for guest lectures, internships, and placement opportunities. Industry experts are invited to share their experiences and insights with students, providing them with a broader understanding of the professional world.

Skill Development: The College focuses on developing essential skills among students to enhance their employability. Soft skills training programs are conducted to improve communication, teamwork, problem-solving, and leadership abilities. The college also offers technical skill development programs to keep students updated with the latest technological advancements.

Project Work: The curriculum includes project work that allows students to apply their knowledge and skills to solve real-world problems. Students work individually or in teams, undertaking projects that involve research, analysis, design, and implementation.

Teaching-learning and Evaluation

MadhukarraoPandav College of Engineering follows a student-centric approach to teaching, learning, and evaluation, aiming to provide a holistic educational experience. The college employs various methods and techniques to facilitate effective learning and comprehensive evaluation. Here are the key aspects of the teaching-learning and evaluation process at MadhukarraoPandav College of Engineering:

Teaching-Learning Methods:

Lectures: Faculty members deliver engaging lectures to introduce new concepts and theories to students.

Practical Sessions: Practical sessions are conducted in well-equipped laboratories, allowing students to apply theoretical knowledge and gain hands-on experience.

Workshops and Seminars: The college organizes workshops and seminars by inviting industry experts and academic professionals to share their knowledge and experiences with students.

Group Discussions and Debates: Students are encouraged to participate in group discussions and debates to enhance their critical thinking, communication, and teamwork skills.

Case Studies and Problem-solving Exercises: Case studies and problem-solving exercises are utilized to develop analytical and decision-making abilities among students.

Project Work: Students are involved in project work, which requires them to apply their knowledge to solve real-world problems, fostering creativity and practical skills.

Learning Resources:

E-Learning Platforms: The college utilizes e-learning platforms and digital resources to provide additional study materials, video lectures, and interactive learning resources.

Online Learning: The college may offer online courses or blended learning options to facilitate flexible learning for students, especially during exceptional circumstances.

Continuous Assessment is carried out through Assignments and Class Tests, Quizzes, Presentations, Attendance, Laboratory Performance and Examinations.

Feedback and Mentoring:

Faculty Feedback: Students are encouraged to provide feedback on the teaching methods and faculty performance, helping the college maintain and improve the quality of education.

Student Mentoring: Faculty members act as mentors, guiding students in their academic and personal development, addressing their concerns, and providing necessary support.

Madhukarrao Pandav College of Engineering recognizes the importance of a comprehensive evaluation system that assesses students' theoretical knowledge, practical skills, and overall growth. The teaching-learning process is designed to foster active engagement, critical thinking, and independent learning, enabling students to become competent professionals in their respective fields.

Research, Innovations and Extension

Madhukarrao Pandav College of Engineering recognizes the importance of research, innovation, and extension in contributing to the academic excellence and societal impact. By fostering a research-oriented environment, promoting innovation, and engaging with the community, the college aims to create a dynamic ecosystem that nurtures creativity, advances knowledge, and contributes to the overall development of the society.

Infrastructure and Learning Resources

Madhukarrao Pandav College of Engineering provides a conducive infrastructure and a wide range of learning resources to support students' academic growth and facilitate a comprehensive learning experience. Here are the key aspects of the infrastructure and learning resources available at the college:

Campus Infrastructure:

Buildings and Classrooms:

Laboratories:

Library:

Computer Facilities:.

Seminar Halls: Auditorium: The College has a well-equipped auditorium that serves as a venue for various events, including cultural activities, conferences, and academic functions.

Learning Resources:

E-Learning Platforms:

Online Journals and Databases:.

Workshops and Guest Lectures:

Industry Collaboration:

Study Material and Courseware:

Academic Support:.

Sports and Recreational Facilities:

The college recognizes the importance of holistic development and provides sports facilities such as playgrounds, indoor games, and sports equipment. These facilities promote physical fitness, teamwork, and recreational activities among students.

Wi-Fi and Internet Connectivity:

The campus is equipped with Wi-Fi connectivity, allowing students to access online resources, conduct research, and collaborate on academic projects.

Hostel and Residential Facilities:

For students who require accommodation, the college provides hostel facilities with separate sections for male and female students. These hostels offer a comfortable and secure living environment with necessary amenities.

MadhukarraoPandav College of Engineering believes in providing a well-rounded education by offering a rich infrastructure and learning resources that cater to the diverse needs of students. The college's infrastructure and resources are designed to create a stimulating.

Student Support and Progression

Madhukarrao Pandav College of Engineering is committed to providing a supportive and nurturing environment that facilitates the holistic development and progression of its students. Through a range of

comprehensive support services, the college aims to empower students, enable their success, and prepare them for a rewarding career in their chosen fields.

Governance, Leadership and Management

Governance, leadership, and management are critical elements for the effective functioning and success of Madhukarrao Pandav College of Engineering. The college is dedicated to upholding high standards of governance and providing strong leadership and efficient management. Here are the key aspects of governance, leadership, and management at Madhukarrao Pandav College of Engineering:

- Governing Body:
- Leadership:
- Academic Leadership:
- Administrative Staff:
- Decision-Making and Policy Implementation:
- Collaboration and Stakeholder Engagement:
- Quality Assurance and Accreditation:
- Professional Development:
- Financial Management:

Institutional Values and Best Practices

- Academic Excellence:
- Student-Centric Approach:
- Ethical and Professional Behavior:
- Inclusivity and Diversity:
- Industry Relevance:
- Research and Innovation:
- Continuous Learning and Professional Development:
- Community Engagement and Social Responsibility:
- Collaboration and Partnerships:

Quality Assurance and Continuous Improvement

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADHUKARRAO PANDAV COLLEGE OF ENGINEERING
Address	MADHUKARRAO PANDAV COLLEGE OF ENGINEERING At.-Bhilewada Dist-Bhandara (M.S.), Bhandara,Bhandara, Maharashtra,441904
City	Bhandara
State	Maharashtra
Pin	441904
Website	www.mpceb.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pramod Bhaskar Patil	07184-298755	9673331064	07184-298755	mpcebhandara09@gmail.com
IQAC / CIQA coordinator	Abhijit Gajghate	07184-279840	9970886217	-	abhijitgajghate30@gmail.com

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	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2022	12	One year AICTE approval letter attached here with

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	MADHUKARRAO PANDAV COLLEGE OF ENGINEERING At.-Bhilewada Dist-Bhandara (M.S.), Bhandara,Bhandara, Maharashtra,441904	Rural	15.45	15556.47

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 WITH MHTCET JEE	English	54	44
UG	BTech,Computer Engineering	48	HSC WITH MHTCET JEE	English	54	54
UG	BTech,Electrical Engineering	48	HSC WITH MHTCET JEE	English	54	32
UG	BTech,Electronics And Telecommunication	48	HSC WITH MHTCET JEE	English	54	22
UG	BTech,Mechanical Engineering	48	HSC WITH MHTCET JEE	English	54	18
PG	MBA,Master Of Bussiness Management	24	ANY GRADUATION WITH MHCET	English	54	54

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	6				12				53			
Recruited	1	0	0	1	1	0	0	1	11	6	0	17
Yet to Recruit	5				11				36			
Sanctioned by the Management/Society or Other Authorized Bodies	5				11				47			
Recruited	5	0	0	5	0	0	0	0	24	23	0	47
Yet to Recruit	0				11				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						35
Recruited	20		15		0	35
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				12
Recruited	8	4	0	12
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	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	6	0	17
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.	5	0	0	0	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	24	23	0	47
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	110	0	0	0	110
	Female	60	0	0	0	60
	Others	0	0	0	0	0
PG	Male	35	0	0	0	35
	Female	19	0	0	0	19
	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	31	24	23	18	
	Female	22	18	15	11	
	Others	0	0	0	0	
ST	Male	14	19	6	7	
	Female	7	17	5	3	
	Others	0	0	0	0	
OBC	Male	56	29	22	23	
	Female	39	23	25	23	
	Others	0	0	0	0	
General	Male	29	42	12	10	
	Female	18	13	15	9	
	Others	0	0	0	0	
Others	Male	7	1	4	1	
	Female	2	2	3	6	
	Others	0	0	0	0	
Total		225	188	130	111	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Study on generating modules for final year students from various streams to undertake multidisciplinary projects is going on.
2. Academic bank of credits (ABC):	Institute is studying and gathering information about the new academic banks of credits. System will be adopted and implemented according to guidelines. ERP system will be customized accordingly.
3. Skill development:	Institute is already working on various programs with students through training and placement department. Summer internship programs additional programs related to upcoming technology are included. Program based value addition courses are implemented .
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Institute is planning design the study materials of basic subjects (Fundamental)in Marathi and Hindi language so that students from rural area can understand the basic concept in detail.
5. Focus on Outcome based education (OBE):	To improve the quality of outgoing students and to make them globally acceptable institute is working on various aspects such as improvement in quality of teaching (faculty Development program) Providing students some online platforms to gather extra knowledge in their subjects of interest.(SWAYAM,NPTL)
6. Distance education/online education:	COVID-19, The pandemic worked as a big opportunity to developed an online teaching learning module. Now the institute is fully equipped with for online teaching learning modules. Institute has open platforms like NPTL ,SWAYAM, various programs run by University.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES...
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?	NO...
3. What innovative programmes and initiatives	The organization will run voter education initiatives

<p>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>and discuss the significance of moral voting. The students will also participate in fieldwork and help increase the voting participation of underprivileged groups in society.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Previous studies, upcoming polls, blog posts, and other publications covering electoral developments, procedures, participation, 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 above the age of 18 will have their information collected, and those who qualify will be asked to register as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
992	822	536	575	731

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

2 Teachers

2.1

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

Response: 72

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	69	73	71	95

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
26.39	32.24	124.69	143.28	138.42

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:

Action Plan and Roles of Institutes:

Madhukarrao Pandav College of Engineering is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the curriculum designed by it. Apart from this prescribed curriculum, the college has strategized ways and means to strengthen the teaching-learning process in the following ways:

- The institute has sufficiently developed structure for effective implementation of the curriculum and it follows the academic schedule prescribed by the University. Before commencement of every semester, the Principal conducts a meeting with Academic Coordinator and Heads of the Departments to prepare academic calendar for the upcoming semester. Also, Head of the Departments prepare departmental portfolio which is aligned with the academic calendar.
- Teaching load and portfolio distribution is conveyed to all the faculty members well in advance. This provides sufficient time to the faculties to prepare in advance, thereby resulting in smooth conduction of academics in each department. While finalizing the teaching load distribution, due consideration is given to subject choice, specialization and expertise of the faculties.
- Time table is prepared for each program prior to the start of the semester. Each department strictly monitors effective implementation of the timetable throughout the teaching session. Each program identifies the slow learners and conducts remedial classes for them for their improvement and extra classes for admitted students of second year to cover-up the losses due to late admissions. Each faculty prepares Course (Teaching plan & Teaching Execution plan) File for conduction of theory and practical courses. The teaching plan is prepared at the beginning of the semester and it is strictly implemented.
- Teacher Guardians scheme is implemented by each department throughout the session. The assigned Faculty mentors conduct meetings with the mentees and record their suggestions, requirements and difficulties to take necessary actions related to curriculum implementation. These records are assessed internally by Heads of the departments and class in-charges and also to the parent in parent meeting.
- Continuous assessment report of students' performance is prepared on the basis of monthly attendance, sessional examination, assignments and tutorials. Each department aims at enriching students with updated field knowledge by covering contents beyond syllabus, value added programs, workshops, seminars, expert lectures, Industrial visits and training programs etc.
- There is a display of monthly and overall class attendance at the end of each semester. Also display detained list for the students who have below 75% attendance and action is taken by giving them extra assignments and extra term work.

- Along with academic curriculum, we also promote our students for national values, human values, professional ethics and social inclination by conducting various activities like Ganesh Utsav, Annual Social Gathering, Cultural and sport week in a year.
- At the end of each semester the institutes obtains the feedback on the academic performance such as students, teachers, parents, alumni etc and on the basis of which action is taken for further improvement.

File Description	Document
Upload 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: 3031

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

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

Response: 82.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
743	743	370	515	660

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 objective of the institutes is to develop the students holistically by considering cross cutting issues relevant to the current pressing concern such as gender, human values, environment and sustainability and professional ethic etc.

Gender: Institution offers co-education

Boys & girls are encouraged to work together in various activities like project work, lab, co-curricular activities. The institute has formed its anti-ragging committee to look after ragging issues for safety of the students. Girls are given equal opportunities in all organizing committees and departmental students associations. The institute invites experts from various fields to address the girl students' and faculty members. There is the provision of letter box in college campus for girls students to give their complaint without any fair. The Institute also celebrates International Women's Day on 8th March by felicitating all the lady teaching and non-teaching staff & students.

Human Values:

The institute tries to cover the set of human values through the teaching of ethical sciences at first year, environmental studies in second year & ethics throughout program. The institute regularly conducts personality development classes to enhance the communication skills in the students. Various activities like health program in nearby villages, blood donation camp, health check-up, **Covid vaccination** programs, program on communal harmony, etc. are being conducted under the banner of NSS to instill the human values.

The Institute has well equipped computer and language labs. Institute promotes 'Yoga' to generate health and fitness awareness towards the staff and students. Also motivate students by involve in program like "**Man ki Baat**" of Prime minister in college campus.

Environment and sustainability

Following initiatives are taken to create a sense of awareness on environment and sustainability:

To take seminar on general awareness on environment issues and energy conversion like global warming, renewable energy sources. The curriculum includes a Subject “Environmental Studies” which is an effort to inculcate the importance of Environment amongst the students.

Programs such as Water conservation, tree plantation, poster presentation, Swachh Bharat, Abhiyaan, Plastic ban program, Road safety and Control of air pollution program, etc. are being conducted on regular basis.

File Description	Document
Upload Additional information	View Document

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

Response: 11.9

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

Response: 118

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 46.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
225	188	128	111	144

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
342	342	342	342	342

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](#)

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: 70.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
162	133	103	92	123

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	156	216	162	162

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 14.17**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:**

These are some strategies adopted by the institute to make the learning process more student-centric:

- 1. Organizing Events:** The institution arranges various technical and non-technical events such as quizzes, guest lectures, and technical workshops. These events help students to improve technical skills with practical exposure.

1. **Practical Vivas:** After completion of the curriculum practicals, the institution conducts practical viva-voce to ensure student's better understanding of the concepts. Individual difficulties faced by students are addressed during this viva-voce with personalized support by the concerned faculty.

1. **Language Laboratory:** To enhance communication skills, the institute has a language laboratory equipped with special software. This software helps students improve their understanding and proficiency in communication.

1. **Activity Period:** The institute has incorporated an "activity period" of two hours into the timetable of every class. During this time, students engage in activities like group discussions and technical talks, which help improve their communication and technical skills.

1. **Industrial Visits and Tours:** Industrial visits and tours are arranged to make familiarize students with the practical aspects of engineering. These experiences provide real-world exposure and enhance students' understanding of their field of study.

1. **Special Courses:** Apart from regular academics, the institute organizes special courses in subjects like CAD, embedded systems, robotics, and other relevant areas. These courses allow students to explore additional areas of interest and gain specialized knowledge.

1. **E-Learning Resources:** The institution provides access to e-learning resources like NPTEL (National Programme on Technology Enhanced Learning). These resources offer online courses and educational materials to supplement students' learning.

1. **Online Certification Courses:** The institute arranges online certification courses through Massive Open Online Courses (MOOCs). These courses enable students to acquire additional certifications and enhance their skill set.

By implementing these student-centric techniques, the institution aims to provide a holistic learning experience that goes beyond traditional classroom teaching methods.

File Description	Document
Upload 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: 81.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	90	90	90	105

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 2.65

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

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

Response:

Mechanism of internal assessment:

The institute follows objective criteria for internal assessment. These criteria are well-documented and follow various formats.

Weightage: Internal assessment carries 20% weightage in the theory examination and 50% in practical examination.

Internal theory Assessment

Components of Internal Assessment: Internal assessment is based on Attendance, assignments, Unit test, Tutorials and Pre-University Test (PUT).

Attendance : Every student is evaluated for his/her attendance by respective subject teacher.

Assignments: Each subject requires a minimum of 3 assignments, each carrying 1 marks.

Unit test Examination: The Unit test examination is conducted in the middle of the semester and covers 2 to 3 units of the syllabus. It carries a weightage of 2 marks.

Pre-University Test Examination: This examination follows the pattern of the university examination and is conducted at the end of the semester. It carries a weightage of 7 marks.

The internal theory Assessment is carried out as follows.

SN	Internal Theory Assessment	Max Marks
1.	Attendance	7
1.	Assignment	5
1.	Tutorial	5
1.	Unit test	4

1.	PUT	9
Total		30

Internal Practical Assessment: Practical assessment is based on performance, practical record, and viva voce. It is conducted regularly. The internal practical assessment is carried out as follows.

SN	Internal Practical Assessment	Marks
1.	Performance	4
1.	Viva Voce	4
1.	Recode Submission	2
Total		10

This evaluation is carried for each practical/Experiment and then it is converted out of 25

Project and Seminar Assessment: Projects and seminars are an important part of the curriculum. They are objectively assessed based on presentation, progress reports, and final reports by a committee of teachers. The Project and Seminar Assessment is carried out as follows.

SN	Internal Practical Assessment	Marks
1.	Content	15
1.	Presentation	30
1.	Report	15

1.	Q & A	15
Total		75

Assessment of Grade Subjects: Grade subjects are assessed using multiple-choice questions (MCQs), viva voce, and reports.

These points outline the process and criteria for internal assessment in the institute or university described.

Grievances in internal assessment:

The internal assessment process at Madhukarrao Pandav College of Engineering aims to maintain transparency and provide students with information regarding their assignments, marks, and practical evaluations. Here is an overview of the key points mentioned:

Assignment Questions: The assignment questions are displayed in the classrooms and on notice boards to ensure transparency in the assessment process. This allows students to access the questions easily.

Assignment Submission: Individual subject teachers record the submission status of assignments. Students are given a specific time frame, typically 7 days, to resolve any problems or issues they may have regarding their internal marks before the final submission.

Academic Schedule: The tentative dates for assignment submissions, Unit Test Examinations, Pre-University Tests, and internal marks submission are based on the academic schedule of the institute, which follows the RTMNU university academic calendar. Adhering to the schedule ensures that all university examination works, such as internal marks submission and incentive mark allocation, are completed within the designated timeframes.

File Description	Document
Upload 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:

The institute strongly believes in outcome-based education and ensures to implement the same in all its programs. Institute emphasizes on the importance of learning outcomes through the active participation of student as well as staff. Here is an overview of how the institute ensures awareness and dissemination of outcome-based education:

Students Awareness :

Program Outcomes (POs), Program Specific Outcomes (PSOs), Program Educational Objectives (PEOs), and course outcomes (Cos) are published and disseminated through various media channels. These include display boards in corridors, laboratories, HOD cabin, and the institute website.

The outcomes are also shared with stakeholders through events such as parents' meetings and alumni meets. This ensures that students and their families are informed about the expected learning outcomes.

Staff Awareness:

Special brainstorming sessions are organized where staff members actively participate. These sessions serve as a platform for further modifications and a deeper understanding of the concept of learning outcomes.

Learning outcomes are disseminated among the staff through display boards, circulars, pamphlets, and other communication channels. This ensures that all faculty members are aware of the desired outcomes for the programs.

Outcomes:

The vision and mission statements of the department are defined by involving different levels of outcomes. This ensures that the outcomes align with the overall goals and objectives of the department.

Outcomes are considered as the abilities that students acquire by the end of the program. They provide a basis for effective interaction among stakeholders, including faculty, students, parents, and alumni.

The focus is on result-oriented thinking, where the emphasis is placed on the educational process and accepting the outcomes that are achieved.

Levels of Outcomes:

Program Outcomes (POs) are statements that describe what students learn from engineering programs and what they should be able to do on completion of the program.

Program Specific Outcomes (PSOs) are statements that describe what students of a specific engineering program should be able to do after completing the program. These outcomes are more specific to the particular program.

Program Educational Objectives (PEOs) are statements that describe what graduates should be able to do after a few years of completing the program. These objectives focus on the longer-term career and professional development of the graduates.

By defining and disseminating these learning outcomes at different levels, the institute ensures a clear understanding of the expected achievements and abilities of the students. This helps in maintaining a cohesive educational framework and aligning the efforts of all stakeholders towards common goals.

Course Outcomes (COs) are specific statements that describe the knowledge, skills, and abilities that students should possess or demonstrate after completion of the course. These outcomes are designed to ensure the overall goals and objectives of the course and provide a clear indication of what students are expected to achieve.

File Description	Document
Upload Additional information	View Document

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

Response:

Madhukarrao Pandav College of Engineering, Bhandara, ensures through its vision and mission through each program by designing and aligning respective Program outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) with the RTMNU university's value system, mission and larger vision for innovation, contribution toward society, skill development, inculcation of appropriate value systems and internationalization among students.

The process of attainment of POs, PSOs, and COs begins from making appropriate COs for each course and in correlation with the respective POs/PSOs. The course outcomes are carefully drafted by the respective faculty members using action verbs of different learning levels suggested by Bloom's Taxonomy. The course outcomes are written and their mapping with PSOs are reviewed frequently.

A mapping matrix is also prepared for courses in every program. The attainment matrix assesses the extent of the attainment of the laid down COs and POs/PSOs. The course outcomes are measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), setting up of question paper, external evaluation through end semester examination and result. The continuous evaluation is done through tests, written assignments, oral presentations, field work and so on. The end semester examination of every course is based on written examination of three hours, the question paper of which is required to test the knowledge of the student from every unit prescribed for study. Attainment levels are finalized at university level and conveyed to IQAC through Internal Examination Committee.

The Course Level Assessment includes continuous assessment with a relative weight ranging from 50% to 100% and an end-semester examination depending upon the course type to meet the course objectives, learning outcomes and pedagogy. Various components for continuous assessment are defined and used.

The Program Level Assessment includes the assessment of Program Learning Outcomes done through attainment matrix by embracing the outcome attained for various courses of the respective program inclusive of rubrics fitted comprehensive examination outcomes. The university conducts program assessment keeping in view the parameters for measuring the prescribed program learning outcomes. These are measured and appropriate actions are taken to fulfill the gaps, if any.

File Description	Document
Upload Additional information	View Document

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

Response: 77.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	83	141	126	126

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

2021-22	2020-21	2019-20	2018-19	2017-18
238	186	141	175	173

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Madhukarrao Pandav College of Engineering, Bhandara, has established an innovative ecosystem that fosters the culture of creativity, entrepreneurship, and knowledge transfer. The college recognizes the importance of nurturing innovative ideas and transforming them into practical solutions that address real-world challenges. This ecosystem comprises several key components, including an incubation center and other initiatives, aimed at creating and transferring knowledge.

Vision:

The vision of Madhukarrao Pandav College of Engineering Bhandara's ecosystem for innovation is to become a leading hub for fostering entrepreneurial spirit and technological advancements. The college aims to provide a supportive environment where students, faculty, and industry professionals collaborate to ideate, develop, and commercialize innovative solutions.

Mission:

The mission of the ecosystem is to nurture a culture of innovation, creativity, and entrepreneurship among the college community. The college seeks to provide resources, guidance, and opportunities for individuals to explore their ideas, develop prototypes, and establish successful ventures. Additionally, the ecosystem aims to facilitate the transfer of knowledge and technologies to the industry for the betterment of society.

Objectives:

The key objectives of Madhukarrao Pandav College of Engineering Bhandara's ecosystem for innovation are as follows:

Encourage and Support Innovators: The ecosystem aims to encourage individuals with innovative ideas, providing them with the necessary support, infrastructure, and guidance to nurture their concepts.

Foster Entrepreneurial Skills: The ecosystem endeavors to develop entrepreneurial skills among students and faculty members by offering training, mentorship, and exposure to entrepreneurial ecosystems.

Facilitate Knowledge Transfer: The ecosystem focuses on facilitating the transfer of knowledge, research findings, and technologies to the industry, thereby promoting the application of research and innovation in the real world.

Promote Collaboration: The ecosystem promotes collaboration among students, faculty, industry professionals, and startups to encourage interdisciplinary approaches and the exchange of ideas.

Strategies

To achieve its goals, the Madhukarrao Pandav College of Engineering, Bhandara, has implemented several strategies:

Incubation Center: The College has established an incubation center equipped with state-of-the-art facilities and resources. The center provides aspiring entrepreneurs with mentorship, funding support, and access to networks, helping them transform their ideas into sustainable businesses.

Innovation Programs: The college organizes various innovation programs, hackathons, and competitions to encourage students and faculty members to ideate, collaborate, and develop innovative solutions. These programs provide a platform for showcasing talents, exchanging ideas, and fostering creativity.

Industry Collaboration: The college actively collaborates with industries and organizations to bridge the gap between academia and industry. This collaboration facilitates the exchange of knowledge, expertise, and resources, leading to the development of practical and industry-relevant innovations.

Knowledge Transfer: The college emphasizes the transfer of knowledge and technologies generated within its ecosystem to the wider community. This involves actively engaging with industries, startups, and governmental organizations to facilitate the implementation and adoption of innovative solutions.

File Description	Document
Upload 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: 36

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	06	09	07

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: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 0.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	0	01	01	01

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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:

Madhukarrao Pandav College of Engineering conducts and takes part in a variety of extension activities with a twofold objective of not only sensitizing students in various public issues but also contributing to the neighborhood and reinforcing community participation.

The NSS schemes of the Institute initiated various events like Swachh Bharat, Election Awareness, Blood donation camps, Health camp, vaccination Awareness camp ,Tree plantation, Awareness Programme For Covid -19 etc.

- The college also contributes much through the NSS wing which has multi-faced activities like environmental issues by involving the volunteers.

- Institute involves the faculties and students in community work. This helps the students to learn ethical values and understand their responsibilities to develop as good citizens in the society.
- The institution has carried out different activities under the National Service Scheme. Activities like Covid-19 Awareness program, Covid -19 Vaccination
- Awareness on Pollution and Hygiene Environment, Sanitation for College people, plantation drive seeded for the Green Revolution have been followed as a part of environmental awareness and also motivate the neighborhood to take similar steps in this aspect.
- Blood donation camps in collaboration with the hospitals are the usual facet where the faculties and students donate blood for the cause.
- Workshop on Cyber Crime, Crime against Women conducted by college for awareness about Cybercrime and also Crime against women
- Digital India Awareness Program also conducted by the college for students and faculties.

File Description	Document
Upload Additional information	View Document

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

Response:

Institute is trying its level best to enhance the quality of research work so as to reach the level. Efforts are taken to study the awarded projects and to understand the requirements.

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: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	4	3

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

3.5 Collaboration

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

Response: 05

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

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:

It's great to hear that the institute is renowned for its infrastructure and academics. The management's assessment for upgrading the existing infrastructure and computing equipment at the start of each session demonstrates their commitment to providing a conducive learning environment. The provision of well-ventilated and well-furnished classrooms and laboratories is crucial for ensuring a comfortable and productive learning experience for the stakeholders. By aligning the development of laboratories with the curriculum requirements and going beyond, the institute shows a proactive approach to practical and hands-on learning.

Overall, the institute's focus on infrastructure development, provision of amenities, and alignment with academic activities showcases its dedication to providing a top-notch educational experience for its stakeholders.

Academic Facilities:

Sr.No.	Particulars	Description	Total Number	Area (Sq.mtr)
1.	Class Rooms	Ventilated and Cleaned class room with more than capacity of 60	28	2006.54
2.	Tutorial rooms	Well equipped green board room	10	355.54
3.	Laboratories	As per the requirement of Apparatus	58	5509.54
4.	Workshop	Well equipped for conduction of Workshop activities	01	208.84
5.	Seminar Hall	Well equipped with projector	08	1207.28
6.	Computer Center	Having required desktop and softwares	02	304.31
7.	Drawing Hall	Equipped with drawing table drawing table	01	165.08
8.	Library	Equipped with all departmental books, journal, magazines etc	02	502.25

Sr.No	Particulars	Quantity
1.	Computers (Total)	200
2.	Laptops	03
3.	Printer	20
4.	Scanner	10
5.	Projectors	10
6.	Servers	01
7.	Firewall	01
8.	CD Writers	05
9.	CCTV	10

File Description	Document
Upload Additional information	View Document

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

Response: 38.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.2	1.4	59.4	62.42	54.6

File Description	Document
Institutional data in the prescribed format	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:

Institute library has been using the Sack Info Softlib Software for automation since 2010. This software seems to be designed to support various in-house library operations, including circulation, acquisitions, and cataloging. By utilizing automation software like Sack Info Softlib, our library can benefit from increased efficiency, accuracy, and accessibility in these key operational areas. Automation can save staff

time, reduce manual errors, improve data consistency, and enhance the overall user experience for library patrons.

Our library also has collections of e-journals and e-books.

1. E-journals: Electronic journals, or e-journals, are digitized versions of scholarly publications that are accessible online. To manage e-journals effectively, libraries often rely on electronic resource management systems (ERMS) or integrated library systems (ILS) that have features tailored for electronic resources. These systems can help with tasks such as subscription management, access control, license tracking, and providing seamless access to library patrons.
2. E-books: E-books are electronic versions of books that can be read on digital devices such as e-readers, tablets, or computers. Libraries acquire e-books from publishers or through e-book platforms and make them available to their users. E-book management involves tasks such as acquisition, licensing, cataloging, and facilitating user access. Libraries may utilize specialized e-book platforms or integrate e-book management modules within their library systems to handle these functions efficiently.

The Sack Info Softlib Software may have specific features or modules designed to manage e-journals and e-books seamlessly. These features could include cataloging and metadata management for electronic resources, integration with e-book platforms or databases, access control mechanisms, usage tracking and analytics, and user-friendly interfaces for browsing and searching e-journal and e-book collections.

It's essential to explore the documentation or consult the software provider to understand the specific capabilities of Sack Info Softlib Software in managing e-journals and e-books, and how it can support your library in providing easy and convenient access to these electronic resources for your patrons.

NPTEL Video Lectures: NPTEL (National Program on Technology Enhanced Learning) provides high-quality video lectures on various subjects taught in undergraduate (UG) and postgraduate (PG) programs. By providing access to NPTEL video lectures, our library is supporting students and staff in their learning process. The availability of audio-visual aids enhances the learning experience and makes complex concepts more understandable.

DELNET: DELNET (Developing Library Network) is a network of libraries that facilitates resource sharing and interlibrary loan services. By being a part of DELNET, our library expands its collection beyond what is available in its physical holdings. Users can access and request resources from other participating libraries, which greatly enhances the availability of research materials for students and staff.

SR.NO	Name of ILMS Software	Nature of Automation	VERSION	Year of Automation
1	Sack info Softlib Software	SoftlibFully	5.5	2017-18
2	Sack info Softlib Software	SoftlibFully	5.5	2018-19
3	Sack info Softlib Software	SoftlibFully	5.5	2019-20
4	Sack info Softlib Software	SoftlibFully	5.5	2020-21
5	Sack info Softlib Software	SoftlibFully	5.5	2021-22

File Description	Document		
Upload Additional information	View Document		

4.3 IT Infrastructure

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

Response:

The institute is committed to updating its IT facilities regularly and providing a well-established IT infrastructure throughout the campus.

Dedicated Internet Leased-Line: The institute has a dedicated internet leased-line to meet the internet requirements of all students and staff. This ensures reliable and high-speed internet access, facilitating smooth browsing, online learning, research, and communication activities.

Latest Anti-Virus Software: The institute prioritizes the security of its digital environment by using the latest anti-virus software. This helps safeguard computer systems, networks, and data from potential threats, ensuring a safe and secure computing environment for students and staff.

Computing Facility with Adequate Resources: The institute maintains an adequate number of computers, printers, and scanners to cater to the computing needs of students and staff. This allows individuals to engage in various digital activities, such as document creation, printing, scanning, and multimedia tasks.

Networked Computers: All computers within the laboratory are connected to a single network, enabling seamless communication, resource sharing, and collaborative work among users. This networked environment promotes efficient data exchange and collaboration on projects or assignments.

Availability of Physical IT Infrastructure: The college ensures the availability of sufficient physical IT infrastructure to support academic requirements. This includes computer systems, peripherals, networking equipment, and other necessary hardware components.

No. of Computer labs, Number of computers

Regular Upgrades: The college regularly upgrades both software and hardware facilities in accordance with academic needs. This ensures that students and staff have access to the latest technologies and resources, facilitating a productive learning and working environment.

By prioritizing IT infrastructure and regularly updating facilities, the institute is providing students and staff with the necessary tools and resources to engage in digital activities effectively. This approach helps

enhance teaching, learning, research, and administrative processes, contributing to an enriched educational experience.

The following are the strategies for deploying and updating IT infrastructure and associated facilities: Wi-Fi facilities are upgraded as per the requirement. Wi-Fi facility is provided to each staff and student wherein, they can access for all types of e-learning resources

The computers are regularly upgraded with Anti Virus. All the systems are connected by LAN & Wi-Fi facilities. CCTV's are installed to have strict surveillance and monitoring of all the events and happenings in the college.

Moreover, the institution is a regular organizer of Online Exams for many reputed organizations like JEE PRE AND MAIMNS,TAIT,LAND RECORDS etc.

File Description	Document
Upload Additional information	View Document

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

Response: 4.96

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

Response: 200

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

4.4 Maintenance of Campus Infrastructure

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

Response: 9.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.2	5.1	9.62	10.4	12.7

File Description	Document
Institutional data in the prescribed format	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: 86.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
848	667	448	491	692

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

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

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: 21.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
243	267	140	25	105

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: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document

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: 6.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	3	9	8	8

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

2021-22	2020-21	2019-20	2018-19	2017-18
182	133	122	154	153

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**Response:** 1.15**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years****Response:** 1**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

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

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:** 5.4**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	9	9	9

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:**

College is in the process of alumni registration ...

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:

Vision:

To create and motivate trusted Engineers/ Technocrats through productive academic environment to uphold the spin of professionalism in engineering and technical education

Mission:

To prepare future Leaders by imparting high quality technical education in order to mould the learners into globally competitive technocrats who are professionally skilful, intellectually skilled and socially responsible.

File Description	Document
Upload 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:

Our college places a strong emphasis on developing high quality standards in education. Having a clear quality policy that is aligned with the college's vision and mission is important for ensuring that everyone in the college community is working towards the same goals. the college management is actively monitoring and reviewing the plans implemented to ensure that they are effective and in line with the college's objectives.

The college Encourage teachers to participate in professional development opportunities such as seminars, conferences, workshops, and orientation courses is also an important way to ensure that they are up-to-date with the latest knowledge and teaching techniques. This can ultimately lead to improved teaching quality and better outcomes for students.

Deployments

The college is taking proactive steps to ensure that the curricula of all subjects are made available to its teachers and students well in advance, and that any changes in the curricula made by the University are communicated in a timely manner. The fact that the Principal conducts a staff meeting at the beginning of the session to discuss curriculum-related issues and that the heads of departments generate a list of laboratory goods and library committee demands the list of books shows that there is a systematic and planned approach in place.

The college has a check mechanism in place for effective completion of the curriculum, through subject/paper wise unit tests conducted by the Internal Examination Committee. The periodic monitoring done by the Head of the college through meetings also ensures that there is continuous monitoring of the curriculum taught and remaining.

Moreover, the Teaching Learning activity at college is supplemented with Industrial Tours, Field Visit and Educational Tours as per the curriculum, which helps in providing practical knowledge to the students. All these steps taken by the institution show a commitment to ensuring that the students receive high-quality education and that the curricula are completed in a timely and effective manner.

Our Strategic plan

1. To attract motivated academic achievers to undergraduate (UG) and postgraduate (PG) programs and nurture them into skilled technical and managerial workforce with research acumen and social responsibility,
2. To ensure students receive quality teaching and advising, it is essential to provide outstanding and diverse faculty, as well as technological and other facilities. These elements play a crucial role in fostering an environment that promotes problem-solving, leadership development, and critical thinking skills.

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

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The college has a performance based appraisal system in place to monitor and maintain the achievements of faculty members. The appraisal report is based on yearly achievements, discipline, and quality, among other factors. The report is then submitted to the IQAC for assessment.

For welfare or staff the institution has performance based appraisal system

The institutions performance based appraisal system area mainly categorize into two part which are listed bellow:

1. Academic Activities
2. Extra Curricular Activities

The academic activities comprises of:

1. Teaching & Learning
2. Publications
3. Attendance of Knowledge Enhancement Program
4. Sponsored Research etc.

The subjective activities comprises of:

1. Punctuality
2. Timely Completion of Responsibility
3. Communication Skills
4. Usefulness to the Department

Above mentioned activities the appraisal will be provide to the teaching staff.

After the fulfillment of self-appraisal report the faculty is assessed by Academic peers on a one-to-one interview and a report thereof is submitted to the Principal.

The Principal collects the reports and the Performance Based Appraisal System (PBAS) forms from the teachers and analyses the reports along with the IQAC coordinator.

The resultant suggestions if any are communicated to individual teachers by the Principal in the one to-

one interview with individual teachers and the PBAS form is submitted to the PBAS Review Committee which is then analyzed and the Principal reports the same to the management.

File Description	Document
Upload 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: 2.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	2	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	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: 51.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	53	56	53	70

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	36	35	35

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The Finance Committee is responsible for the financial management and planning of the institution. One of its key tasks is to prepare the annual estimates of income and expenditure. This process involves analyzing previous income and expenditure statements to gather insights and trends that can inform the budgeting process.

To gather the necessary information for financial planning, the Finance Committee collects estimates from the various teaching and non-teaching departments within the institution. These departments provide input on their projected financial needs and requirements for the upcoming year.

The financial planning and budgeting conducted by the Finance Committee is an integral part of the annual academic planning process at the institutional levels. It ensures that financial resources are allocated appropriately to support academic programs, research initiatives, infrastructure development, and other operational expenses.

Once the annual plans are formulated, it is the responsibility of the Finance Committee to finalize them. This means reviewing and approving the proposed budgets, taking into consideration the financial

constraints and priorities of the university. The committee may need to make adjustments, prioritize certain expenditures, and ensure that the final budget aligns with the overall goals and objectives of the institution.

By undertaking these tasks, the Finance Committee plays a crucial role in overseeing the financial well-being of the institution and ensuring that financial resources are allocated efficiently and effectively to support its academic mission.

To prepare annual estimates of income and expenditure for the university, the following procedure are followed:

Submission of Financial Plans: All departments within the institution submit their annual financial plans based on academic planning to the institutions finance committee. These plans should include projected income and expenditure for the upcoming academic year.

Budget Review and Approval: The institutions finance committee reviews and evaluates the proposed budget submitted by the departments. They assess the feasibility and alignment of the budget with the institutions goals and objectives. The committee may provide recommendations or request modifications before approving the budget for the current academic year.

Administrative and Financial Clearances: Once the budget is approved by the finance committee, administrative and financial clearances need to be obtained from the appropriate authorities. This ensures that the budget complies with institution policies, regulations, and any applicable external regulations or funding requirements.

Allocation of Funds: The budget includes various heads or categories for which funds are allocated. These categories and the corresponding funds are provided in the financial guidelines issued by the institution. The finance committee ensures that funds are allocated appropriately and in accordance with the approved budget.

Accounts Maintenance: The finance committee is responsible for adhering to the rules governing the upkeep of accounts of income and expenditures. They ensure accurate record-keeping and financial reporting throughout the year. This includes tracking income sources, monitoring expenditure, and maintaining financial transparency.

Evaluation and Reporting: The finance committee regularly evaluates the financial performance of the institutions, comparing actual income and expenditure with the estimated figures. They may review and assess any discrepancies or areas of concern.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing

the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The college has an active Internal Quality Assurance Cell (IQAC) that co-ordinates between all the departments, cells, committees, Principal, and the management to ensure quality in the college. The IQAC is responsible for evolving mechanisms and procedures for ensuring timely, efficient, and progressive performance of academic and administrative activities while providing adequate support structures and services.

It's also commendable that the IQAC has been focusing on the Core values identified by NAAC and has been evolving novel avenues to take the college nearer to its goals and objectives. The teaching and learning processes and the effective functions carried out by the various committees have been maintaining the academic and administrative quality of the institution respectively.

The academic quality of the institution is evaluated based on the curricular aspects and the performance of the students in their examinations. The administrative system also looks after the quality education in the institution. The student's active participation in classrooms, cultural, and extension activities plays a major role in assuring the quality of education imparted by the institution.

Overall, the college's commitment to maintaining quality education is commendable, and the efforts put in by the IQAC and other committees are appreciated.

The main task of IQAC being assurance, planning and monitoring the projects undertaken, it accomplishes through the following :

- i. Reviewing the existing programmes and introducing new age programmes relevant to the present educational scenario.
- ii. Promoting the use of technology for enhanced teaching learning imparting value based education consolidating the feed-back responses from students, parents and other stakeholders.

File Description	Document
Upload 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: D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	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:

The concept of gender equality refers to “fair treatment of both women and men to your needs. This may involve equal or different treatment, but who are considered equal in rights, benefits, duties and opportunities”. Education is concerned with forming the habits of people. If so, we seriously need training focus on promoting equal participation of women and men in decision-making; to decrease the gap between participation opportunities for women and men; ensuring equality in learning, educational outcomes and external outcomes; and provide equal benefits to both sexes. Gender equality in education means equal opportunities for men and women economic, social, cultural and political development. When gender equality is achieved, that's it promote the future of girls and boys more than a male-centric approach and girls can benefit from public and domestic life as much as a boy. All students, faculty, non-teaching staff and management are included.

Facilities provided by the Institution showing gender sensitivity:

1. Safety and Security inside Campus
2. Counselling
3. Common Room

The college offers admission to depressed, poor and economically weak students. The campus is fully covered with adequate lighting. The college has an Anti-Sexual Harassment Committee which takes necessary action in sensitive matters of girls which helps in ensuring their vigilant presence.

The College is keenly interested in the safety of female students and female faculty. The college has a disciplinary committee that constantly monitors campus security.

The entire campus is covered with CCTV cameras. In accordance with instructions by Damini (WDC), an internal appeals committee was formed. Campus surveillance was appointed by institution staff to maintain discipline on campus. The college implemented a mentor-mentee system to solve individual academic and personal problems of students. The staff will try to solve all kinds of student problems.

1. Safety and Security Inside Campus: The campus has 30 CCTV cameras installed and properly maintained in the campus. The campus has proven to be safe thanks to a well maintained outsourced security system. Security guards are vigilant and present 24x7 in all important places in the campus. The college has an internal grievance redressal committee to address the safety of female students and female staff on campus. These committees also organize activities to motivate, empower and spread awareness about health, nutrition, extension etc. among the women on campus.

2. Counseling of Students : The college has a well-developed system of teacher-guardians (Mentor-Mentee), through which the trustee sometimes teaches under the guidance of students. A teacher mentor guides students to build confidence in them, assist students in overcoming exam stress, provide personalized counseling to students in accordance with their needs. They are motivated to perform better and also be a good person.

3. Common Room (B & G): The institute has separate rest rooms for girls and boys. Proper cleanliness is maintained with leisure facilities of the students. The girls' rest rooms are in the laundry rooms of the home.

File Description	Document
Upload 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

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

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

Response: A. All of the above

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

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

Response:

The college plans and conducts a number of events to foster an atmosphere for moral, cultural, and spiritual values among the students and staff in order to create a youth population that is noble in attitude and morally responsible.

Commemorative days are observed on campus with the management's initiative and support for both recreation and entertainment as well as to foster a sense of unity and social peace among the students and faculty in order to foster emotional and religious feelings.

Fresher Party, Teacher's Day, orientation and farewell programme, induction programme, oath, planting, Youth day, Women's day, Yoga day, and festivals like Ganesh Utsav are all observed by the college along with its teachers and employees and the students. On campus, religious ritualistic practices are carried out. For the students' all-around development, personality development, and to make them responsible citizens adhering to the national principles of social and communal harmony and national unity, motivational lectures by distinguished professionals in the field are organised.

Apart from educational and cultural activities, the institute has built many strong infrastructures for various sports for the physical development of students. In this way, the institute's efforts/initiatives are to provide an inclusive environment for all with tolerance and harmony towards cultural, regional, linguistic, community socio-economic and other differences.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE I

1.Title of the Practice:

Innovative teaching-learning practices, originality, and focus on results

2.Objectives:

The Institute uses a variety of strategies to make the teaching-learning process a welcoming atmosphere for students.

3.The Context:

The education strategy used by the faculty includes student-centered methodologies as a key component. The organisation actively worked to change its traditional teacher-centric strategy in favour of a student-centric one. To improve learning experiences, problem-solving techniques, participatory learning, and experimental learning are used. Through interactive learning activities, the teacher supports students' self-growth of knowledge, overall development, and skill building.

4.The Practice:

In order to ensure successful learning, the faculty looks beyond the tried-and-true techniques of instruction. Addressing the dynamics of globalisation, developing new technology, the explosion of knowledge, fast shifting attitudes, and students' learning interests and aspirations are crucial components of innovation in teaching and learning processes for teachers. The management's incentives for faculty research also encourage the faculty to experiment with novel instructional strategies.

5.Evidence of Success:

Through internships at major corporations in their chosen fields, hands-on learning opportunities such as industry visits, live projects, expert talks, MOOCs, workshops, case studies, and virtual classroom sessions are available to students.

6.Problems Encountered and Resources Required:

Overall, the whole system is well planned and the resources are there in the college

BEST PRACTICE II

1.Titleofthe Practice:

Center of Excellence

2.Objectives:

To introduces the new tools and technologies, develops skills, creates team spirit among students and takes the institution to the next level.

3.TheContext:

A unit of excellence is a function that facilitates the collection of standards and practices within a facility to take it to the next level. It refers to a team, shared space or entity that provides leadership, practice, research, support and training in a specific area.

It is often associated with new software tools, technologies and a network of people. It also focuses on a specific area of ??research, such a center can bring together faculties from different disciplines and share rooms. Promotes research in his field.

1. The Practice:

In technical collaboration with well-known industries, different centers of excellence are created for different departments of the institute. The main objective of these summits is to create awareness among the students about the best technologies in the field and to provide industrial training and develop the expertise of the students on the latest technologies so that they are well trained and competent enough for internships. . .

5.Evidence of Success:

Increase in the number of placements due to the training programs organized.

6.Problems Encountered and Resources Required:

Lack of funds which results in regular up gradation of the respective COEs. Morestudents from nearby institutes can be motivated and special paid training can bearranged for them during vacations which

results in generation of funds and it can be utilized for the upgradation purpose.

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:

Vision : To create and motivate trusted engineers and technocrats through a productive academic environment that upholds the spirit of professionalism in engineering and technical education. This vision is centered on the idea that our students are not just learners, but also future leaders who will play a crucial role in shaping the future of our society.

Mission : To provide engineers and technocrats with the professional skills and human values that will enable them to serve the society with integrity. At our college, we are committed to providing our students with a holistic education that goes beyond just technical knowledge. We believe that our students must develop critical thinking, problem-solving, teamwork, and social responsibility skills that will help them become well-rounded professionals.

Priority :

Ensure holistic development: We are committed to the holistic development of our students by encouraging their participation in extracurricular activities, sports, cultural events, and community service. Our mission is to provide a well-rounded education that fosters personal growth, social awareness, and a sense of responsibility towards society. The majority of the students in our college come from economically underprivileged backgrounds in rural areas, but they are not lacking in talent or knowledge. Along with academic enrichment, a variety of activities are organised in the college for students to participate in in order to help them become whole people. gives students the chance to actively participate in all of their academic, extracurricular, and extended activities. Students can cultivate and strengthen their soft skills at college through a variety of clubs, associations, and professional societies. The institute designs programmes including industrial visits, expert talks, seminars, workshops, internships, value-added courses, etc. to close the gap between academia and industry.

Thrust: Through the students' activities, our educational group has been investigating significant connections with the society on regular basis. The school works to instill in its pupils a passion of learning, exploration, and creativity so that they will not only be well-educated but will also shine in their lives and inspire others. To aid students in moving closer to the institution's goal, a wide range of activities are created and put into practice.

Our Institution Organises lots of events and activities like Workshops for students & Expert Lectures, Annual social gathering "Saptrang", Festival celebrations like "GANESH FESTIVAL", Sports, Annual college magazine "VIHANG" and lot many

5. CONCLUSION

Additional Information :

Madhukarrao Pandav College of Engineering is part of one of the largest education groups in the region providing under graduate and post graduate courses providing state of the art infra structure to the students. The institute provide excess to:

1. Hi-end instruments
2. Intellect
3. MoUs with renowned industries
4. Shared expertise and knowledge of leading academicians & researchers.

Concluding Remarks :

Madhukarrao Pandav College of Engineering has been established under the rashtrasant Tukdoji maharaj university, Nagpur of the Maharashtra State Government. Its 15.45 acre environment-friendly campus is situated on the outskirts of Nagpur. Institute is offering UG and PG programs under the domains of Science, Technology, Engineering, Management and provides state of art infrastructure and research-focused faculty members who ensure quality delivery to produce industry-ready graduates.

University's leadership is providing transparent governance to its stakeholders. IQAC ensures feedback loop completion and participative management. The institute has rich demographic diversity among its students and faculty members. Institute offers outcome-based education, 50% of evaluations are in continuous mode. Every assessment tool is aligned with the university's Vision and Mission. Choice-Based Credit System enables students to design their carrier of choice by earning additional degrees/certificates. Institute has a dedicated Placement Cell and Entrepreneurship Cell to provide progression and nurture young ideas respectively. Institute is committed to its students' holistic development, teaching behavioural and communication courses, and organizing balanced and extracurricular activities. The Institute has enriched its laboratories and provided research threads by inducting MOUs with industries.