



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**PRIYADARSHINI INSTITUTE OF ENGINEERING AND
TECHNOLOGY.**

NEAR CRPF CAMPUS, HINGNA ROAD.

440019

www.piet.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Priyadarshini Institute of Engineering and Technology, Nagpur is a highly prestigious private institute of Vidarbha region of Maharashtra. The institute was established in the year 1999 having built up area of 2 lakhs sq.ft. under the umbrella of Lokmanya Tilak Jankalyan Shikshan Sanstha. It is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The institute has been accredited by National Board of Accreditation for the year 2009-2012(CS, CE, IT, E&C) , 2017-2020 (CE, CS) & further three departments are in process. The institute was conferred by DNA National Award in 2016-17 & 2017-18 for Innovation in Building Academics and Industry Interface.

The mammoth infrastructure holding state of the art laboratories, library, seminar halls, auditorium, swimming pool, gymnasium, temples, lawns etc. provide a serene and healthy atmosphere for teaching learning process. The institute runs 7 UG, 3 PG and 6 doctoral pro grammes affiliated to Nagpur University. Unique engineering disciplines such as Biotechnology and Chemical Engineering are the special attraction of PIET.

The institute is administered by the versatile and out of the box thinker Principal of the institute Dr. Vivek Nanoti. Today PIET can boast of having highly efficient and scholarly faculties with more than 35 doctorates & 20 pursuing.

PIET recognizes knowledge based education by promoting knowledge center by Dr. S.D. Jain and center for excellence, an initiative by Dr. Rozina Rana at his institute. The Step up Club' to identify and develop the most promising young talent and further their careers by presenting them in public competition. On this line PIET has signed MOU's with prestigious organizations like MASS Kuala- Lumpur, Malaysia, TCS, NIMH, Baidyanath, India Navy, TAL, SIEMENS, ANACONLAB,etc

Large number of National and International tie-ups and Conferences, High quality teachers trainings as well as students training, perfect academic planning and meticulous implementation, Outstanding University results and good number of placements of eligible students have made the institute as first preference among students from all corners of the country. MNCs of international repute like Infosys, Accenture, Tech Mahindra, Patni Computes, IBM, Zensar, L&T,HCL, HSBC, Oracle are few of the companies which visit the campus regularly for Campus recruitment.

Vision

Developing quality technocrats for techno - socio - economic human reformation by providing sound knowledge and moral values to the students to face the global challenges.

Mission

1. To impart high quality technical education and research.
2. To cater to human resource needs of industries.

3. To generate entrepreneurial spirit for self-employment.
4. To generate engineers who are knowledgeable disciplined with high moral and ethical values keeping pace with ever advancing technology.
5. To fulfill the expectations of society by equipping students to strive forth as resourceful citizens making them aware of their responsibilities for creation of a better world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Decentralization and participative management
2. E-Governance in administration, academics and finance
3. Progressive Teaching and Learning Process
4. Highly Qualified , Devoted and Dedicated Faculty Members. (35 Ph.Ds and 20 pursuing)
5. Continuous progressive evaluation system for students.
6. Effective initiatives undertaken for supporting slow learners and students from diverse backgrounds.
7. Emphasis on holistic development of students.
8. 3 Post Graduate programme and 6 department laboratories are recognized for Ph. D. Research
9. Interpersonal skills training, and development of a sense of social responsibility among students through different activities.

Institutional Weakness

1. Institute have insignificant role in the design of curriculum as the institute is affiliated to university and curriculum prescribes by the university thus leads to development of technical gap in compare to the contemporary needs or global standards.
2. In compare to cities like Mumbai, Pune, Nasik, etc Nagpur has minimal number of good industries thus less act action to Nagpur by young students.
3. Very less number of graduates are attracted to the teaching profession hence much less demand for PG qualification
4. Difficulty in attracting well-qualified faculty as most of Engineers having very good academic profiles are

not willing toward teaching career.

5. Getting Industry sponsored laboratories is difficult.
6. Regional schooling of students getting admitted have poor exposure to soft skills needed in industries.

Institutional Opportunity

1. Start ups ecosystem is coming up.
2. Inculcate Entrepreneurship in students (BI, SINNO lab,.)
3. Lots of Government platform and initiatives such as PMKVY, Intershala, skill development and other programmes
4. Online learning platform such as SWAYAM and NPTEL are made available to ease out online learning.
5. Continuous efforts in industrial tie ups to (IT and Core) to the nearby Industrial area providing requisite placement and industrial linkages.

Institutional Challenge

1. Minimal opportunity for Industry trainings and internships.
2. Self financing institutions depend solely on student fees thus fetching of good students among different colleges is a vital challenge
3. Generally trends of engineering admission are changed.
4. Lack of interest among the youth to pursue engineering careers is bound to weaken the base.
5. Lots of new venues and courses are available (Journalism, fine arts, sports management , etc.)
6. Data screening, Robotics, Medical Electronics, IOT,
7. No technical university, affiliated to a traditional university.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures effective curriculum delivery through a well planned process. At the outset Academic calendar is prepared in line with the academic calendar of the University, and dates/schedules are mentioned in it.

For effective curriculum delivery teachers are encouraged to impart the curriculum through innovative teaching methods. Practicals are conducted as per syllabus and real world examples. A regular evaluation is carried out in laboratory. Once the academic session is in full swing and all the laid action plans are being followed, the college at various points takes stock of the effectiveness of these action plans. The progress of each course in every semester is closely monitored by a Institute level academic monitoring /class committee which includes representatives from students also.

Certificate courses are organized for the students to give them exposure of beyond syllabus course wherein knowledge of latest technology is imparted to meet the expectations of industry.

Faculties of the institute are members of important University Bodies / autonomous colleges. To keep in pace with advancements in latest technologies, introduction of new courses/elective courses was done by the University.

Institution upholds Human values and promotes Gender equality, insight into environment issues and its sustainability as well professional ethics through varied courses introduced in the curriculum in due course of time. By incorporating subjects like Communication skills, Industrial Management, Professional Ethics, Environmental Studies in different semesters, students are made aware of cross cutting issues which are relevant in society. The above issues are addressed by organizing programmes on Life skills.

Hands-on training is given to the students by conducting industrial visits. Feedback on curriculum & facilities is given by the students as well feedback on facilities is given by stakeholders. After the feedback process, analysis is done and action is taken.

Teaching-learning and Evaluation

In this criteria we have given detailed description of the teaching learning process imparted meticulously in the Institute as well description of the evaluation and assessment pattern. Details of average percentage of students from other states, and students belonging to reserved categories is clearly stated. After the commencement of the classes, learning levels of students are assessed on the basis of marks attained by them and slow and fast learners are identified. Remedial classes are conducted for the slow learners and fast learners are motivated to study topics beyond syllabus. Students are made to organize varied events wherein they will be able to explore their capabilities by participative learning and inventing solutions to complex problems arising while conducting a programme. Majority of teachers use ICT as effective teaching tools to generate interest of students in the learning process . Projectors, PPTs, e-books, e-journals, dell net facilities are provided to the students as a part of ICT. Under Teacher guardianship, the students are mentored under the able guardianship of a teacher. Mentors take care of academic related issues as well provide emotional support to the Mentee in stressful situation. Teachers assimilate traditional techniques of teaching along with adaptation of modern tools. Details of full time teachers, teachers with Ph D degree and average experience of teachers is also mentioned in this criteria. Teachers who have brought laurels to the institute in form of awards and other accomplishments are mentioned. Grievances related to evaluation process is addressed promptly. Academic calendar is framed

and the dates mentioned therein for a particular activity is adhered. The attainment of COs ,POs& PEOs is calculated on the basis of marks scored by the students in the Internal assessment and University examination.

Research, Innovations and Extension

In this criteria deals with Research, Innovation and Extension activity of PIET, Nagpur. Institute included 22 funding details amounting Approx. 2.1 Crore also has total of 18 Research supervisors.

PIET has developed very good ecosystem having centers like Knowledge Center, Business Incubator. PIET organized around 71 workshop for students and faculty on very advanced topics required for industries in collaboration with Industry Persons. The faculty members of institute (run in affiliation with RTMNU) use code of ethics for research of RTMNU and institute also develop own code of ethic and incentive policy to promote research. PhD centers of institute are working toward quality research and have awarded 7 PhD in last five years. Faculty members publishes more than 300 researches in high indexed quality journal and present research at world class platform. The students and faculty members are extensively engaged in sensitizing neighborhood locality on various social issues and advance their working styles through NSS and use of other government schemes such as Swachh Bharat, Beti padhao, etc. Institute has conducted more than 100 such events and received appreciation from different government authorities. PIET has good industry and academic collaboration. Institute has signed 19 MoUs and have More than 150 Industry and Academic linkages for student internships, projects works and field trips etc. R & D Cell recognizes the thrust area of research & promotes students as well as faculties for the research working in different multidisciplinary departments & utilize the available resources. For this the total grant received up to 4 crores.

Infrastructure and Learning Resources

Institute comprise of state of art buildings having area allocated for academic, administration, amenities and well planned beautiful landscaping. The campus mainly consists of institute building and hostel buildings with total built-up area of 2 Lac sq. ft. The complete campus is spread over 5 acres, surrounded with natural landscapes . Institute is having adequate number of class rooms, tutorial rooms, departmental laboratories, research laboratories, language laboratory, workshops, computer center, seminar halls, main central library with complete furniture and advanced equipments necessary for quality teaching learning process.

Institute is under networking, Wi-Fi, CCTV and also having ERP for administrative support and e-governance. The central library is well equipped with books, e-facilities and automated using integrated management system. A significant amount of the annual budget is utilized for procurement of books, e-Journals, print-Journals and periodicals. The institute is equipped with Internet accessibility up to 35-50 Mbps, scanners for various computational works. Institute has an exclusive Computer Center for knowledge acquisition and Internet browsing with number of terminals with high-speed Internet connectivity. The institute is equipped with indoor and outdoor sports facilities. 24 hours power backup is provided with enough generators for uninterrupted power supply throughout the session. An appreciable amount of fund is spent on maintenance of physical and academic equipment facilities.

Student Support and Progression

The highlights of this Criterion V are the efforts of an institution to provide necessary assistance to students, to

enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment. The focus of Criterion V is captured in the following Key Indicators:

5.1 Student Support Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well-structured, organized guidance and counselling system in place. Students benefited through scholarships, freeships and other means should be identified by HEIs.

5.2 Student Progression The Institution's concern for student progression to higher studies and/or to employment is a pertinent issue. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Student qualifying for state/national/international level exam or competition should be identified by HEIs.

5.3 Student Participation and Activities The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value-based education for inculcating social responsibility and good citizenry amongst its student community. The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

5.4 Alumni Engagement The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non-financial. The institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the institution through financial and non-financial means.

Governance, Leadership and Management

6.1: Institutional Vision and Leadership:

The governing body of the institute follows democratic environment to achieve the vision and mission of the institute. Board of Governance, College Development Committee and Internal Quality Assurance Cell together work for strengthening the teaching learning process, research culture, consultancy and extension activities. The institute adopts decentralization and participative management wherein all the stake holders and employees are involved in the decision making process. Wherever required senior employees are given exclusive powers for the smooth functioning of various activities.

6.2: Strategy Development and Deployment:

Strategic plans are chalked out for setting out objectives, formulating and implementing strategies and introducing corrective measures to achieve the vision of the institute. Strategic deployment plans ensure long term survival of the institute by keeping pace with the changing needs of the society and the environment.

6.3: Faculty Empowerment Strategies:

The institute implements welfare measures by providing facilities and amenities and conducive environment for better health, efficiency and economic betterment of the employees. Performance appraisal system is also followed to assess employee's skill, knowledge, ability and overall job performance.

6.4: Financial Management and Resource Mobilization

The institute adopts suitable strategies for effective mobilization of funds and the optimal utilization of resources for the efficient functioning of academic processes and infrastructural development. It helps in minimizing the wastage and reducing the under-utilization of the resources. The institute practices internal and external audit to examine the financial practices as per the generally accepted accounting principles.

6.5 Internal Quality Assurance System (IQAS):

The institute has an internal quality assurance system to build and ensure quality culture at the institutional level. It aims in improving the academic and administrative standard of the institute in terms of quality enhancement

Institutional Values and Best Practices

The work related to this criterion comprised of various programmes and activities undertaken in the institute that are relevant to today's changing scenario of education at national and global level. They addressed pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics.

Two best practices which have been internally evolved in our institute for facilitating smooth functioning of academic and administrative aspects, respectively, are (i) The Practice of Facilitating Students in Setting and Achieving Their Goals and (ii) Administrative Practice of Enhancing Networking through Outreach, Interactive and Collaborative Programs.

The main objective of the first practice is to facilitate students in understanding their strengths and in setting their goals in resonance with their propensities so that they can achieve them in a natural way. The second practice is intended to build and improve networking of faculty members within and beyond PIET through various outreach activities, interactive programs and collaborative efforts at local, national and international levels.

Knowledge Center is a distinctive initiative of PIET, which has been taken to compensate for the lacunae in our present system of education. It aims at facilitating learning in an open, flexible, natural and experiential manner to promise the benefits of enjoyment, employment, empowerment and enlightenment to learners. Whereas the existing education centers aim at covering the syllabi and learning for marks and degrees, knowledge center aims at uncovering and discovering the syllabi and learning for knowledge, skills and wisdom.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRIYADARSHINI INSTITUTE OF ENGINEERING AND TECHNOLOGY.
Address	Near CRPF Campus, Hingna Road.
City	Nagpur
State	Maharashtra
Pin	440019
Website	www.piet.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Samir K Deshmukh	-	9763717422	-	samirdesh08@gmail.com
Principal	Vivek M. Nanoti	07104-244463	9822233286	07104-244458	principalpiet1@gmail.com

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes MinorityCert.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
Date of establishment of the college	02-07-1999			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
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	17-05-2017	View Document		
12B of UGC	17-05-2017	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	Extension of Approval for current academic year

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near CRPF Campus, Hingna Road.	Urban	5	26306.37

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Information Technology	48	HSSC	English	60	59
UG	BE,Computer Science And Engineering	48	HSSC	English	60	58
UG	BTech,Chemical Engineering	48	HSSC	English	60	54
UG	BTech,Biotechnology	48	HSSC	English	60	60
UG	BE,Mechanical Engineering	48	HSSC	English	60	32
UG	BE,Electrical Engineering	48	HSSC	English	60	32
UG	BE,Computer Technology	48	HSSC	English	60	0
UG	BE,Electronics And Communication Engineering	48	HSSC	English	60	27
PG	Mtech,Computer Science And Engineering	24	HSSC	English	18	8
PG	Mtech,Chemical Engineering	24	HSSC	English	18	8
PG	Mtech,Electronics And Communication Engineering	24	HSSC	English	18	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				21				92			
Recruited	6	0	0	6	0	6	0	6	49	43	0	92
Yet to Recruit	6				15				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				23
Recruited	16	7	0	23
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				24
Recruited	21	3	0	24
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	0	6	0	6	10	0	29
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	27	20	0	47

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	15	10	0	25

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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	803	37	0	0	840
	Female	570	14	0	0	584
	Others	0	0	0	0	0
PG	Male	13	1	0	0	14
	Female	16	1	0	0	17
	Others	0	0	0	0	0
Certificate	Male	1101	27	0	0	1128
	Female	749	21	0	0	770
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	191	218	220	220
	Female	174	177	162	173
	Others	0	0	0	0
ST	Male	8	8	13	13
	Female	5	9	7	9
	Others	0	0	0	0
OBC	Male	318	347	370	389
	Female	235	253	226	226
	Others	0	0	0	0
General	Male	512	279	210	177
	Female	205	116	88	106
	Others	0	0	0	0
Others	Male	70	84	93	101
	Female	53	52	51	56
	Others	0	0	0	0
Total		1771	1543	1440	1470

3. Extended Profile

3.1 Program

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

Response: 719

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	11	11	12

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1472	1442	1551	1849	2171

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
275	244	218	220	218

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
348	349	451	485	412

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
139	142	153	146	118

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
139	142	153	146	118

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 40

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

2017-18	2016-17	2015-16	2014-15	2013-14
1184.85449	1332.57967	1510.07872	1265.79319	1238.28809

Number of computers

Response: 756

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The teaching-learning process aims at achieving not only professional/academic development of the students but also their overall personality.

Academic Calendar

At the outset, Academic calendar is prepared in line with the academic calendar of the University, by the Dean Academics in consultation with the Principal and Heads of departments. The dates/schedules are presented in the academic calendar for the fresh academic year. It includes requisite number of working days of contact hours per semester, duration of study, holidays, activities, tests and end semester examinations.

Teaching Plan

The staff members of various departments conduct their internal meetings and develop academic plans for the coming academic year. Keeping in view, the number of working days available, the preparation of the comprehensive teaching plan for the semester by individual teachers is mandated and submitted to the Dean, Academics. The Heads of the respective Departments ensure that the same is adhered to. Departmental timetable and allotment of work load clearly defines the role of each faculty. The attendance register (Theory and Practical) is maintained by each faculty and is verified by the head of the Department fortnightly.

Evaluation

The academic monitoring committee of the college conducts protracted meetings with the staff members of various department heads to develop various strategies for effective implementation of the curriculum. Teachers are encouraged beforehand to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars, industrial visits, computer education apart from regular/traditional teaching methods. Laboratories are conducted as per syllabus and real world examples, recording observations, analysis of data and drawing logical conclusions are carried out. A regular evaluation is carried out in laboratory.

Once the academic session is in full swing and all the laid action plans are being followed, the college at various points takes stock of the effectiveness of these action plans. The progress of each course in every semester is closely monitored by a Institute level academic monitoring /class committee which includes representatives from students also.

1. Quality of Teaching & Learning

To monitor & evaluate the quality of teaching and learning, the institution monitors the attendance records and lesson plan of the faculty. The progress of the coverage of the syllabus and the overall attendance of the students of each class is monitored closely. To evaluate teaching quality, the senior staff goes on rounds and chooses to sit in classes and monitor the teaching methodology. The performance of a teacher is evaluated and corrective measures are suggested. The students are asked to provide feedback both formally & informally. Feedback form is collected, analyzed carefully and issues are rectified.

b. Student Performance

The student performance is monitored through Continuous Internal Assessment (CIA), Tests, Quiz, Seminars, PowerPoint presentations, and assignments. At the end of each semester, students are assessed internally on the basis of attendance, assignments, two internal examinations and one preparatory examination.

There is a marked improvement from the entry level in student performance by way of academic knowledge, application skills and soft skills

File Description	Document
Any additional information	View Document

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

Response: 35

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

2017-18	2016-17	2015-16	2014-15	2013-14
07	08	08	06	06

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 38.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	17	06	09	09

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

1.2 Academic Flexibility

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

Response: 19.05

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

Response: 137

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

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

Response: 72.73

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

Response: 8

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-

on programs as against the total number of students during the last five years**Response:** 23.98

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

2017-18	2016-17	2015-16	2014-15	2013-14
319	418	446	399	410

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

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

Institution upholds Human values and promotes Gender equality, insight into environment issues and its sustainability as well professional ethics through varied courses introduced in the curriculum in due course of time. By incorporating subjects like Communication skills, Industrial Management, Professional Ethics, Environmental Studies in different semesters, students are made aware of cross cutting issues which are relevant in society.

Gender issues: - Institution believes in gender equality and hence provides equal opportunities to male and female students in every field- be it imparting teaching learning process, participation in co-curricular activities, developing business spirit in students or employment opportunities. A special cell i.e. Women's Grievance Cell is established in the institute to address issues related to gender discrimination, sexual harassment and ragging issues faced by female students. The committee comprises of Senior faculty members who are pledged to safeguard the rights of female students and provide solution to their problems, extending helping hand in form of protection, counselling and support from the college authorities.

Environment and Sustainability: - Advent in technology and urbanized life style has posed a great threat to the environment at large. To address this important issue and derive ways and means to make this world a better place to live, students are imparted knowledge of environment issues through curriculum as well by organizing guest lectures, workshops and other co-curricular activities where environmentalist guide the students and give them remedies to curb the rising environment menace. Students are motivated to give presentations on environmental topics and also to participate in conferences, seminars, workshops and

symposiums related to sustainable development, ocean engineering, agricultural issues, renewable sources of energy, water conservation, reforestation, waste management etc. An example of waste management utilization and a step towards environment conservation is taken by the Institute in form of setting up the Botanical Garden by the Bio-technology department.

Human Values and Professional Ethics :- The Institute organizes various events in collaboration with NGOs, Professional bodies to promote human values and Professional ethics. University has also introduced courses to make students aware of professional values, mores and ethics so that they will become an asset to the industry. Personality development classes are organized by various departments through student's forum body and soft skills development center. NSS Unit and Rotaract club of the institute organizes activities to make the students empathic towards problems faced by human beings at large and work towards their emancipation.

File Description	Document
Any Additional Information	View Document

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

Response: 12

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

Response: 12

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 19.84

1.3.3.1 Number of students undertaking field projects or internships

Response: 292

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 1.47

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	17	18	33	55

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 72.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
386	337	311	329	376

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

2017-18	2016-17	2015-16	2014-15	2013-14
420	420	540	540	540

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
275	244	218	220	218

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:****Methodologies to support weak students and encourage bright students**

The performance of each student is continuously monitored in the class. Two class assessment tests (CAT) and one sessional examination is conducted in the college to assess the performance of the students. The students are categorized into slow and advanced learners based on marks scored by them in various subjects in CAT-1.

Following methodologies are adopted for weak students:

- Special remedial classes are conducted apart from regular classes for them, to catch up with other students.
- Close contact by the faculty with the students through counselling sessions encourages students to approach faculty for clarifications.
- Students are made to solve difficult and important topics in the class and additional assignments are given to them to improve their performance.

Bright students are encouraged for:

- Participating in various intercollegiate events for giving paper/ poster presentations.
- They are mentored in Knowledge Centre of the Institute where they are motivated to give power point presentations and prepare posters on the topics beyond syllabus.
- Meritorious students are felicitated at the hands of the Principal with mementos and are encouraged for pursuing higher studies as per their interest.
- Students interested in becoming entrepreneurs are encouraged in Business Incubation Cell and Entrepreneurship Development Cell .
- They are also promoted for attending national and international conferences.
- Trainers provide them special training in CRT by organising mock interviews and organising events to enhance their employability skills.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 10.59

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Learning experiences can be enhanced by active participation of students through adapting student Centric methods. There needs to be a paradigm shift from the traditional “Teacher Centered Learning” to “Student centered Learning” where planning is done with the students and Not for the students.

Experiential Learning: - Experience based learning enhances the knowledge of the students and makes

them ready to face and solve problems arising in actual situations. Learning by doing is the best option in experiential learning. University curriculum includes theoretical and practical based learning. Students are imparted theoretical knowledge during the theory lectures and that knowledge is put to use in practical sessions. Through this experience students imbibe practical knowledge, application based learning and a technical and scientific outlook. Development of cognitive skills and rationale learning takes place effectively in such a conducive atmosphere.

Participative Learning: - Students are encouraged to participate in various events organized at inter/Intra collegiate level, Regional, National and International Conferences, Seminars, workshops etc. to provide them an opportunity to interact with multidisciplinary audience, industry personnel's thereby paving way for participative learning. Development of team spirit and leadership skills takes place through participative learning.

Problem Solving Methodologies: - Institute also provides platform to the students to organize events on their own by guiding the students and honing their organizational skills. Through these student's come across various issues, problems and learn how to tackle those efficiently. Students organize various technical and non-technical events at departmental level and Institute level like Model making competitions, Eureka, Paper-Presentation competitions under the mentorship of faculty members. Industrial visits, internship programme, training programme, Campus Recruitment training, industry based projects are conducted by the respective departments to groom the students to become industry ready and bridge the gap between industry expectations and knowledge imparted in classrooms.

Apart from these methods , different learning styles are devised for the students by the faculty members to make students active participants and master critical and reflective thinking.

File Description	Document
Any additional information	View Document

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

Response: 74.82

2.3.2.1 Number of teachers using ICT

Response: 104

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 16

2.3.3.1 Number of mentors

Response: 92

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Beyond chalk and talk methodology, new pedagogy is followed by the teaching faculty to mark innovation and creativity in the teaching learning process. Along with traditional teaching methodologies, modern teaching tools and technology is incorporated in the teaching learning process.

Multimedia Technology: It encompasses use of P.C's, laboratory, audio-visual aids, Journals, magazines, newspapers to facilitate effective teaching learning process. Through multimedia technology, a teacher can teach the concept in an easy way and students are exposed to modern learning methodologies and hence they become active learners. In our Institute facility of 3D Smart board is available in the Sinnolab where business acumen of students is also triggered.

Mentor-Mentee System: Teacher acts as a mentor but if role of a mentor is passed on to a brilliant student, the below average student will benefit from the mentor-mentee technique. In a classroom there are students with different level of I.Q. they can be categorized as High order thinking students, above average and below average students. It has been observed that when students take over the role of a mentor, teaching process becomes more effective. Students are more comfortable with their peers and do not hesitate to get their clear doubts clear. On the contrary the high order thinking students will get motivated and develop interest in the topic. As active learners get easily bored if they are void of any activity, in the same way if food or thought is not provided to these brilliant students they will not be interested in the classroom teaching learning process. Hence it is aptly said that Teaching is the best form of Learning.

Industrial Exposure: - Students are provided with opportunities for hand-on-training in form of summer internship / industry based projects / industrial visits. Through these students interact with the industry people and develop a practical view expected from them as future employees. Interactive learning methodology is adhered in this aspect.

Implementing Outcome based education: -

COs, POs, PSOs are defined and CO -PO attainment is assessed to know the efficacy of teaching learning process. Faculty members make the students aware of Course Outcomes and Programme Outcomes in their regular teaching sessions. Through the implementation of outcome based education the basic purpose of imparting quality technique is attained in its true entirety. Bloom's Taxonomy is used as modern assessment tool.

Generating e-Learning Material:

e-Learning material is generated by the institute faculty members and it is made available for the students

on Institutes's you tube channel. Students can access the videos as per their requirement and convenience. Through these digital resources, effective teaching learning process takes place. Students are also encouraged to use ICT tools and implement those while giving seminars or presentations.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 107.82

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

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

Response: 14.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	24	20	14	12

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.12

2.4.3.1 Total experience of full-time teachers

Response: 1267.81

File Description	Document
Any additional information	View Document

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

Response: 1.43

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

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

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

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

Response: 1.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	7	1	3

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

2.5 Evaluation Process and Reforms

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

Response:

Reforms in Continuous Internal Evaluation system needs to be undertaken rigorously in order to achieve efficacy of teaching learning process. Performance of an individual student in all aspects needs to be assessed periodically as it is an essential part of the teaching learning system. As such the Institute follows centralized continuous internal evaluation system which is headed by the Dean, Academics under the able guidance of the higher management and administrative authorities. Internal assessment mechanism is clearly devised and implemented the year through by conducting various midterm and end term examinations. Internal evaluation system is based on attainment of skills required by the students' viz., aptitude, technical and basic skills. For this we have incorporated Blooms Taxonomy in setting up the assessment process.

Dissemination of Evaluation strategy through various Means:

Newly inducted students in the institute are made aware of the continuous assessment system during the induction and orientation program. When the session commences, students and stakeholders are made aware of the internal evaluation process. Students are briefed about the POs, PEOs and PSOs as well COs of particular courses are discussed with them. Blooms Taxonomy is introduced in the evaluation system.

Reform in Examination Pattern and Assessment Techniques:

The student performance is monitored through Continuous Internal Assessment (CIA), Tests, Quizzes, Seminars, Power Point presentations, home and class assignments. Continuous Internal Assessment includes CAT-I, CAT-II, Sessional examination and Teachers' assessment. Initially ,till 2016-17, assignments were a part of assessment tool for calculating CO-PO attainment. For subjects having six units , CAT-I was conducted on any of the two units, CAT-II included other two Units and remaining two Units were assessed on the basis of Assignments given to the students. It was observed that direct assessment of two units based on assignments was not that effective. Accordingly modifications were incorporated in the internal examination pattern w.e.f 2017-18 where CAT-I is conducted after completion of half of the course and CAT-II is conducted on the remaining units. Sessional examination is conducted at the end term on the entire course on the lines of university. Uniformity in framing of Question paper is followed by all the branches. Course outcomes, CO-PO mapping and Blooms Taxonomy is clearly mentioned in the question papers. To ensure the effectiveness of teaching learning process, students who fail to score less than 40% marks in the CAT-I are made to appear for the retest, until they achieved the set target. Answer sheets are shown to the students to understand their lacuna's and show improvement in the retest by having a focused approach.

Reformation in assessment is not only limited to theory and practical examination, but it is extended to assess performance in seminars and projects also. Students are guided by the faculties in finalizing the topic. Research acumen of students is developed. Faculty members assess the students' project work on innovations, newness, and originality of thoughts, application techniques and creativity.

File Description	Document
Any additional information	View Document

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

Transparency in Internal assessment is achieved due to the following steps undertaken by the Institute:

1. Framing of Academic calendar, mentioning dates of CAT-I, CAT-II & Sessional examinations is done prior to the commencement of session.
2. Uniform execution and implementation of time slots mentioned in the academic calendar.
3. Parents are well informed about the mechanism of internal assessment process during induction program, Parents'- teachers' meeting and Teacher guardian interaction.
4. Students are informed about the distribution of internal marks which are calculated on the basis of their performance in internal examinations and teachers' assessment.
5. After conduction of every examination, valuation is done within a week and answer-sheets are shown to the students to know their lacunas and are then guided by teachers to work on their weak areas.
6. Remedial classes are conducted for students who score less than 40% marks in CAT examination. All the efforts are concentrated towards solving clearing their doubts and focused teaching and learning. Special attention is given to slow learners by experienced faculty members.
7. To assess Teaching- Learning process, informal feedback is taken from students by the Principal, Dean Academics and Head of the Department. Senior faculties attend the lectures of junior faculties to assess their teaching methodology. Management feedback is taken by Dean Academics of the Sanstha to assess the teachers performance and teaching style. If students are facing problem in understanding any subject, feedback is communicated to the concerned faculty members and asked to take necessary steps to improve.
8. HODs and staff meetings regarding academics are conducted periodically to assess the evaluation process.
9. Internal marks are finalized at the end of the semester and submitted to the university.

File Description	Document
Any additional information	View Document

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

Institute Level:

Grievances related to Internal examination are dealt with seriously. Corrective measures are taken immediately after a complaint is received. Action taken on time not only makes the process effective one but also instills the faith of students in the work culture.

1. As per the University norms 75% attendance is mandatory for the students to appear for University examination. The same rule is followed in the institute as well. There are exceptions in the rules for students remaining absent due to any type of ailment, medical reason or any other authentic reason. Application and documents are sought from such students and they are permitted to appear for the examination.

2. After conduction of CAT-I & CAT-II examinations, Valuation of a particular subject is done within three days and workbooks are shown to the students. If students come across any total mistakes or if they feel that answers are undervalued, marks are rectified and teachers justify why less marks are given to them and guide them so that they won't repeat the mistake in future examinations and score good marks.

3. Re-test are conducted for students who fail to score less than 40% marks. Even those students who have scored satisfactory marks but want to reappear in the examination are also allowed to give the examination to improve their scores.

4. Students performance is informed to the parents during the Parents Teacher Meeting which is held after conducting first CAT Examination. After CAT-II and Sessional examination, Teacher Guardians inform the parents about the students performance telephonically. If students fail to score marks undertaking is taken from the parents. In this way they are made aware of their wards capabilities and told them to counsel the students and do proper time management.

University Level:

1. After the University results are declared, mark lists are distributed to the students as soon as they are received from the University. This provides ample time to the students to apply for Revaluation process if they are not satisfied with the marks given by the university.

2. In case the students fail in a particular subject, they can fill the form of challenge to Valuation as well Re-examination form.

3. Information related to University examination is circulated in form of Notices and displayed on the Students Notice Board.

File Description	Document
Any additional information	View Document

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

Before commencement of a particular Semester, University Academic calendar is circulated to all the HODs. On the basis of University Academic calendar, Principal and Dean Academics of the institute frame the Institute Academic calendar in joint discussion with the HODs.

- Minimum 90 days session has to be planned as per the University norms.
- Date of display of time table and submission of teaching plan is clearly stated in the academic calendar.
- Internal Examination are conducted as per the dates mentioned in the academic calendar. Teachers are expected to adhere to the dates and plan their teaching accordingly so that they are able to achieve the set target of teaching slots.
- Technical events schedule, cultural events and list of holidays is indicated in the academic calendar.
- Attendance is displayed at the beginning of every month as stated in the academic calendar.
- Minor changes in the Academic calendar are made as per the changes in University

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The following methods are implemented for the dissemination of the Vision and the Mission of the Institute Pos, PSOs and PEOs :

1. The Vision and Mission of the Institute are made available to the public by including them on the Institute Website and the college Brochure.
2. They are displayed on the walls of the Institute at various points like conference room, HOD cabins, laboratories, class rooms, corridors, and departmental seminar rooms, central and departmental library.
3. The Vision and Mission are also printed on the workbook and practical journals of the students.
4. Dissemination among external stake holders like parents, alumni, employers, industrialists is done through meetings organized at the departmental level.

5. It's an institute level practice to include the Vision and the Mission in the Departmental Magazines.
6. The newly admitted students are made aware during the Induction Program.
7. Individual teachers, during their lectures, discuss with their students the POs, PSOs and PEOs and their mapping with COs.
8. The Subject File of individual teachers also contains the statements of Vision and Mission of Institute POs, PSOs and PEOs.

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

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

Response:

- CO statements of all the subjects are framed by the subject teacher.
- Each CO is mapped with relevant POs and PSOs on the scale of High-3, Moderate-2 and Slight-1.
- Justification of above CO-PO mapping is done by the teacher.
- Assessment tools are used for calculating CO attainment.
- CO attainment is calculated by using the marks scored by the students in the assessment tools.
- Finally, calculation of PO/PSO attainment is done which consist of both Direct & Indirect attainment.

Attainment of Course Outcomes Assessment Process:

- During the entire semester there is continuous assessment process for the evaluation of Course outcomes.
- The students' performance is continuously monitored through Continuous Internal Assessment (CIA), Tests which include Class Assessment Tests (CAT) I & II, Sessional and Teachers' Assessment.
- Thus the evaluation of course outcomes is based on the performance of each student.

- Evaluation of course outcome is based on the following direct assessment methods:

1. University Examination

2. CAT – I (Class Assessment Test – I)

3. CAT – II (Class Assessment Test -II)

4. Sessional Examination

5. Teachers' Assessment

- The attainment of CO is evaluated using existing data from students' marks from the CATI & II results, Sessional exam and final exam.
- This method is chosen because of the information is readily available and it is common for most courses.
- Each of these categories contributes a certain portion of the marks to the COs.
- Assessment-CO matrix is produced for each individual course based on these Assessment tools.
- As the data of marks for different assessment tools is available then it becomes easy to tabulate the available marks to the respective CO's and which in turn is used for calculating CO attainment.
- The attainment of PO is done by direct (student performance) and indirect (surveys) methods.
- The direct attainment of PO percentage is calculated using CO-PO Matrix and CO percentage value attained by a student.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 92.76

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

Response: 346

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

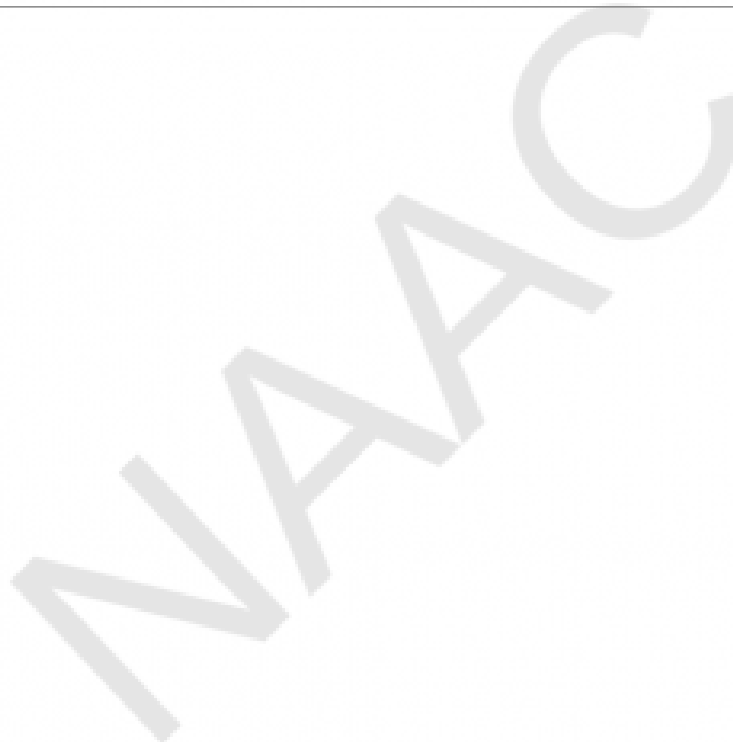
Response: 373

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.47



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 124.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
83.845	8.7	21.09	1.59	9.57

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.95

3.1.2.1 Number of teachers recognised as research guides

Response: 18

File Description	Document
Any additional information	View Document

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

Response: 0.15

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

Response: 22

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

Response: 749

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document

3.2 Innovation Ecosystem

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

Response:

The institute has created an appropriate ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure. The details are as under:

1. Human Resource Development: The institute recruits dynamic & vibrant young faculty along with renowned distinguished experts at senior level. to mentor and channelize the young students and scientists. The faculty members are groomed through various PDPs organized by Faculty Staff College, and up-gradation of domain-specific knowledge through organization of Conferences, Seminars and Lecture Series. Faculty members are granted leave and provided financial support to attend similar activities outside the institute, in India and abroad. Appreciable fee concession is provided to faculties, employees & JRFs/SRFs/Research Associates to encourage them to pursue PhD programs at respective research center.

2. Excellent research infrastructure has been created, both through extramural sources such as DST, DBT, etc., and through intramural funding. Seed funding is provided to pursue specific research programs.

3. Facilitate networking: To facilitate networking and establish collaborations for undertaking multi-disciplinary and interdisciplinary research, PIET regularly invites eminent experts for lectures. The PIET has also signed MoUs with academic institutions, research organizations such as NEERI & IICT and industry both at national and international levels.

4. PIET Innovation Incubator: PIET Center for Entrepreneurship Development has been established to develop global entrepreneurial mind-set citizen sensitive to professional and human values. It provide funding support for incubatees including Support of Entrepreneurial and Managerial Development of SMEs through Incubators.

5 Knowledge Center: PIET Knowledge center is a proactive initiative that aims to develop a knowledge based approach among students by conveying how knowledge promises enjoyment, employment, empowerment and enlightenment of learners. Enjoyment comes because the pursuit of knowledge involves the thrill of exploring and the joy of understanding. Employment and empowerment are ensured because almost all the existing and new industries are based on the application of knowledge. Enlightenment is a result of appreciation of the unending depth and breadth of knowledge.

File Description	Document
Any additional information	View Document

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

Response: 70

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

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

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0.78

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 07

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 09

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

Any additional information

[View Document](#)**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 2.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
70	64	53	76	57

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 2.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	79	90	67	69

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

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

Every Year, programme are organized under which students and staff participate voluntarily in community based activities with neighborhood. Every Year, programs are organized under which students and staff participate voluntarily in community based activities with neighborhood. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women; and help acid-attack survivors are organized. Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan More than 10 Blood Donation camps have been organized.

Awareness of Legal Rights

Awareness of Oral Health (Aim to Terminate Tobacco and Cancer).

Health Checkup Camp

Farmer Training on sustainable agricultural practices.

Training of Rural Women

Impact & Sensitization: Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. The activities conducted lead imbining the values of social responsibility such as:

- 1.To help people in need and distress
- 2.To understand and share the need of under privileged children
- 3.To promote cleanliness in all span of life and common places, Juggi areas.
- 4.To acquire social values and a deep interest in environmental related issues.

Learning outcomes of the activity:

- 1.Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
- 2.Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.
- 3.Develop a passion and brotherhood towards community, affected people/animals and destitute.
- 4.Develop skill and aptitude for problem solving.
- 5.The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

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

Response: 33

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	6	6

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

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

Response: 70.65

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

2017-18	2016-17	2015-16	2014-15	2013-14
1110	1332	1225	1033	1099

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

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

Response: 153

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	47	51	8	13

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Any additional information	View Document

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

Response: 19

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	6	9	1	1

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The campus of institute is clean, green, safe and secure. The institute has well-furnished infrastructure having classrooms with modern teaching aids, computer center, language lab, well equipped laboratories, seminar halls and open central space like amphitheater to conduct different cultural activities.. Amenities and facilities such as RO water purifier, Canteen, well-maintained lawn, ramp, CCTV surveillance at all strategic locations, generator. Allahabad Bank and ATM are available beside College Campus. Institute has spacious and well-furnished library with reading room, digital library, reprography, e-journals, and print journals. The library is stacked with the necessary books pertaining to the syllabus as well as extra reference material. The students are permitted to borrow books as per the book bank scheme and as required. Online resources that provide access to e-journals, e-magazines and research papers are made available to the students to update with the latest findings and studies. Students are also encouraged to watch NPTEL videos for enhancing the learning. Institute believes in Periodical and Preventive Maintenance. A professional house keeping servant has been hired to look after the cleanliness of the Institute. Institute has various departments to look after maintenance such as garden, civil maintenance, electrical maintenance etc. The institute has developed infrastructure as per the norms of AICTE. Institute has enough number of class rooms, tutorial rooms and seminar halls. Experts from the regulatory authorities of AICTE, DTE and Local Enquiry Committee visit and inspect the institute. Periodic review, enhancement and optimally utilization of infrastructure are done. The Institutes has enriched the laboratories with regular and special purpose equipment, instruments, computers and software for effective implementation of academics. Wi-Fi and LAN facilities are provided and internet for the students for instant accessibility of knowledge is issued. This allows students to surf the internet for academic purposes such as researches, doubts, project work and more. Walls have the soft board mainly utilized for notice board and displays.

File Description	Document
Any additional information	View Document

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

Response:

1.

Dynamic playground is provided by the institute for indoor as well as outdoor games .Facilities for Several sports such as Cricket, Vollyball , Football,Basket ball etc are available on the grou

nd.2.

Indoor games like Badminton and Vollyball are being played by the students

on an An

house open play in-

nd provided for the students . 3.

The institute has Indoor -sports room which is spacious and well equipp

ed 71.66 sq.mtr. where students can play games such as Carom,Chess and

Table tennis.4.

Constant encouragement and facilities are provided by the Institute to

students to participate in inter-college, university-

level, and state- level competitio

ns.5.

The Institute organizes various department level sports and games to pr

oove ability and potential of the students for their self development.

The Department organizes various games and sports activities and suppor

ts students like coaching and other facilities for various events in wh

ich student participate throughout the year within the campus and repre

sent the college at various events.6.

Students are encouraged to organize various cultural activities in the

college.Main objectives to improve co-curricular, cultural and extracu

rrricular activities, to develop leadership qualities, event management

etc.7.

Several activities like Social Gathering, Sports Week, Teacher`s day,

Annual day etc. are

organized by Student/Department.8.

Institute has special music, dance, Science Clubs to inculcate student

`s creativities and to explore their artistic talent as professional on

e. In order to conduct cultural activities Central open space is availa

ble in the campus

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 40**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 2.99**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
18.00	30.00	50.50	65.00	33.50

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Central Library of the Institute is housed in a separate wing having an area of total 838 sq.mtr having a separate Reading section of area 372.18 sq.mtr.

It has a collection of 26580 volumes of printed books and 7197 titles. The whole collection is classified and arranged as per the Dewey Decimal Scheme of classification (DDC) and a collection of more than 9700 e-books from SPRINGER publication.

83 printed journals are subscribed as per the AICTE (All India Council for Technical Education) norms which are renewed every year.

- (i) Multimedia Section
- (ii) Journals/Periodical section
- (iii) Stacking Area
- (iv) Newspaper section
- (v) OPAC (Online Public Access Catalog)
- (vi) Bound Volume Journal's section
- (vii) Issue-Return Section
- (viii) Reference Section.
- (ix) Reading Room Section.

Multimedia section has fourteen internet enabled computers connected in LAN for access of e-contents, Project work, Internet etc to Students and faculties.

The library uses KOHA as a Integrated Library Management System Software which is internationally renowned web based software.

The current version of the KOHA used is 16.05.01.000.

The library is partially automated and the year of automation is 2010-11.

The circulation is done with the help of bar code scanner.

The library database can be searched locally as well as remotely as the software is web based.

File Description	Document
Any additional information	View Document

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

Response:

Collection of Digital rare books and other knowledge resources for library enrichment

- 1.The Institute's library has a collection of 26580 books, 9703 e-books, e-journals along with 83 printed journals which are subscribed as per the AICTE norms. The Central Library has the collection of following downloaded digital rare books which are available for its users in the Multimedia section of the library.
- 2.The Central Library has a collection of 514 bound volumes of the printed (International & National) journals.
- 3.The Central Library has 7 Ph.D. thesis, which are available for reference to the research scholars.

Other knowledge resources**NPTEL : (National Programme on Technology Enhanced Learning)**

It is an initiative by seven IIT's & IISc. For creating contents in engineering and sciences. These include video as well as web based courses. These are based on model curriculum suggested by AICTE syllabi and major affiliating Universities in India.

National Digital Library of India.

NDL is a digital library that stores information (metadata) about different types of digital contents including books, articles, videos, audios, thesis and other educational material relevant for users from varying educational levels. It is the initiative of MHRD, Govt. Of India to develop single window search facility.

SWAYAM : (Study Webs of Active learning for Young Aspiring Minds)

It is basically an integrated MOOCs (Massive Open Online Courses) platform for distance education. This platform has been developed collaboratively by MHRD & AICTE with the help of Microsoft and is capable of housing 2000 courses.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 9.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
16.13	15.24	5.13	3.95	6.23

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 7.01

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

Response: 113

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution frequently updates its IT facilities including Wi-Fi

IT Facility of the institute includes:

1. Internet facility via LAN and bandwidth of 48 MBPS.
2. Campus is Wi-Fi Enabled
3. Campus provided with CCTV cameras for security purpose.
4. E-mail secured login.
5. Have in-house designed and developed ERP (Enterprise Resource Planning) for maintenance and monitoring of computing facility. ERP includes modules for stock maintenance and complaint management of IT facilities.
6. Firewall and Anti-Virus protection Maintenance service for the IT infrastructure as well as computing facilities is provided by Bloomberg Computers. Maintenance is done through:
 1. Computer maintenance and upgradation through complaint management in ERP.
 2. Software purchase and Licence upgradation is done periodically as per requirement.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 1.95

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line) >=50 MBPS 35-50 MBPS 20-35 MBPS 5-20 MBPS Response: 35-50 MBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years Response: 18.12				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2017-18	2016-17	2015-16	2014-15	2013-14
211.678127	247.373657	202.22127	263.49231	247.36157

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

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

Response:

Maintenance Policy Details:

The institute has standard established systems and procedures for maintaining the physical, academic and support facilities. Institute level committees that look after the various aspects of the utilization and maintenance of the physical, academic and support facilities. The role and responsibilities of committees are as follows,

1. Annual budget is allocated for maintenance of the physical facilities of the institute.
2. Maintenance of building, electrical fitting, and painting are usually done yearly at Sanstha level.
3. Repair and Maintenance of laboratory equipment /instruments are initiated by the respective Laboratory In charge as and when req2uired.
4. The maintenance and housekeeping of the classrooms, laboratories, library, and the institute as a whole are taken care by external agency appointed and manage by Sanstha through Supervisor at college level.
5. External agency is appointed for the security of the institute
6. The maintenance and repair of infrastructure, equipment and other facilities is carried out through external agencies.
7. The maintenance of all computers and peripherals within the college is given to system administration team, appointed at Sanstha level. Engineers from the service provider company are available in the campus for maintaining the same.
8. The maintenance of water coolers, and Air conditioners in the institute is carried by external agencies through annual maintenance contract.
9. Minor maintenance of furniture items and fixtures is carried out by the workshop department.
10. As maintenance is ongoing process, requirement for maintenance is prepared by the concern department and forwarded through HOD to concern maintenance In-charge.
11. Maintenance In-charge will ensure starting of maintenance work and follow up the work.
12. Collect work completion remark from the HOD(s) / complainant person on the body of complaint letter.
13. Report to Principal about completion of work by Maintenance In-charge / Individual In-charge.

Infrastructure, Educational facilities and its Maintenance

1. Priyadarshini Institute of Engineering & Technology, Nagpur, established in 1999 by the Lokmanya Tilak Jankalyan Shikshan Sanstha under the dynamic leadership of Dr. Shri. Satishji Chaturvedi. Institute has its vision for social transformation and upliftment of rural masses through education, training and research.

2. Institute believes in Periodical and Preventive Maintenance. A professional housekeeping agency has been hired to look after the cleanliness of the Institute. Institute has Maintenance departments to look after maintenance of garden, civil maintenance, electrical maintenance etc. Proper checks, periodic inspection, review, grievances redressal, suggestion box, feedback from students, alumni, parents, do help in the up-keeping and maintaining the conducive learning environment of the campus.
3. The college has committee for monitoring the maintenance of buildings, classrooms and laboratories. A few specific initiatives undertaken to improve the physical ambience in the last four year are: Organizing the parking area, Coloring of buildings, changing window shutters, Renovation of washrooms, planting of new trees.
4. The college gives great prominence to creation, maintenance and upkeep of the entire infrastructure necessary for effective teaching-learning, positive development and efficient maintenance.
5. Laboratory equipment, Internet connectivity and CCTV security system, LCD projectors, air conditioners and water coolers are maintained by systematic laid down process mentioned above.
6. Similarly building maintenance issues related to electrical, plumbing, furniture, glass fittings, cleanliness by procedure mentioned.
7. Annual Maintenance Contract is signed for fire extinguishers, Generator, water purifier etc
8. Voltage stabilizers and UPS are provided to ensure uninterrupted power supply and to avoid breakdowns and reduce maintenance.
9. 24 hour water supply provision is made to ensure continuous water supply of water.
10. Periodic maintenance and calibration of the equipment from suppliers, is made on demand.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 61.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
1042	1000	1002	1015	1008

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 6.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
185	192	100	22	02

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

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

Response: 39.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
818	607	802	630	304

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

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

Response: 19.45**5.1.5.1 Number of students attending VET year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
305	373	320	352	239

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 46.03**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
169	170	224	227	150

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 8.33

5.2.2.1 Number of outgoing students progressing to higher education

Response: 29

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

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

Response: 5.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	3	08	13	00

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

2017-18	2016-17	2015-16	2014-15	2013-14
125	122	115	127	130

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

5.3 Student Participation and Activities

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

Response: 28

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	06	06	05	06

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

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

Response:

STUDENT COUNSELLING COMMITTEE

In an era of cut throat competition and the quest to masters almost all the trades- be it academic excellence , sports, using technology, comping up with inventions, life had indeed become stressful for the GEN-Next . Students have to face challenges on daily basis and live upto the expectations of parents, teachers and society at large. This not only becomes taxing at times, but takes a toll on their health. In order to become successful in life physical and mental health needs to be taken care of. With this objective in view , we at PIET Have established a Student counseling committee wherein the mental and physical wellness of the student s is place at utmost importance.

This committee largely engages the students in different activities as well contributes immensely in making them successful not only in academics but also in extra-curricular acclivities by mentoring them, providing them solutions for complex problems and guiding them.

Assistance of a psychologist is taken in solving students related issues. A psychologist is appointed at the Sanstha level in this regard.Students confidence the Psychologist and get a solution for their emotional stresses and strains, academic issues, behavioral patterns and mantra to live a stress-free life.

Hierarchic wise posts are assigned to the students.Senior students offer counseling and assistance to the first year students in identifying their areas interest and realizing their potential. They act as mentors to these mentees. They provide assistance in personality grooming & solving issues related to academics.

Goals and Objectives

To provide a confidential, safe, respectful and welcoming space where our students can openly and honestly voice their concerns, and where someone will mindfully listen, answer their questions or find someone else who can. To promote self advocacy on behalf of our students, empowering them to speak and act respectfully on their own behalf where appropriate.

To assist our students in a thorough evaluation of their concern and an assessment of their options to determine if their issue can first be resolved informally and at the lowest possible appropriate Institute t, or whether the issue requires more formal consideration.

To provide comprehensive information, resources, education, and appropriate referrals to our students, explaining and clarifying Institute policies and procedures, so that they can more easily persist and navigate through the formal administrative system if necessary.

To act as a supportive liaison between our students and faculty and staff and to advocate on behalf of fairness, justice, open communication and expeditious resolution.

To empower our students so that they can be successful in meeting their intellectual, interpersonal and developmental goals .To create and maintain a comprehensive database for tracking our students' complaints and concerns from beginning to resolution, that will thoroughly comply with institutional requirements. The committee is dedicated to the cause of overall development of the students who are the backbone of the institute.

File Description	Document
Any additional information	View Document

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

Response: 21.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	22	22	20	20

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

5.4 Alumni Engagement

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

Response:

Priyadarshini Institute of Engineering and Technology, Nagpur

Priyadarshini Alumni Association [PAAS] Details

Priyadarshini Institute of Engineering and Technology's Alumni Association is termed as the Priyadarshini Alumni Association [PAAS] which is **registered** under the Charity Commissioner Office, Nagpur. The registration no. for PAAS is **MAH-594/13(N)** dated 23.11.2013.

The institute conducts an Alumni meet during each academic session in Nagpur and outside Nagpur also [Namely Pune and Bengaluru].

Our Alumni Association keep all former students of the Priyadarshini Institute of Engineering and Technology, Nagpur (and its previous incarnations) in touch with the institution for life. We host regular events throughout the year, ranging from black tie dinners. We can keep them connected with their old friends by helping organizing reunions.

In an efforts to better connect with such a large and diverse group of alumni, we are undertaking several different outreach efforts. Continuing towards our goal of establishing a competition with the brightest students from PIET For example, over the next year we have developed four alumni whats app group one each, for Nagpur, Pune Bengaluru and at international level. Also, spread information on Facebook page. We continue our efforts to update and inform alumni of new activities happenings on campus.

The expenses for conducting these meet is incurred through a savings bank account in a Nationalized bank, details of which are given as under:

Name of the Account: PIET Alumni Association

Savings Account Number: 2997000100122470

Bank : Punjab National Bank, MIDC, Hingana Road, Nagpur

IFSC: PUNB0299700

The account is jointly operated by President (Principal) and Secretary (PAAS Coordinator) of the Alumni Cell.

The institute Alumni cell is well supported by department wise Alumni Coordinator who ensures registration of every alumni from their respective departments. All the final year students after completing their degree register as our Alumni by paying a one time registration fees worth 300 INR to the departmental coordinator. Thus, the total amount collected from each department is deposited in the mentioned bank account.

Following is the PAAS Coordinator team functioning under the aegis of PIET Alumni Cell.

Dr. Mrs. S. A. Chaturvedi
PAAS In-charge, PIET, Nagpur
Mobile : 9422139842,
E-mail ID : soni2569@gmail.com

Department wise Coordinator (For student verification & Registrations)

Prof. R. V. Bobate
Electronics & Comm. Engg.
E-mail ID : ranjit.vb@gmail.com

Prof. U. Thakur
Computer Science & Engineering
Contact : 9960309115

Prof. H. Sarvaiyya
Electrical Engineering
Contact : 955295599

Prof. R. Nimbalkar
Chemical Engineering
Contact : 9823014573

Prof. Mr A. Chahande
Biotechnology Department
Contact : 8275814576

Prof. A. Naik
Mechanical Engineering
Contact : 9404028910

Prof. N. Puri
Information Technology
Contact : 9823255510

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 7

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

Developing quality technocrats for techno - socio - economic human reformation by providing sound knowledge and moral values to the students to face the global challenges.

Institute Mission:

- To impart high quality technical education and research.
- To cater to human resource needs of industries.
- To generate entrepreneurial spirit for self-employment.
- To generate engineers who are knowledgeable disciplined with high moral and ethical values keeping pace with ever advancing technology.
- To fulfill the expectations of society by equipping students to strive forth as resourceful citizens making them aware of their responsibilities for creation of a better world.

Governance to fulfill Vision and Mission through effective leadership :

The Top Management, Principal, Faculty and supporting staff work together for fulfilling the vision and mission of the institute. All these people together frame policies and codes of conduct for achieving academic excellence through quality education, application based knowledge inculcating research culture, entrepreneurial spirit, moral and ethical values so as to make them responsible citizens. The institution has constituted a Board of Governance as a Statutory Body. Board of Governance decides the overall strategic direction and educational character of the institute and ensures its overall well-being and financial solvency. The College Development Committee in consultation with the Board of Governance prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, and enables college to foster excellence in curricular, co-curricular and extra-curricular activities. The College Development Committee also makes specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the college.

The Institution has also established Internal Quality Assurance Cell (IQAC) cell. The IQAC comprises of Representatives of Stake holders. IQAC and CDC prepare the annual financial budget, make recommendations regarding the students' and employees' welfare activities; Frame suitable admissions procedure for different programmes by following the statutory norms; plan major annual events in the college, such as annual gathering, sports day, etc. ; consider and make appropriate recommendations on

inspection reports, local inquiry reports, audit report, report of National Assessment and Accreditation Council, etc. recommend the distribution of different prizes, medals and awards to the students. All these recommendations and suggestions are sent to Board of Governance for approval.

The institute demonstrates best practices for governance, leadership and decision that yield positive results. The leader of the institute regularly reviews the status of strategies and objectives, which ensure the fulfillment of mission and vision. Every person of the institute strive hard to achieve the stated vision and mission of the institute. Thus the governance of the institute is reflective of an effective leadership.

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

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization and participative management : Decentralization and participative management is the maxim of our Management.

- The Board Members, College development Committee, Principal as a member of CDC alongwith the head of the institute meet periodically to discuss and review the existing policies, to bring necessary changes in the policies so as to meet the growing expectations of the students, staff, parents, industries, university and the society at large. They also keep on updating and introducing various welfare schemes for its all stakeholders, provision of state of the art infrastructure facilities and other financial provision.
- The institutional Head thus is a part of decision making process and is a bridge between the management and the faculty who conveys the expectations of management to the faculty and also keeps the management abreast of the problems of the faculty.
- The Principal as a facilitator and motivator holds meetings with college development committee members, Deans and Heads of the various departments as and when required and briefs them about the discussion he had with the top management.
- In such meetings the policies regarding academic excellence, effective governance, transparent administration, staff performance, enhancement of institutional brand name etc are reviewed and discussed. After thorough discussions, changes in existing policies and new policies are chalked down. Before implementing them, all heads discuss the same with their staff and seek suggestions for better outputs. Accordingly changes are made in the policies and then the policies are finalized. Thus the heads of the departments and faculty members are involved in the institutional decision-making. In case the faculty wishes to express his/her views on a non-academic matter, he/she may do so through the faculty representatives on the college development committee, which is a statutory body formed as per the provisions of the Maharashtra University Act, 1994.

- The institute has established effective communication channel in the workplace to share and exchange information in a way that is conducive for smooth educational operations and also for realizing the vision and mission of the institute.
- All the institute level activities are implemented through various institute level and department level committees who are guided and supervised by college development committee.
- Deans, Heads and college development committee members are appointed and given autonomy for efficient governance. Deans take care of the academic, R&D and students related counseling activities. Heads of the department plan, execute, instruct and monitor academic, curricular, co-curricular and extra curricular activities to be conducted in the department and get them executed through in-charges of various cells.
- Participation of students is also there in teaching learning process by means of periodic feedback and meetings with Dean Student Counseling and class representatives.
- Students' representatives are appointed for smooth conduction of various activities. Through departmental forum activities, annual social gathering, sports meet, students chapters of professional bodies, students participation is ensured by all means.

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

6.2 Strategy Development and Deployment

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

Response:

The institute follows a strategic plan to establish the long term objectives and the policies and strategies that oversee the achievement, use and disposition of resources to accomplish the vision and mission of the institute. Strategic planning is a participatory process that actively involves management, senior staff, experienced stakeholders, successful alumni, learned parents, supportive adjunct faculty from various fields and the prospective employers.

The strategic plan of the institute is based on following aspects.

1. Academics:

- Implementing Outcome Based Education Model.
- Improving teaching learning process for holistic development of students using time tested

methods.

- Monitoring students' academic and other performances through teacher guardian schemes.
- Special focus on weak and bright learners through tutorial classes.
- Setting state of art laboratories and use of virtual labs for better understanding of subjects.
- Conduction of periodic internal exams to check impact of teaching learning process.
- Equipping students with institute level courses like soft skills, CRT, NPTEL courses, Add on/Value addition courses.

2. Research and Development:

- Setting up of recognized research centres for doctoral studies
- Setting up of research laboratories to foster in-depth and research studies in respective programmes.
- Motivating faculty and students to participate in national and international conferences, workshops, STTP and seminars.
- Encouraging faculty to send proposals for research funds to funding Agencies and also to file patents for their unique works
- Promoting faculty for competitive excellence to achieve commendable rank in National Institutional Ranking Framework.
- Developing knowledge based approach among students through Knowledge Centre.

3. Training and Placement and Alumni:

- Maintaining and updating the database of students.
- Gathering information about job fairs and recruitment advertisements and posting them on whats app group for the alumni.
- Imparting Soft Skills and Employability Enhancement training
- Coordinating with companies to learn about their requirements and recruitment procedures
- Organizing campus recruitment training/workshops/seminars/C2C workshops for students.
- Conducting Add on/Value addition courses/NPTEL courses for students.
- Absorbing interested passed out students as interns.

- Organising alumni meet in and outside the institute.
- Taking feedback from alumni and making future plans based on their suggestions.

4. Incubation centre and Entrepreneurship Development Programs.

- Fostering entrepreneurial culture for students, alumni, faculty, and even to general public by providing opportunities to transform their business ideas into reality under Business Incubation Centre.
- Organising workshop entitlement WISE (Workshop for Innovation and Social Entrepreneurs) for interested students.
- Providing opportunity to the innovators for nurturing their innovative ideas for commercialization under the grant received for MSME by Government of India.
- Provision of SINNO Lab under SILICE project to promote social entrepreneurship among students
- Attending and organising training programmes and workshops under Institution's Innovation Council granted by MHRD.

5. Socio-Economic Aspect:

- Organising tech fests, departmental forum activities and annual social gathering for all round development of students
- Organising programmes promoting to sustainable development and environment protection.
- Well established Rotaract Club, Joy of giving programme, Happy street programme
- Organising physical, social and spiritual awareness programmes under NSS
- Organising programmes on yoga, meditation, human values and professional ethics.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and

functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organizational chart of the institute displays the internal structure or hierarchy within the organization. It creates a road-map for how the work is to be done and the process required to ensure this information is shared throughout the company, to the right individuals. It ensures effective implementation of activities defined in its strategic plan, and achievement of its goals. The organizational chart of the institute is as follows:

The functions of the Top Management, Principal and head of the institute members are mentioned below.

Functions of Top Management:

It is the supreme administrative body of the institute. The functions and the responsibilities of the Board of Governors include following points but are not limited to these functions only.

- It is the governing body which ensures maintaining high standards in imparting education.
- Makes financial provision to provide infrastructure and state of the art facilities as per growing needs.
- Ensures that finances are used appropriately, prudently and in accordance with the objectives of the College.
- Recruits competent and dedicated faculty for effective teaching-learning process so as to realize the vision and mission of the institute.
- Ensures fair, transparent, motivating and conducive environment for faculty, staff and students to realize their potential.
- Concerns for safe, secure and cohesive learning culture.
- Issues procedural guidelines and standing orders for smooth and successful conduction and administration of all the activities of the college. These procedural guidelines and standing orders are regularly reviewed whenever necessary

Functions of College Development Committee: The college development committee is formed with an objective of having an empowered system of administration and thus makes faculty a part of decision making process.

- It Prepares an overall comprehensive development plan of the college for academic, administrative and infrastructural growth.
- Seeks ways and means of promoting the academic excellence of the institution.

- Helps to promote career development of teaching and non-teaching staff.
- Ensures periodic appraisal of the faculty members
- Facilitates conduction of various training programmes, workshops and STTP for quality improvements
- Prepares the annual budget of the college and recommends the same to the management for approval
- Makes specific recommendations to the management for smart classrooms (ICT)
- Suggests necessary changes in the working system on the basis of reports of Internal Quality Assurance Committee and also on the reports of local inquiry reports, audit report, report of National Assessment and Accreditation Council, etc.
- Plans major annual events in the college, such as Internal examination, conferences, Project Competition, forum activities, annual day, sports events, cultural events, etc
- Plans distribution of portfolios and various committees/Cells, their coordinators and members.

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above**
- B. Any 4 of the above**
- C. Any 3 of the above**
- D. Any 2 of the above**

Response: A. All 5 of the above

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

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

Response:

The institute follows the system of documenting and keeping records of minutes of meeting of all the proceedings of various committees. In the minutes of meetings date, place, timing, purpose, name of facilitator, list of attendees, previous meeting's resolutions, record of principle points discussed, actions taken, and decisions made, schedule of next meeting etc are properly followed and recorded. This system is regularly practiced by all the committee in-charges. The institute believes that minutes of meeting act as an accountability tool to measure the progress of the cell and ultimately the objectives of the institute.

Case Study: 1. Business Incubation Cell:

This cell has been set up with an objective of nurturing the ideas of innovators to become technology based entrepreneurs. The Incharge of the cell Dr. S.R. Mote regularly conducts meetings and the resolution of the meeting is implemented by her. The institute received the letter from MSME Delhi for sending the college representative. It was decided in the meeting held on 3 January, 2017 among the Incharge and other members of the cell that Dr. G. M. Asutkar, Vice Principal will attend the meeting at MSME Delhi and will represent the institute. He attended the meeting at MSME Delhi. After his meet, the institute received recognition letter. Also in the meeting held on April 9, 2018, it was decided that Round 1 of presentation by students for business ideas should be organised on April 13, 2018. It was also decided that the committee members will evaluate the presentations and the shortlisted students would attend Round 2. Accordingly, the meeting for organising Round 2 of presentations was held on October 22, 2018. The resolution taken in this meet of organising round 2 was also implemented.

In this way, the Business Incubation Cell functions.

The attached document justifies the effectiveness of this Cell through minutes of meetings.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institute has been following effective policies for welfare of the teaching and non-teaching staff members. Institute has always been encouraging the faculty for their academic and professional development. The policies are framed for enhancing the professional skills and motivating the staff to improve their performance. Also there are different monetary welfare schemes to motivate the faculty and staff.

- Reimbursement of claim for attending conference/FDP/STTP/Workshop, Membership fee for professional society for teaching staff and Incentives to faculty for award/recognition
- Lien facility to teaching staff for research pursuing higher studies/ going to abroad etc.
- Grant of Maternity Leaves to female staff for six months
- Group Insurance scheme for staff members
- Leave travel concession for senior staff
- Study leaves for Ph D, higher education and training programmes
- Immediate increments after earning Ph. D. Degree.
- Provision of Medical and Casual Leaves.
- Summer and winter Vacation for staff
- Study leaves for Faculty Development Programmes regularly for professional up-gradation of the faculty.
- Flexible working hours for faculty.
- Centralized reprography facility (Xerox) for Teaching & Non Teaching staff.
- Centralized canteen facility for Teaching and Non Teaching staff.
- Wi-Fi campus for Teaching, Non Teaching staff and Students.
- Salary advance facility for teaching and non teaching staff in case of urgency.
- As per the provisions of provident fund act, institute contributes to Provident Fund.
- Sports and Cultural Meet for teaching and non teaching staff of management

File Description	Document
Link for Additional Information	View Document

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

Response: 32.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
57	53	46	46	27

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

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

Response: 5.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	7	5	4

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 28.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
51	52	41	50	22

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

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

Response:

A) Performance Appraisal System for teaching Staff: To assess the overall performance of the faculty for an academic year, the institution gets the Performance appraisal form filled by the faculty at the end of each academic session. The performance appraisal for teaching is divided into following categories:

- 1. Academic performance:** Academic performance of the faculty is assessed through seven criteria in which completion of syllabus of theory and practical subjects, attendance of students in the theory, practical and tutorial classes, marks scored by students and feedback given by students and all the other academic criteria is considered. For each criteria marks are decided under various ranges. Accordingly the faculty calculates his/her marks scored and the same is mentioned.
- 2. Professional Endeavour:** In this category faculties are assessed on the basis of professional membership of various bodies, published books, research guidance for UG and PG students, Papers published in national and international journals and conference, chairmanships at national and international conference/Seminar, faculty's involvement in Consultancy/Examination/College Level Portfolio/Career Fair/Cultural Programs/Sports/Blood Donation/Plantation/NCC/NSS/Extra Curricular activities, Proposal submitted for R&D / MODROB / TAPTEC / SDP / DST/CSIR/S&T/R.G Cell or to Other funding agencies, ongoing and completed research projects, patents, Expert lectures delivered beyond syllabus-Outside Institute, STTP/CEP/Seminar/Workshops. Any outstanding achievement worth mentioning is also mentioned in this section.
- 3. Functional Performance:** Under this category faculty is assessed by the heads of the department

and the head of department is assessed by the Principal. In this part overall behaviour of the faculty, his/her creativity/innovation/managerial skills, involvement in various activities of the institute, dedication and other soft skills of the faculty is assessed. Quality of notes, assignments given to students, timely evaluation of internal exams and of assignments, innovations in paper settings, assignments, teaching methodologies, power point presentations, record keeping, files maintaining, data compilation, involvement in curricular, technical, social and cultural activities, proficiency in English, relations with colleagues etc is also assessed by the heads of departments and Principal.

B) Performance appraisal of Non-Teaching Staff

The annual confidential report of non teaching employee is submitted by HOD to the Principal. Performance Assessment of non-teaching staff is based on following parameters

Technical Adequacy: Industry, Application, Initiative, Technical Ability, Level of knowledge, Methodical and Systematic working, Promptness in disposal, Dependability, Capacity to get work done

General Impression: Neatness, Leadership qualities, Accuracy, Punctuality in work, General behaviour and grasp, Regularity in attendance, Relations with superiors, colleagues, Special complementary qualities other than job requirements

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Financial Audit:-

The institute conducts internal audits regularly and of every financial matter. The event coordinator is liable for submission of all bills, vouchers and invoices. The coordinator submits the bills, vouchers and invoices against the expenses incurred for organising the various events and activities. The submitted bills, vouchers and invoices are then scrupulously checked by the registrar who then forwards them to Principal for further action. Once the Principal okays all the submitted bills, vouchers and invoices, the documents go to account section for the file records. Thus Principal and Finance Officer of Accounts department act as as internal auditors. Also there is a separate financial & consultancy services provided by the Chartered Accountant for internal audit.

External Audit:-

The external financial audit i.e. statutory audit is conducted every financial year by appointed “Chartered Accountant” as per the provisions of Income Tax Act 1961, and Bombay Public Trust Act 1950. The book

of Accounts maintained are examined and found correct and satisfactory by the auditors.

File Description	Document
Any additional information	View Document

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

Response: 1.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.35	0.39	0.44	0.41	0.38

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

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

Response:

Resource Mobilization: Ours is a self financing institute. The funds is raised by the institute through following heads and is utilized for the respective purposes.

- Funds raised from **tuition fee** from students is utilized for salary expenses, office expenses, purchase of new equipment, stationery, furniture, infrastructure development, maintenance work and modernization of lab equipment and other miscellaneous expenses.
- Funds raised through various **research projects from Government funding agencies** like AICTE, UGC and DST are utilized for fulfilling the objectives of the projects for which the grants were received.
- Funds/Grants received from **non-government bodies**, revenue generation through various projects and consultancies, conducting online/offline examination by various organizations, Sponsorship received are utilized for smooth and successful conduction of respective

events/activities/programmes for which the grants/sponsorship were given.

Optimal utilisation of resources

The Mobilization of available funds and the optimal utilization of resources is done by the institution as per the future requirement of all the departments, various cells, office, library through proper planning and discussion. The institute adopts centralized purchase system, centralized admission procedure and development of a network of higher education institutions for sharing physical resources. The Principal and heads of departments take care that the resources should not be underutilized or unutilized at all. The institute through maintenance in-charge monitors the effective and efficient utilization of space, infrastructure facilities, equipment, furniture etc.

Accordingly the budget for the next academic session is properly chalked out keeping in view the Upgradation of laboratories, setting of smart classes, establishment of new laboratories and cells, replacement of old lab equipment with new and modern equipment, library enrichment, sports material, enhancement of faculty cabins, seminar halls, auditoriums, other infrastructure, maintenance of gardens, lawns, corridors, washrooms etc. Working capital for variable expenses including electricity bills, internet expenses, water filters and water cooler charges, stationery, maintenance of air conditioners and other electric and carpentry repairs etc. is separately planned. Priorities are decided and accordingly the resources are optimally used and transferred for the smooth and better functioning of the institute. Some of the laboratories, equipment and infrastructure facilities are shared among various departments for optimal utilization of resources. Utilization of financial resources is monitored at several levels.

Thus streamlining and meticulous planning helps in optimal utilization of available resources. A few joint programmes with sister institutions is also one of the ways to save expenses.

Steps showing the procedure for mobilization of funds is in the form of attachment

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) has formed on 20.06.2018 and taken some decisive steps in improving the overall quality of the teaching learning, research and administrative system by adopting innovative techniques for assessment of staff performance, e-governance and in developing a digital campus.

Some of the initiatives taken by IQAC are mentioned herewith

1.Improvement in Staff Annual Performance Appraisal Format

The IQAC had suggested some improvements in the feedback and annual performance appraisal of the staff to upgrade the quality of the system by assessing the involvement of the faculty in some of the important area other than the aspects covered in the earlier format. An additional part with a proper weightage has been designed by the IQAC and is coupled with the UGC format.

- 1.Involvement of faculty in administration at institute and department level through various portfolios handled.
2. Faculty Development programs / Short Term Programs planning.
- 3.Interaction with reputed institutes and industries for knowledge transfer and being in pace with technology.
- 4.Services provided to professional bodies.
- 5.Achievements in research activities.
- 6.Supervision of projects of undergraduate students.
- 7.Efforts taken in teaching regular and knotty subjects and mentoring the students through Teacher Guardian Scheme.
- 8.Efforts taken for revenue generation through consultancy.

2. Modification and Upgradation of E-Governance module :

- (i) The Institute has Enterprise resource planning (ERP) as an e-governance tool for the planning, implementation and monitoring various activities like academics, administration, accounts, store, library etc. IQAC had suggested modifications and improvements in ERP to improve the quantity and quality of the data and to make it readily available for analysis and process rectification.
- (ii) Biometric Machine connectivity to ERP: This initiative helped to maintain the data of attendance and punctuality of the employee along with the leave records to take corrective actions.

File Description	Document
Any additional information	View Document

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

Response:

IQAC reviews and monitors the following activities periodically to update the institutes teaching learning process, methodologies of operations and learning outcomes.

1.Academic Dean, IQAC Coordinator and Head of Departments in coordination carried out following activiies:

Conduction of Faculty Academic Audit: It is ensured that the academic audit of each faculty is conducted twice a year. A committee is constituted for conduction of the audit which periodically verifies the performance of the faculty in terms of completion of syllabus, utilization of e-resources, upgradation of subject notes, timely evaluation of answer sheet, monitoring students attendance in theory/laboratories, result analysis ,student feedback analysis and remedial/make up lecturers for weaker students .

Academic calendar: Academic Calender of Institute is prepared in line of University academic calendar and asked departments to plan and prepare their academic and schedules before commencement of the classes and properly communicate them to the concerned within time.

Monitoring the attainment levels of COs, POs and PSOs: The attainment levels of all the Course Outcomes, Program Outcomes and Program Specific Outcomes are periodically monitored and causes of non attainment of desired levels, if any, are discussed and suggestions for improvement are given.

2. In Coordination with Institute R&D Dean:

Monitoring the participation of students and faculties in project presentation and paper publication.

3. In Coordination with and Training and Placement Officer:

Monitoring the performance of the Personality development program module and Training and Placement office:-

The IQAC monitors the efforts taken by the Priyadarshini Center of Excellence to develop the overall personality of the student through coaching and training programs.

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

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

Response: 0

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual

Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response:

Sr. No.	Activity	Outcome & Link
1.	NBA Accreditation	<ol style="list-style-type: none"> 1. NBA Accreditation of CSE & Chemical Engg Department 2. NBA Committee visited for NBA accreditation of Biotech, Mechanical & Electrical
1.	R&D Activities	More than 100 lakhs grand receive during last five.
1.	Teaching learning Process	<p>Modern Aids Used for teaching Learning process</p> <ol style="list-style-type: none"> 1. ICT Room 2. 3. To achieve the outcome based education <ul style="list-style-type: none"> • Define the CO s of each subject • COs & PO Mapping, • COs Attainment • Use of Bloom taxonomy to set question paper. • Online Academic Report generation of each subject
1.	Virtual Lab in collaboration with IIT Bombay	<ol style="list-style-type: none"> 1. Facilitates the absorption of basic and advanced concepts through remote experimentation.

		<ol style="list-style-type: none"> 2. Internet based experimentation permits use of resources-knowledge, software, and data available on the web, 3. Encouraging skilful experiments being simultaneously performed at points separated in space. <p>https://www.piet.edu.in/virtual_lab.php</p>
1.	Knowledge centre	<ol style="list-style-type: none"> 1. Development of New and Innovative Projects and Presentation to the Interested Audience 2. Acquiring and Demonstrating New Skills 3. Excellent / Meritorious Grades <p>https://www.piet.edu.in/knowledge_centre.php</p>
1.	National Service Scheme	<ol style="list-style-type: none"> 1. understand the community in which they work; 2. understand themselves in relation to their community; 3. identify the needs and problems of the community and involve them in problem solving process; 4. develop among themselves a sense of social and civic responsibility <p>https://www.piet.edu.in/nss.php</p>
1.	Business Incubator	<p>Potential New Business ideas which can mentored to grow o successful startup business.</p> <p>https://www.piet.edu.in/business_incubator.php</p>
1.	Online Education system	<p>Useful online courses & Study material can be excess through college website.</p> <p>https://www.piet.edu.in/index.php#Latest_News</p>

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 34

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	05	06	05	05

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

1. Safety and Security :

The institute campus has a strict Security checks at entrance for all persons entering in the college premises. Students and staff wear Identity card at all times. Institute has installed 47 CCTV Cameras at different locations such as Institute Entrance, Library, corridor, Principal's Office, Staircase, and a control room for continuous monitoring, an additional display unit with registrar office. All the classrooms, corridors, seminar rooms & the campus are well illuminated.

Fire Rescue provision and fire extinguisher are arranged at eve

ry locations with proper safety instructions. The care of safety and security is taken by the centralized appointed ALERT Security Management which is monitored by Sansthas Chief Controlling officer. 12 Gents security guards are available at different locations for twenty four hours. The Institute has a separate safety cell with faculty coordinator which takes review of safety mainly for girls students and related issue and reports to principal sir and take care of all necessary arrangement. The meetings are regularly conducted by safety cell and regular suggestions are provided for the safety maintenance and checkups. Separate hostels for boys & girls & full time lady warden to look after the welfare of the girl students. The medical care & support is available to everyone at the adjoining Lata Mangeshkar Medical College. Transportation is provided in case of any medical emergency.

Pick up and drop facility is available for girl students at the time of late night events such as annual cultural activities and other Institute level programs and cultural activities.

2. Counseling

The major objective of the counseling cell is to facilitate Academic, Emotional, Social and cognitive development of the students hence to empower them in their learning and personal development. The institute has established Students Counseling Cell for the overall development of the students through interaction. Mentor (faculty) will take care of about 20 students. Students are allocated to specific mentor for entire semester. Specific issues related to the students are identified and discussed by respective mentors during departmental counseling are forwarded to Institute level counseling cell.

The various cells such as Women cell, Anti harassment cells are available for girls students in case of any issue. Senior ladies faculty members along with coordinators work for these cells to provide immediate help and solve any issue. Internal Complaints Committee is constituted for redressal of complaints regarding sexual harassment of ladies at work place, if any. Students have walk-in liberty to reach out to any member of the committee at any time. The Anti Ragging and Vigilance Committee is like protective shields of the college for the security of the students, especially the girl students. The redressal forum ensures regular visits to the classrooms, common rooms and canteen to check

the prevalence of any prohibited activities

A Counseling Cell provides counseling to students & faculty members. The cell is gender sensitive and promotes an equal and open environment for all the students and the faculty members. It identifies personal strengths, emotional and behavioral problems, and provides assistance to the clientele to work towards self-understanding, improvement of psychological, academic and interpersonal functioning to regain a sense of control and pleasure in life. The CTC is headed by a trained faculty member to ensure professional care & support.

Common Room:

Girls' common rooms have been designed to create a basic comfort zone to the girls. The common rooms are situated in every building of the college. The medical rooms provide physical space to the students to rest when they are indisposed. Sanitary Napkin Vending machine is installed in the campus for the convenience of the girls. Girls common room is available with essential facilities like first aid box, bed, wash basin etc

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 21000	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 12.25	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 5705	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 46579	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Priyadarshini Institute of Engineering and Technology understands the importance of environmental awareness and the role of the institute to keep environment healthy and clean. The key operations of the institutes do not significantly impact the environment and the Institute is very conscious of generating less waste and its proper disposal. The Institute works on the principle less waste less we have to dispose. The majority of waste generated is solid and E waste. However liquid waste is minor and used for gardening and water harvesting purpose.</p> <p>Institute practices the waste management including solid waste manageme</p>

nt, and E-waste management.

Solid waste management:

The Institute practices solid waste management by the segregation of solid waste and its effective management in the campus. The collected waste is segregated at the source of the generation. The waste bins are placed separately for dry and wet waste at every corner of the corridor, wash rooms and common room. The dry waste bins are also placed in laboratories, library, classrooms, etc. The solid waste thus collected is stored at the common solid waste tank where it is treated by compost solid waste management method. The compost solid waste is then used as a manure and fertilizer for gardening of the plants and trees at the institute. The lush green campus proves the intent of the Management to make the campus eco-friendly. Large numbers of saplings and trees are planted in the campus to make the campus green and aesthetically pleasing. Lawns have been developed and maintained.

Liquid waste management:

Liquid waste from the wash rooms, laboratories is conveyed through the underground channels and stored in the common collection tank. Further it is utilized for ground water harvesting and for gardening purposes as per need. Waste water is properly drained out through proper drainage systems. Toxic materials/chemicals are not used in any of the laboratories. Non-toxic liquid chemical wastes generated from chemistry laboratory and environmental laboratory are diluted/neutralized and then discharged.

E-waste management

PIET is concerned about the E-waste generated and handles it on a priority basis as all the E-waste generated is non-biodegradable. PIET is well equipped with computers, and other electronic equipments and computer-related peripherals. These products become outdated after few months or years. Since these products contain some kind of hazardous materi-

als like lithium, lead, zinc, etc. improper disposal of these products is harmful for living beings. Therefore, management of E-waste is an important issue. E-waste management is done by collecting all the electronic waste generated in the institute premises at a central storage space allocated for the same and sent for recycling through an E-waste recycler. A separate agency is employed for this purpose where it is centrally delivered and close monitoring is done for proper dumping of this E waste delivered to the agency.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The ground water level in the Institute premises is at very low level. Maximum rainfall which we receive annually, is effectively harvested through various ways. We have rainwater harvesting systems in which gravity feed system is used to collect the rainwater. The simple technique of rainwater harvesting is catching and holding rainwater where its falls. The prime catchment area is the roof of institute building. Rooftop rain water is collected on the terrace of institute building through adequate pipes from different parts of the terrace. It simply allowed to fall on the area where sump tanks are placed in front of each departments and in the open garden space. The water is deep irrigated soaked or allowed to flow through these sump tanks located at specific spots to main collection tank. All the rain water thus collected is diverted to common channel and conveyed for storage in an underground storage tank. Either, it is stored in this tanks for further use or we use it to recharge groundwater depending upon the situation. The underground tank has capacity to store 45,000 liters of rainwater during monsoon season. The water stored in the underground sump is drawn through a pump and used for gardening, maintaining of lawn etc.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

PIET is actively involved and implemented the various green practices. The campus has taken various steps and executed various initiatives to make support and build healthy environment in campus and adopted various green practices. 'The Green Campus' actively promote the various programs for the environment protection and satiability such as, use of bicycles, public transport, and pedestrian friendly roads, promotes plastic free campus, paperless office, green landscaping with tree and plants.

Use of Bicycles, Public Transport, Pedestrian friendly roads

The Institute is easily accessible by local transportation. The majority of faculty members and students reside in the subordinate area of the institutes. The boys and girls hostels are located in the region of 2-3 km distance only. Students are always encouraged to live in the Institute hostels for the ease of transportation. The Institute specific city buses are started by requesting to the local governing and city transportation authority. Students are encouraged to travel through these buses in view of fuel consumption and safety issues. Students living away from campus are encouraged by faculty mentor to make petrol partner or area specific mini bus or van partners. The most of the faculty members travel by CAR POOL and faulty members and students living in subordinate area of campus are encouraged to travel by Bicycle. Institute encourages all faculties and students to use public transport which will save energy resources and reduce environmental pollution.

Plastic-free campus

The Institute has a motive to make it plastic free campus. To avoid use of plastic the preferences are given to use non-plastic items in the institute campus like institute canteen, store, office etc. After government of Maharashtra banned the use of plastic from March 23, the institute has taken the immediate concern and make circular to avoid any plastic usage in the campus for faculty and students in a bid to fight pollution caused due to its extensive usage.

Paperless office

Institute developed its own ERP (Enterprise Resource Planning) software system and implemented it for academic, training & placement and administrative works to reduce paper work. EPR software is effectively used by students, staff and faculties to perform their daily work and updates, which reduces the paper work. In addition to this Notices and Circulars by Principal and admin office are conveyed to all by emails by official email id portals.

Green landscaping with trees and plants

The lush green campus of institute has abundant trees of different species. Institutes various cells including NSS unit regularly carried out tree plantation activity. This activity helps in encouraging eco-friendly environment which provides pure oxygen within the institute and awareness among students. Dedicated staff is allotted for gardening and watering of all trees and plants. To save water drip irrigation system is also installed at some locations. The botanical garden is maintained by the Institute which is monitored by Department of Bio-Technology where rare species and medicinal plants are planted.

File Description	Document
Any additional information	View Document

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

Response: 1.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
21.23	27.73411	15.56577	13.90154	19.00998

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

Response: 65

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	8	22	23	7

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

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

Response: 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	08	04	05	05

File Description	Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 22

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

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

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

The Priyadarshini Institute of Engineering and Technology was established by Lokmanya Jankalyan Shikshan Sanstha in the year 1999 with the vision to provide quality education in Technology and Engineering. Institution organizes every year various National Festivals and birth anniversaries of the great Indian personalities which are as follows:

Republic Day and Independence Day -

Every year institute celebrate Republic Day and Independence Day with great pomp where all staff and students from Diploma, Engineering, pharmacy D Ed, B Ed and other institutes of the Sansthas at one campus along with the Office Bearers. The program starts with Flag Hosting at the hands of Chief Guest followed by National Anthem. March Past, Patriotic songs, and various acts and skills are presented to the gathering by students.

Mahatma Gandhi birth anniversary

Mahatma Gandhi is referred to as National Father who devoted his whole life preaching Truth and following Ahimsa. The NSS volunteers organizes the mass pledge in accordance with the Prime Ministers' urge for 'Swachh Bharat Abhiyaan', Also they willingly come on the grounds with the brooms and do sweeping and cleaning on the institute grounds.

Shivaji Maharaj Jayanti

Shivaji Maharaj a great Maratha warrior and administrator, is indeed a source of inspiration to the Maharashtra and to all Indians. Institute celebrate Shivaji Maharaj Jayanti every year on February 19 where rallyis organised and acts are displayed to commemorate our respect towards Maharaj.

Teachers Day

Dr Sarvepalli Radhakrishnan, a great teacher and a staunch believer of education, known for his contribution towards the education system in India. The Teacher's Day on September 05 is celebrated individually by every department. Every department organizes the various cultural events to offer their tribute to teachers. Teachers' are noble contributors to the society to mould and nurture responsible citizens to the Nation.

Engineers Day

15th September is celebrated as Engineers Day in honour of Bharat Ratna Awardee Mokshagundam Visvesvaraya, an eminent engineer.

Lokmanya Tilak Jayanti

Lokmanya Tilak is a great source of inspiration for the the sanstha. His contribution for the nation is always source of inspiration for the Institute and Sanstha.

We also celebrate the birth Anniversaries of APJ Abdul Kalam, Mahatma Phule, Dr. Babasaheb Ambedkar, Pandit Jawaharlal Nehru, Netaji Subhash Chandra Bose and Chatrapati Shivaji Maharaj. We observe National Integration Day or Ekta Divas which falls on November 19, every year, being Indira Gandhi's birthday. It recognizes the diligence, determination and grit of the very first lady Prime Minister of India, Indira Gandhi. The Indians vow to conserve common amicability with every other citizen in the general public. It promotes the unity in diversity and feeling of oneness among people to a great level.

File Description	Document
Any additional information	View Document

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

Response:

Maintaining Transparency

The institution maintains complete transparency in its Financial, Academic, Administrative and auxiliary functions.

Academic Transparency

Detailed Academic Policy is prepared every year. It includes a academic calendar, evaluation methods, continuous assessments & other activities planned for the year. This Policy is prepared by the group consisting of Head of departments and Deans, who carry out extensive discussions during its preparation & finalisation. The Academic Policy once approved by the Principal, is available at every department. All the stake holders, including the students, can go through it any time. The Academic Calendar is provided to the students on the very first day of every new Session. The Institute strictly complies with the calendar. Examination pattern, question banks, basis of marking are well documented & shared with students from time to time. Checked answer sheets of every exam are made available to the students after their assessment so as to ensure transparency in valuation. Attendance data is displayed on the Departmental notice board from time to time. The records of Assessment Tests, Sessional exams, Attendance of the students are properly maintained & are shared with parents during Parent Teacher meets or any time on demand from parents. The laboratory procedure for each experiment is well documented & is shared with the students.

Financial Transparency

The institution maintains transparency in financial functions by providing financial information to all stake holders. The budget provision is made for technical event like National conference NIRMITI, Guest Lecture, Industrial visits, various cultural activities, Alumni Meet, Annual Gathering etc. Institute also provide budget for inter institute sports and cultural activities like J L Chaturvedi Sport Trophy for faculty. All the funds are utilized by students and faculties. Institute provides financial transparency by maintaining Acquittance roll for each financial year.

The Institute calls for Budget from every department and then prepare Budget of college well before the commencement of every financial year.

ncial year. The institute's Budget is prepared on the need basis of the budgets given by every department and all departments are aware of the budget. The financial year of the Institute shall be the same as that of state Govt. Well defined financial Powers are delegated to the Principal and HODs. Salary sheet is made available to each and every staff member & they acknowledge it by signing. Salary slip is provided to the staff. The institute has established the following funds: Salary fund Development & Programme fund Contingency fund Any other fund which is deemed necessary to establish for the year.

There exists a system of Internal Audit at Institute level and External Audit by statutory auditors at the Sanstha level.

Transparency in auxiliary functions

The institute has well documented policies for its auxiliary functions with all administrative norms or the standing orders in place. The details of the norms governing various auxiliary functions transparently are available.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1:1. Title of the Practice :
 The Practice of Facilitating Students in Setting and Achieving Their Goals.
Objectives of the Practice
 The main objective of this practice is to facilitate students in understanding their strengths and in setting their goals in resonance with their propensities so that they can achieve them in a natural way. The b

road intended outcome of this practice is that the learning of students will enable them to transform their pastimes into professions and their careers into callings. The underlying concept behind this practice is that the outcome of any learning is optimum when the natural inclination

3. The Context

Undergraduate education is the phase of transformation in the life of any student when he/she needs to be educated to leave behind the routine and secure habits of early education and be prepared to face the real world of new and unknown challenges of career and life. It is a phase in which students need to be gradually brought out of the life of exams and prepared to face the exam of life. We started this practice to contribute to this transformation by honing the innate propensities of a learner and chiselling a researcher, an entrepreneur or any other resonating professional out of him / her. However, the design and implementation of this practice involved many challenging issues such as lack of awareness and clarity among students for joining engineering stream, inability of many of them to maintain the requisite academic standards and enormous diversity in their backgrounds.

4. The Practice

The uniqueness of the present practice is that it promises to bring the primary role of knowledge, skills and wisdom back into the main focus of education and thus contribute to arresting the recent growing deterioration of higher education in India. This practice evolved out of different initiatives in the past towards helping students in pursuit of their goals. In particular, principal's impressive presentations related to 'Goal Setting' [1] led to institutionalisation of this practice [2].

The practice is executed through the following main steps. (i) Students are asked to make a separate copy in which they can record their career goals and life goals. Principal's address included practical and meaningful advices regarding how to set appropriate goals. This copy is expected to be maintained for the full period of graduation. (ii) Students are also asked to mention their innate interests in this copy. They are advised to explore the connections between their goals and interests. However they are asked to be as natural as possible in this exploration because both goals and interests can change in a complicated manner with individual experiences. (iii) Students are encouraged to develop their unique learning motivations in the direction of their goals. Learners can select their topics from among those suggested by faculty members or can have their own learning motivation topics. Thus the initial sessions in the execution of this practice are like an 'Idea Hub' that brings forth the innate ideas of students. (iv) Counsellors / Mentors then track and guide the learning curve of these students in their march towards their cherished goals. They help students in knowing their own selves better through assignments covering aspects of their personalities such as strengths, weaknesses, hobbies, passions and specialities. Many

different cells have been developed in our institute to cater to the diverse motivations of students. Students are further guided under the relevant cells based on the idea they wish to pursue as shown below.

Idea	Knowledge/Research based	Skill/Business/Industry based	Wisdom
Relevant Cells	Higher learning, Research and Development, Training and placement	Entrepreneurship Development, Business Incubator, Industry institute interaction	NSS, Sc Lab

We faced several constraints in guiding the journey of a student from the starting point of setting the goal to the end point of achieving it as explained under item 3 above. However, with a clear practice in place now we have started overcoming these limitations.

5. Evidence of Success

This practice has helped to develop a mechanism that can enable students to identify their unique traits and set appropriate goals and enable faculty members to guide students towards accomplishments of their goals. Various learning motivation topics selected by students [3] and the personality traits described by students under the assignments, 'Know Yourself' [4] enabled us to understand the diversities of their propensities and goals. This practice also motivated faculty members to uncover and discover the syllabi they teach and thus arouse the motivations of students in their journey beyond syllabus. For example, applying this to topics such as semiconductors, lasers and optical fibres made students aware of the vast scope of these areas that can open several new career paths and helped them to select their learning motivation topics [5]. Many of the students who were motivated learners have been either trading a journey towards their cherished goals or have reached their goals through this practice. A few of these examples are furnished here [6]. These examples indicate the fundamental correctness of this practice and gave us enough confidence to take it further.

6. Problems Encountered and Resources Required

We encountered several problems in pursuing this practice due to the challenges mentioned in item 3 above. However, the evidence of success mentioned above convinces us about the fundamental strength of this practice and reinforces our ambition in pursuing it further. We have been managing the available resources for implementing this practice. However we have felt the need for educational psychologists who can undertake a systematic research into how the success of this practice can be improved through appropriate counselling regarding how goals can be set and achieved taking into account one's individual personality traits.

7. Notes (Optional) Enclosures

[1] Principal's presentation on goal setting [2] Principal's Notice rega

rding institutionalisation of the practice[3] Few examples of learning motivation topics selected by students[4] Few examples of assignments used under this practice[5] Few examples of uncovering and discovering syllabi by faculty arousing students' motivations in their journey beyond syllabus[6] Few examples of motivated students who have either accomplished their goals or are marching towards their goals through this practice

Best Practice 2:
1. Title of the Practice :
 Administrative Practice of Enhancing Networking through Outreach, Interactive and Collaborative Programs

2. Objectives of the Practice
 It is well understood that the knowledge output of any organisation can be enhanced through appropriate networking. However, the abilities of different people working in an organisation are generally uncorrelated and may not lead to a net optimum result if no efforts are taken to build networks that can contribute to the vision and mission of the institute. This practice is intended to build and improve such networking within and beyond PIET through various outreach activities, interactive programs and collaborative efforts. The practice is implemented at all the three levels, viz., local, national and international through administrative measures.

3. The Context
 The primary contextual feature or challenging issue that needed to be addressed in designing and implementing this practice was how to optimise the contribution of every human resource of the institute in its overall development. Our institute had been working with the vision of developing our students into quality technocrats. This objective demands that at the each individual of the institute contributes his/her best and these contributions are further used by the administrative authorities in an optimum way. This practice evolved as an internal administrative mechanism to address these demands. The first principle that governed the evolution of this practice was that if individuals are given freedom to pursue what they are good at their accountability enhances and outcome optimises. The second principle that governed the implementation of this practice was that if the individual endeavours are appropriately networked the net contribution to the mission of the institute is further optimised.

4. The Practice
 Description of the Practice - The practice has been institutionalised taking into account our administrative experiences in our endeavours towards developing PIET into one of the best learning centers even while working within the constraints of an affiliated institute. These experiences helped us to put in place an administrative mechanism that utilizes the human resource at our disposal in the best possible way. Thus one of the important steps towards implementing this practice was to understand the diverse abilities of members of faculty. This was accomplished through notices and circulars [1] that were intended to motivate the members to identify and ventilate their latent talents. This enabled us to have an appropriate understanding of the wide spectrum of abilities of our group and enabled us to take administrative measures that help

an individual to work in resonance with his/her personality and at the same time ensure the progress of the institute. Three of the important measures are (i) allowing faculty members to avail the facility of 'duty leave' (complete leave) or 'on duty leave' (partial leave) whenever required towards the pursuit of their work [1] and (ii) providing some relaxation and adjustment in teaching load of those members whose works have a strong networking potential [2] (iii) giving appropriate weights to these accomplishments in the reports of self appraisal and departmental appraisal [3]. These measures promoted participation of different members in different outreach, interactive and collaborative programs suiting their own natural propensities for building and growing their own networks and also the network of the institute, in turn. A few of these programs are mentioned below. (i) An 'evening lecture series' was started that provided a platform to facilitate faculty members to share their pursuits and outcomes with fellow colleagues and improve their networks by joining the likeminded ones in these pursuits (ii) Outreach programs like visits of expert faculty to other organizations were promoted that improved linkages and networking with local community. (iii) Activities like guest lectures and co-authoring papers/articles that enhanced interaction and networking with experts and organisations at the national level were promoted. (iv) Networking at international level was accomplished through collaborative training programs. Uniqueness in the context of India higher education - The uniqueness of this practice in the context of higher education scenario in India is that this practice is enabling us to understand how HEIs can play a very significant role in India's march towards an ultimate knowledge destination. As better networking leads to better optimisation of the available knowledge our experiential learning of this practice has been enriching our understanding of this role that will also help us to contribute to its furtherance. 5.

Evidence of Success

The success of this practice can be evidenced through the write ups of various individual faculty members who could implement this practice effectively for the growth of their own networks and the network of the institute. These write ups describe the various outreach, interactive and collaborative activities that were undertaken by these members to improve their networking. The data is summarised in the following table.

13 lectures have been organised under the 'Evening Lecture Series' so far. list of these lectures is enclosed. [4]
159 guest lectures have been delivered by the expert faculty outside PIET so far. 175 papers and articles have been published in collaboration with experts outside PIET.
10 assignments have been undertaken to promote networking at the international level. A list of these programs is enclosed. [5]

The sample stories of Dr Vivek Nanoti, Principal, PIET and Dr Sanjay Jain, Professor of Physics and Head, Knowledge Center that bring forth the success of this practice

tice are enclosed here. [6]

6. Problems Encountered and Resources Required

One of the major problems encountered in the implementation of this practice is our inability to introduce the benefits of our networking in our current system due to our status as a university affiliated institute. The enhanced networking resulted by this practice has enriched and equipped us with several new ideas that can improve the teaching learning process and help in our mission to produce quality technocrats. However, being an affiliated institute, we are constrained by the structure fixed by the university and lack the necessary freedom to introduce the intended reforms. Nevertheless, this practice has also been providing us enough motivation to aspire for an autonomous status.

Enclosures:

- [1] Notices and circulars that are intended to motivate the members to identify and ventilate their latent talents and showing facility for the faculty members to avail 'duty leave' or 'on duty leave' for the pursuit of their work
- [2] Documents showing relaxation and adjustment in teaching load of those members whose works have a strong networking potential
- [3] Documents showing appropriate weightages to the accomplishments in networking in the reports of self appraisal and departmental appraisal
- [4] The list of the lectures organised under the 'Evening Lecture Series'
- [5] List of the assignments undertaken to promote networking at the international level à Included in the sample story of networking of Dr Nanoti covered under [6]
- [6] Sample stories of networking achieved through the efforts of Dr Vivek Nanoti, Principal and Dr Sanjay Jain, Professor of Physics and Head, Knowledge Center.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

**Knowledge Center: A D
distinctive Initiative of PIET**

Our institute had been constantly endeavoring to excel in developing our students into quality technocrats by imparting them the appropriate knowledge, skills and wisdom. As this vision guided our priorities, thru

st and mission activities, we also experienced severe constraints in these pursuits due to our affiliation to the university system that is primarily examination oriented. About four years back we took an initiative called the knowledge center (KC) to compensate for these lacunae in our present system of education. KC aimed at facilitating learning in an open, flexible, natural and experiential manner to promise the benefits of enjoyment, employment, empowerment and enlightenment to learners. Whereas the existing education centers aim at covering the syllabi and learning for marks and degrees, KC aimed at uncovering and discovering the syllabi and learning for knowledge, skills and wisdom. This initiative was encouraged by several eminent persons that included Dr APJ Kalam, Mr Sam Pitroda, Prof CNR Rao and Mrs Pratibha Patil [1]. We realized the distinctiveness of KC in transforming education in our institute through our several encouraging experiences about how autonomy of learning and excelling can be achieved even in the rigid atmosphere of an affiliated institute like ours with such an initiative. Our experiences also brought forth the immense potential of KC as a grass root initiative that can catalyse the transformation of engineering education in India.

Motivation and Basis

In a short span of time KC started showing germs of expansion in many directions and came to be perceived as a breath of fresh air that promised to break the monotony of the rigid examination oriented atmosphere of an educational institute. It enabled us to look beyond the boundaries imposed by our current education structures and opened new vistas to several interesting motivations of imparting and acquiring knowledge, skills and wisdom that our education system almost prohibits or leaves unaddressed. Table 1 lists the main motivations that helped to us to build and fortify the basis of KC. **Table 1**

Curiosity Based Learning	
Learning by Doing	
Learning in a Seamless and Holistic Way	
Learning About the Advancing Frontiers of knowledge	
Learning through Stories, Jokes, Pictures and Quotes	
Learning through Excerpts from Authoritative Book	

The motivations included in Table 1 necessitated institutionalising new methods and mechanisms of learning and using new learning resources that are different than the ones that are currently in use for studying prescribed syllabi and passing stereotyped examinations. Earlier KC was perceived as an 'extra mile initiative' [2] and so the KC activities were scheduled outside the working hours of the institute. But as the fundamental role of this initiative started becoming more and more convincing KC slots were accommodated in the regular time table [3] for facilitating learning as per the objectives of KC. Though knowledge is essentially unstructured, these slots helped us to put in place a simple, broad structure and a mechanism to allow the initiative to grow. A simple methodology that evolved out of these initial steps is to arouse the mo

tivation of students to learn under KC and facilitate and mentor their learning. The learning pursuit may lead to an output in some form like a poster, article, paper, presentation, dissertation or demonstration but the main emphasis is not on the output but on the process of learning. Hence the focus is more on kindling interests of students in knowledge oriented resources and enhancing the diversities of their learning motivations. This methodology helped us to evolve a new practice of facilitating students in setting and achieving their goals in our institute. This practice is described under best practice I (Metric No. 7.2.1). We found that the motivations listed in table 1 could be served better by developing posters on various relevant themes and displaying them periodically. This led to exhibitions of such posters becoming a regular feature of our initiative. Table 2 lists the themes of the exhibitions organised so far [4]. More than 350 posters have been displayed in these exhibitions so far. Knowledge oriented books and various periodicals dealing with science and engineering at UG level also became our learning resources [5]. These resources are seldom referred in our routine exam oriented system. **Table 2 Themes of Exhibitions organised so far**

International Year of Light - 2015	
Knowledge, Skills and Wisdom Beyond Marks and Degrees (2016-17)	
Science, Engineering and Education from a Gandhian Perspective (2017-18)	
'Wonderful World of Science, Technology and Engineering' (2017-18)	
Learning Motivations in Physics (2018-19)	
From India to Bharat - A Forward Journey (2018-19)	
Knowledge Center at a Glance (2018-19)	

Impact and Growth of KC
 KC has taken impressive strides since its inception. Starting with physics department (2015-16), it first spread to the other departments of the first year (2016-17), and then to all the departments of the institute (2017-18). Recently the initiative has been extended to bring in its ambit the learners in and around Nagpur [6]. Our extension plan envisages developing KC as an active platform for uniting curious, needy and creative learners with knowledgeable, skilled and wise experts / guides [7]. We have introduced many new features to achieve this objective such as regular KC visits by different schools, colleges and organisations [8] and regular interactive sessions of experts with appropriate learners [9]. The growth in the impact of KC became discernable with increase in the number of students and faculty members exposed to the initiative and the infrastructure used for its purpose. This led to the concomitant growth in the number of students registering their learning motivations, number of articles and papers published and the number of posters developed under KC [10]. The published papers and articles made the idea of KC visible at local, national and international levels [11]. Apart from this measurable impact, KC also made a subtle but significant impact in several ways. It attracted large number of visitors [12], captured media attention [13] and improved the academic ambience of the i

nstitute. **Enclosures** in the given link

File Description	Document
Link for Additional Information	View Document

NAAC

5. CONCLUSION

Additional Information :

Dr. Nanoti believes that teachers are instrumental in shaping the future and as a result has worked to celebrate the achievements of teachers and elevate their position as influential role models. In order to empower the faculties with the latest technology and contemporary needs, comprehensive and systematic Training Need Assessment (TNA) based on the needs of the departments is continuously carried out at the institute PIET. The institute is well known for having research centers in core branches of high repute. These research centers are becoming nodal centers for advance study and research and also to share and care the needs and other expectations of research scholars.

Various other cells of great importance .Various Students forums, active Staff and Students chapters of National and International level Professional Societies (IEEE, ISTE, CSI,IETE, ISHARE, IICHE, VIA, VMA) strengthen the quality of education and expose the students to all possible avenues ahead in their career.

For fostering the entrepreneurial spirit and creativity among the students and even faculties, Incubation Centre, Innovation Club, Entrepreneurship Development Cell, Patent Cell, Ph.D. Cell, Wisdom corridor and Nobel Laureate corridors have been hosted by the institute. I speak English Club of the institute exclusively takes care of the students' communication skills and helps the students to speak fluently in English. Apart from this the institute has made a provision to impart education of Foreign Language to interested students. In order to instil into the students a faith in themselves, in their country and in their people and also to take care of their spiritual and emotional health, dedicated Meditation Centre, Happiness Corridor, Art of living workshop have been set up in the institute. PIET has always depicted its philanthropic gestures by regularly participating in various activities conducted by Rotary Club, Goonj, NSS.

Today PIET has not only established all the facilities to impart effective education to students but also has achieved the distinction as one of the best equipped institutes of the state. PIET has to yet achieve many more milestones in near future

Concluding Remarks :

Priyadarshini Institute of Engineering and Technology, Nagpur is a highly prestigious private institute of Vidharbha region run by Lokmanya Tilak Jankalyan Shikshan Sanstha, Nagpur. Just within the course of 20 years it has attained the vital space in the heart of young youths of Maharashtra by standing high in excellence & employability.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>362</td> <td>290</td> <td>304</td> <td>298</td> <td>330</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>386</td> <td>337</td> <td>311</td> <td>329</td> <td>376</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>420</td> <td>420</td> <td>540</td> <td>540</td> <td>540</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>420</td> <td>420</td> <td>540</td> <td>540</td> <td>540</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per details of admitted students provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	362	290	304	298	330	2017-18	2016-17	2015-16	2014-15	2013-14	386	337	311	329	376	2017-18	2016-17	2015-16	2014-15	2013-14	420	420	540	540	540	2017-18	2016-17	2015-16	2014-15	2013-14	420	420	540	540	540
2017-18	2016-17	2015-16	2014-15	2013-14																																					
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420	420	540	540	540																																					
2017-18	2016-17	2015-16	2014-15	2013-14																																					
420	420	540	540	540																																					
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>276</td> <td>262</td> <td>236</td> <td>227</td> <td>211</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>275</td> <td>244</td> <td>218</td> <td>220</td> <td>218</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	276	262	236	227	211	2017-18	2016-17	2015-16	2014-15	2013-14	275	244	218	220	218																				
2017-18	2016-17	2015-16	2014-15	2013-14																																					
276	262	236	227	211																																					
2017-18	2016-17	2015-16	2014-15	2013-14																																					
275	244	218	220	218																																					

Remark : DVV made the changes as per provided details of students admitted from the SC, ST, OBC, DT/VJ and NT by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	02	1	02

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	11	16	8	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	7	1	3

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 324

Answer after DVV Verification: 346

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

Answer before DVV Verification : 359

Answer after DVV Verification: 373

Remark : DVV made the changes as per provided result analysis report of final year students for the year 2017-18.

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

(INR in Lakhs)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
83.845	8.7	21.09	1.69	9.57

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
83.845	8.7	21.09	1.59	9.57

Remark : DVV made the changes as per provided e-copies of grant award letter by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	6	6

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	6	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	6	6

Remark : As per clarification provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1265	1332	1225	1033	1099

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1110	1332	1225	1033	1099

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15.49	14.93	4.79	3.61	5.94

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16.13	15.24	5.13	3.95	6.23

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 113

Answer after DVV Verification: 113

Remark : As per clarification provided by HEI

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
521	585	567	562	439

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
305	373	320	352	239

Remark : DVV has made the changes as per provided report of students attending VET by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
06	05	05	06	05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
05	06	06	05	06

5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>23</td> <td>22</td> <td>20</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>22</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	25	23	22	20	15	2017-18	2016-17	2015-16	2014-15	2013-14	24	22	22	20	20
2017-18	2016-17	2015-16	2014-15	2013-14																	
25	23	22	20	15																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	22	22	20	20																	
5.4.3	<p>Number of Alumni Association / Chapters meetings held during the last five years</p> <p>5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 972 1046 1106"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1184 1046 1319"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per provided activities report on alumni meet by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	02	02	01	01	01	2017-18	2016-17	2015-16	2014-15	2013-14	02	02	01	01	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	02	01	01	01																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
02	02	01	01	01																	
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1677 1046 1812"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>75</td> <td>68</td> <td>73</td> <td>41</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1890 1046 2024"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>53</td> <td>46</td> <td>46</td> <td>27</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	81	75	68	73	41	2017-18	2016-17	2015-16	2014-15	2013-14	57	53	46	46	27
2017-18	2016-17	2015-16	2014-15	2013-14																	
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2017-18	2016-17	2015-16	2014-15	2013-14																	
57	53	46	46	27																	

6.4.2	<p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 387 1046 521"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>33100</td> <td>39000</td> <td>43400</td> <td>51500</td> <td>38000</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 600 1046 734"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.35</td> <td>0.39</td> <td>0.44</td> <td>0.41</td> <td>0.38</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per provided Copy of letter of grant received from non-government bodies by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	33100	39000	43400	51500	38000	2017-18	2016-17	2015-16	2014-15	2013-14	0.35	0.39	0.44	0.41	0.38
2017-18	2016-17	2015-16	2014-15	2013-14																	
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2017-18	2016-17	2015-16	2014-15	2013-14																	
0.35	0.39	0.44	0.41	0.38																	
7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>05</td> <td>06</td> <td>05</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>05</td> <td>06</td> <td>05</td> <td>05</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	14	05	06	05	05	2017-18	2016-17	2015-16	2014-15	2013-14	13	05	06	05	05
2017-18	2016-17	2015-16	2014-15	2013-14																	
14	05	06	05	05																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
13	05	06	05	05																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1677 1046 1812"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>08</td> <td>22</td> <td>23</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1890 1046 2024"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>22</td> <td>23</td> <td>7</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	05	08	22	23	07	2017-18	2016-17	2015-16	2014-15	2013-14	5	8	22	23	7
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	08	22	23	07																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	8	22	23	7																	

Remark : As per clarification provided by HEI.

7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>05</td> <td>04</td> <td>06</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>08</td> <td>04</td> <td>05</td> <td>05</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	05	05	04	06	08	2017-18	2016-17	2015-16	2014-15	2013-14	04	08	04	05	05
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05	05	04	06	08																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	08	04	05	05																	

7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>05</td> <td>05</td> <td>05</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>04</td> <td>04</td> <td>05</td> <td>04</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per provided report of activities conducted for promotion of universal values by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	05	05	05	05	05	2017-18	2016-17	2015-16	2014-15	2013-14	05	04	04	05	04
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	05	05	05	05																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
05	04	04	05	04																	

2.Extended Profile Deviations

ID	Extended Questions										
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14							

276	262	236	227	211
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Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
275	244	218	220	218

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
376	375	487	627	524

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
348	349	451	485	412

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
139	147	156	158	148

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
139	142	153	146	118