

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

M. S. BIDVE ENGINEERING COLLEGE

P. O. BOX 112, VASWADI BARSHI ROAD

413531

www.msbecl.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1983, Our institute has been imparting quality education in engineering covering 06 UG courses and 04 PG courses. We believe that quality management and its sustenance is a continuous process this aspect requires the proper audit and assessment. In this respect, the institute was able to secure accreditation for its 03 UG course by NBA for the period 2008-11. As per our commitment for further progress in qualitative and quantitative terms , now we have been applying for accreditation under the purview of NAAC.

Vision

To attain technical excellence for the welfare of mankind.

Mission

It is our mission to impart qualitative technical education at affordable cost for the students hailing from vernacular background and deprived classes. It is our conviction to make them competitive in global environment through dissemination of knowledge, development of technical and social skills & by inculcating human values. We, the management, the principal, faculty and staff find the privilege and pride to commit whole heartedly to accomplish this goal.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Our time tested strengths are,

- Qualified, experienced and stable faculty.
- Rich pool of Alumni with excellent support.
- Highly supportive management.
- Established teaching-learning culture with emphasis on 100% completion of curriculum and focus on weaker students.
- Very conducive environment for girls' education.
- Ability to afford cost effective education.

Institutional Weakness

Weaknesses we bear with,

- Lower opportunities for training and placement due to location disadvantage.
- Enrollment of students from weaker financial, academic and communication levels.

- Lack of support of industries.
- Unfavorable gap between demand and supply.
- Undeveloped Research and Development domain.

Institutional Opportunity

The opportunities at our disposal are,

- To uplift the students from weaker section.
- To develop strong training means and measures.
- To enhance placement levels.
- To strive for women empowerment.
- To inculcate and develop research culture.

Institutional Challenge

The challenges we face,

- Risk of getting low merit and inadequate number of students.
- Higher probability of losing quality faculty.
- Apprehension of financial deterioration.
- Diminishing chances of imparting viable education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Our institute is affiliated to the **SRTMU, Nanded**. We always try to obtain technical goals through well planned academic structure.
- Through the act of affiliated university, our teachers always participated in various academic bodies and its official implementations.
- As a measure to boost up our technical campus we have introduced four new courses for (post-graduation) and we have well developed practical laboratories.
- We are also conducting certified courses to make students to remain connected with their co-academics structures which would be helpful towards industrial applications.
- Moreover our institute is quite aware towards the social activities and so are the provisions of professional schemes regarding life skills.
- As a mark of strict adherence to quality academics, we involve students in Feed-back exercise for compilation, analysis and follow-up.
- Syllabus is revised by **SRTMU** once in five years to meet the future demands. For this, leading industrialists, academicians etc are invited to partake.
- Since 2014 Central Based Credit system (CGPA) is implemented.

Teaching-learning and Evaluation

- The college provides secure hostel facility at moderate cost enabling the students from urban and rural sectors of Maharashtra and outside Maharashtra to enroll for the engineering programme.
- The college offers financial assistance to the students from economically weaker category.
- Communication skill development programme is offered by the college to the students coming from vernacular medium at no cost.
- During the teaching of various courses, the emphasis is on imparting practical, procedural and meta-cognitive aspects of knowledge as well as on providing factual and conceptual knowledge.
- Evaluation strategies for every course are designed as per the expected levels of different cognition-types, starting from students' ability to remember, recall and understand the subject areas presented to them and harnessing their ability to apply, analyze and evaluate the same. For senior undergraduate and postgraduate students an equal or sometimes even greater emphasis is given on evaluating their creative abilities, mainly through projects.
- One of the key strengths of the college is passionate faculty members. The college encourages faculty members to improve their qualifications, attend workshops and conferences by providing financial assistance and duty leave. Good management policies and academic environment have resulted into high retention ratio.
- Under the leadership of the **controller of examinations**, In-semester and End-semester examinations are conducted. Fair practices and transparency are maintained in the examination and evaluation processes.
- Though being a remote place, good academic records, value addition courses, co-curricular and extra-curricular activities attract organizations for placement. Further, good number of students pursue their higher studies.

Research, Innovations and Extension

Incubation and innovation centre with following objectives.

- To create physical infrastructure and support systems necessary for business incubation activities.
- Services such as training on High-speed Internet access, which facilitate networking with professional resources. It also include mentors, experts, consultants and advisors for the incubate companies links to higher education resources.
- Promote and facilitate knowledge creation, innovation and entrepreneurship activities.
- Mentoring by promoting and facilitating knowledge creation, taking advice from experts, incubating companies, consultants and advisors at Incubation Centre.

Industry personnel are invited to enhance the interaction.

Most faculty members involved in participating and presenting papers at national and international journals, seminars, conferences and book publications.

Our institute as a professional academic organization has been in the forefront in its role to extend its service to the neighbourhood and society through a slew of measures aimed to create impact and impressions on students. It also engages programmes to sensitize students to social issues and enable them to partake in holistic development.

Number of extension and outreach programs conducted in our college. Most of our students participate in such

programs.

Good number of linkages for faculty exchange, internship and field trip, during the last five years.

Good number of MoUs signed during last few years.

Faculty are encouraged to attend seminars, paper presentations etc.by providing financial help and also giving duty leave.

Infrastructure and Learning Resources

Physical facilities : Our institute always ensures the provision of appropriate facilities for **teaching-learning** process as per norms. The institute has classrooms, well equipped laboratories and ICT enabled seminar halls to meet basic requirements of academic set-up. The institute has spacious play ground measuring 8100 sq.m.

Our institute has star-grid pattern separate hostels with well furnished, spacious rooms for junior, senior boys and girls with 300+200 capacity. The hostel has exclusive mess buildings with twin compartment dining halls. The hostel is also equipped with solar water heater and water cooler with Aqua purifier and separate TV hall for recreation.

Library as a learning resource: The library with total area of 570.41sq.m.with adequate seating capacity supports the good academic environment. The library has collection of 46000 volumes, 7950 book titles, 61 journals,169 e-journals and 18 computer systems. In order to review the status and for expansion we have separate cell called **Library Advisory Committee** consisting Librarian and three senior faculties,.

IT infrastructure: The institute has 413 computer systems with antivirus software. Our entire college campus including hostels is covered by the secure and foolproof Wi-Fi using 42 access points with 40 Mbps bandwidth.

Student Support and Progression

This criterion reflects the support schemes instituted by various government schemes and our management in areas as fees concession, capability enhancement, placement, cumulative progress etc. These initiatives also promote all the students to excel better in different dimensions as sports, cultural activities, competitions, final examination etc.

Our institute has created platform for the student to participate in various departmental and alumni association activities as donation of books, jalyukta shivar, HR meet in MNC, water harvesting etc.

The alumni association contributes significantly to the development of students through financial and nonfinancial means.

Governance, Leadership and Management

Functioning as a reliable destination for quality engineering education , our institute enjoys the status as a

shining example through its **Governance , Leadership and Management.**

- It is our conviction to make students competitive in global environment through dissemination of knowledge, development of technical and social skills and by inculcating human values. We, the management, the principal, faculty and staff find the privilege and pride to commit whole heartedly to accomplish this goal.
- An Engineering college happens to be a professional institute and so has to function in a professional manner. The Principal as the head of the institute carries the responsibility of management, monitoring and administration of all the A to Z affairs related to the institute. As an established practice, he is at the forefront of all the institutional activities. To assist him there are Academic in-charges to look after Academics, Administration, Campus Development, Training & Placement etc. and HODs.
- Our institute monitors teaching and learning process through the academic calendar , teaching staff diary , feedback , ERP documents and result analysis regularly through the academics meetings under the control of IQAC.
- College provides various welfare measures to help/safeguard the interest of faculty and staff such as **Fee Concession** for wards of faculty and staff, maternity leave and festival advance.
- Our institute also encourages and provides financial support to teaching and non- teaching staff to attend workshops, conferences and paper presentation.

Institutional Values and Best Practices

- The Institute has adopted various measures for girls' safety, security and study, as well equipped accommodation, mess along with special attention towards teaching.
- Institute has adopted practice to implement a power system by renewable and alternative energy sources e.g. LED, Solar panels.
- Institute shows zeal and concern for environment, and focuses on solid waste, liquid waste, e-waste management. It has implemented system for rain water harvesting.
- Institute committed to social responsibilities, has initiated activities like "Swachh Bharat Abhiyan".
- Institute and all its members strongly follow the core and social values in favour of mankind and education.
- Institute is sincere & bonafide to provide help to needy/poor students to the extent.
- It has initiatives to enhance technical skills of the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M. S. Bidve Engineering College
Address	P. O. Box 112, Vaswadi Barshi Road
City	Latur
State	Maharashtra
Pin	413531
Website	www.msbecl.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal (in-charge)	N. B. Khatod	2382-221255	9422472813	2382-221455	principal@msbecl.ac.in
Associate Professor	R Rajendra Prasad	02382-221255	9423031723	02382-221455	rajendraprasadnapuri@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1983

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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

Details of UGC recognition

Under Section	Date
2f of UGC	
12B of UGC	

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	P. O. Box 112, Vaswadi Barshi Road	Rural	20	24178.57

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	HSC OR DIPLOMA	English	60	60
UG	BTech,Mechanical Engineering	48	HSC OR DIPLOMA	English	60	55
UG	BTech,Electronics Engineering	48	HSC OR DIPLOMA	English	60	20
UG	BTech,Electrical Electronics And Power Engineering	48	HSC OR DIPLOMA	English	60	48
UG	BTech,Computer Science And Engineering	48	HSC OR DIPLOMA	English	60	58
UG	BTech,Information Technology	48	HSC OR DIPLOMA	English	60	26
PG	Mtech,Computer Engineering	24	BE OR BTech	English	18	12
PG	Mtech,Electronics And Communication Engineering	24	BE OR BTech	English	18	11
PG	Mtech,Machine Design	24	BE OR BTech	English	18	6
PG	Mtech,Structural Engineering	24	BE OR BTech	English	18	18

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	12				18				54			
Recruited	0	0	0	0	15	2	0	17	12	1	0	13
Yet to Recruit	12				1				41			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				40			
Recruited	0	0	0	0	0	0	0	0	27	13	0	40
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						70
Recruited	62		8		0	70
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	24	2	0	26
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	14	2	0	13	5	0	34

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	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	23	11	0	34

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
	6		3		9

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
PG	Male	23	0	0	0	23
	Female	24	0	0	0	24
	Others	0	0	0	0	0
UG	Male	173	0	0	0	173
	Female	97	0	0	0	97
	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	21	20	22	12
	Female	14	27	12	18
	Others	0	0	0	0
ST	Male	1	0	2	3
	Female	0	1	2	0
	Others	0	0	0	0
OBC	Male	29	33	32	29
	Female	15	46	33	32
	Others	0	0	0	0
General	Male	98	98	94	75
	Female	57	137	144	111
	Others	0	0	0	0
Others	Male	24	25	19	15
	Female	11	29	23	16
	Others	0	0	0	0
Total		270	416	383	311

3. Extended Profile

3.1 Programme

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

Response : 10

Number of self-financed Programmes offered by college

Response : 10

Number of new programmes introduced in the college during the last five years

Response : 4

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1403	1704	1766	1704	1624

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

2016-17	2015-16	2014-15	2013-14	2012-13
212	212	212	212	196

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

2016-17	2015-16	2014-15	2013-14	2012-13
324	367	374	370	358

Total number of outgoing / final year students

Response : 1793

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
108	108	108	108	102

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

2016-17	2015-16	2014-15	2013-14	2012-13
75	72	73	80	79

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
108	108	108	108	102

Total experience of full-time teachers**Response : 1046****Number of teachers recognized as guides during the last five years****Response : 1****Number of full time teachers worked in the institution during the last 5 years****Response : 370****3.4 Institution****Total number of classrooms and seminar halls****Response : 34****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
216.30866	310.68819	193.87904	400.92227	461.41973

Number of computers

Response : 368

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.69222

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.15418

NAAC

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:

Curriculum Planning and Implementation

Our institute is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and now in pursuance of the policy of Government of Maharashtra the final affiliation would be with Dr. Babasaheb Ambedkar Technological University, Lonere.

In accordance with the academic calendars of these two universities, the academic cell of our institute prepares academic calendar for the institute at the beginning of semester. Based on the total workload of the department, subjects are distributed among the faculty members accommodating their interest, choice, expertise, experience, qualification etc.. under the guidance and direction of HOD. The class time-table, schedule for Unit Tests, co-curricular & extra curricular activities is prepared with the participation of faculty members and HOD. This complete schedule is displayed in class room, on main and departmental notice boards.

The individual faculty member prepares the **Lesson Plan** and **Teaching Plan** as per the flow line of the subject and its syllabus content framed by the university, considering available working days over the span of the semester. This includes provision for theory, practicals, project, field training, seminar etc.. as different components of academic structure. The teaching plan is to be approved by the HOD before the commencement of classes. For better understanding of the subjects, appropriate time slots are provided for non-theoretical sessions. The faculty members avail the support of experts and seniors in preparing notes & PPTs for the better understanding of subject by the students. The Unit Tests are conducted at regular intervals as per plan so that the students remain in touch with curriculum and its follow-up from examination point of view.

Every faculty member maintains a **Teaching File** incorporating vision and mission statements, academic calendar, time-tables, syllabus copy, every day-to-day activities, attendance of students, results and analysis, feedback samples, question papers, daily diary sheets etc.. The teaching file is updated regularly with checking up by the HOD every week & every fort night by the academic head. The attendance record of the students is observed regularly by the class mentor & the same is communicated to their parents using media means. The students feedback is conducted and compiled for further analysis and for applying corrective measures. The facility of remedial classes is offered if necessary without hampering regular schedule in progress.

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

Response: 0**1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Details of the certificate/Diploma programs

[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: 9.78****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**

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	8	8	7

File Description**Document**

Any additional information

[View Document](#)

Details of participation of teachers in various bodies

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years****Response: 40****1.2.1.1 How many new courses are introduced within the last five years****Response: 4**

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

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

Response: 100

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

Response: 10

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: 9.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
442	201	21	63	17

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	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:

Our institution functioning as a professional organization imparts education in engineering faculty with six branches at UG level and four streams at PG level. The curriculum for each programme and course is designed by the University with provision for revision from time to time. While deciding the dimensions of curriculum and syllabus through revision, it is kept in mind that the curriculum responds to inter-disciplinary aspirations from other faculties of education. So even for our own curriculum there is pragmatic demand to include the significance and absolute necessity of issues as,

- Gender Sensitivity.
- Professional Ethics.
- Human Values.
- Environmental Concern.
- Sustainability.

These issues merit for their inclusion in the curriculum of every faculty of education. As an attempt or endeavour from our side, we have well defined subjects accommodated in our curriculum as,

1. **Professional Ethics:** This is a full-scale mandatory subject introduced in the curriculum for **B.E.** classes of Civil Engineering, Electronics Engineering and Computer Science & Engineering branches.
2. **Environmental Engineering:** This is another independent and common subject included in **First Year** engineering itself.

The provision and tutelage of these subjects promote the students to inculcate the mindset and approach for adhering to professional ethics as a healthy practice on the path of their career and professional journey of life. On the other hand, this provision makes the students to be sensitive to the environmental issues in order to maintain balance and harmony in integrity with mother nature.

Other relevant issues as **Sustainability, Gender Sensitivity and Human Values** etc. are addressed by a number of measures as,

1. To identify, analyze and devise solutions to gender sensitivity problems.
2. To display the concern for safeguarding “**Human values**” by conducting programmes promoting the ideas and means to nourish human values.
3. To highlight the necessity and urgency of sustainability, practical interaction sessions are arranged with the active participation of all the stake-holders.

Our institution always reflects a positive mindset to forge its strength in attaining the objectives associated with above cited specific issues.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years**Response:** 3

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

Response: 3

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships**Response:** 24.49

1.3.3.1 Number of students undertaking field projects or internships

Response: 357

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

1.4 Feedback System**1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise****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
Any additional information	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 0.41

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	7	12	3	7

File Description

Document

Institutional data in prescribed format

[View Document](#)

List of students (other states and countries)

[View Document](#)

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 82.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
253	349	369	438	415

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

2016-17	2015-16	2014-15	2013-14	2012-13
450	450	450	450	415

File Description

Document

Institutional data in prescribed format

[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: 67.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
92	135	127	161	181

File Description	Document
Institutional data in prescribed format	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:

The institute assesses the learning levels of students, after admission and organizes special programs for advanced learners and slow learners.

For every academic year, for the objective of evaluation the affiliating authorities as boards, universities, councils etc. conduct examination sessions. A student plans for his admission to next higher class of his course or joining a new course or faculty. For conducting admission procedures there are different empowered bodies and authorities. Based on various parameters as valid score, ranking, reservation, choice(s), economic criteria, statehood, etc allotment of seats to affiliated institutes is accomplished. The students proceed for admission to the allotted course and institute.

A student pursuing a specific course after completing an academic year naturally moves for admission to the next higher class of the course chosen.

After the completion of enrolment, it is possible to segregate the students into groups as advanced and slow learners. This exercise shall be completed based on parameters as their mathematical ability, communication, score, background, interactions, academics, interviews, GDs, perception level, counseling, etc. Then all the students are put into categories as advanced learners and slow learners.

Now, at this juncture the institute shall be sensitive and able to devise the tools necessary to promote the academic and all round progress of every student.

Advanced learners constitute that group capable of driving and sustaining academic and allied strength of the institution to maintain its image, reputation, credibility and progress accessibility in the long run and so to achieve perpetual goals. Ordinary institutes over the years of consistent efforts transform into centers of academic excellence with the major contribution by the advanced learners. So it is quite warranting to keep this component live, vibrant and dynamic through all the time.

For this, following tailor-made actions, programmes and measures are undertaken as,

- Arranging lectures by visiting and guest faculties.
- Direct interaction with field experts.
- Discussion sessions with industrialists.
- Execution of mini projects.
- Engagement of resource persons for knowledge diversification.
- Holding theme based competitions.
- Management of finance and other supplementary resources.
- Workshops on institute-industry interlinking.
- Incorporating award and reward schemes.

We have a good number of slow learners. Due to its geographical location and cost-effective education with reliability, we are bound to safeguard the educational aspirations of this section of students. At the entry level may not be they are totally fit to pursue the course successfully, but by adopting retrofitting techniques they are given chance to upgrade their level of excellence to respectable benchmarks.

This section yearns for delivery of justice by the institution. The institute displays responsibility to convert this chunk into competent product to serve itself, neighbourhood and society. To attend this intangible aspiration we have practices as,

- Utility of advanced learners to prop-up slow learners.
- Arrangement of extra classes.
- Holding subjectwise classes on Sundays and holidays.
- Forming “teacher and students” groups.
- Conducting “difficulty solving” sessions.
- Supply of “tailor-made” literature.
- Free and easy accessibility to learning facilities.
- Holding regular counseling and guidance.

2.2.2 Student - Full time teacher ratio

Response: 19.7

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.34

2.2.3.1 Number of differently abled students on rolls

Response: 5

File Description	Document
Institutional data in prescribed format	View Document
List of students(differently abled)	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:

Student Centric Methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.

For mankind growth and rational development “Total Education” is a major tool that needs implementation at the early stage and through formative period of once life. Even our national constitution takes the pledge that it is the master key to all other human rights as enshrined in its charter.

Every education system and its formats are meticulously designed to place the **student always first** concept as the center of their activities. All the efforts and endeavours that aim to deliver education in many tracks and forms take care to evolve and revolve around a student.

We too, our institute as a whole, believe and adhere to this candid concept in adopting methods and practices installed and implemented to nourish the student education in convincing and comprehensive manner.

In this context our thrust lines cover following objectives,

1. Adopting experiential learning programmes.
2. Inclusion of participative learning tools.
3. Harnessing problem solving methodologies.

These thrust lines have converging and integrated approaches to enhance total learning experiences with every student as the first and foremost bonafide beneficiary.

These are enlisted as –

1. Direct mentorship by higher class students to support junior class (grade) students.
2. Cooperative learning and circulation of idea bits through inter-groups and intra-groups.
3. Preparation and presentation by learners.
4. Question-Answer interaction sessions between students and panels of experts.
5. Conducting brainstorming and creative thinking meets.
6. Carrying out computer simulations for real life cases.
7. Direct students participation for solution to day-to-day problems.
8. Analysis and deriving conclusions from case studies.
9. Holding multi-facet technical competitions.

10. Support by way of funding.
11. Organization of resources for creating conducive ambience for higher learning.
12. Planning different approaches to tackle complex problems.
13. Effective use of social media.
14. Organization of workshops for the peers.
15. Collection of feedbacks after attaining higher goals.
16. Publication of productive results.
17. Provision of honours by way of certificates, awards, rewards, prizes.

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

Response: 71.62

2.3.2.1 Number of teachers using ICT

Response: 53

File Description	Document
Any additional information	View Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 27

2.3.3.1 Number of mentors

Response: 54

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

For every learning centre or educational setup there has to be a well lubricated mechanism to sustain effective and productive delivery of education through teaching-learning process. It is always a positive wish to yearn for constant upgradation of delivery system in terms of quality and quantity as well.

As the time always moves forward throwing open innovative and creative tools ready for implementation and experimentation as a matter of continuous upgradation. Therefore, it is necessary to nurture and nourish the mindset ready to include and execute innovative and creative techniques in education delivery system. The academic lending centres always have to be alert and open to welcome emerging and result-yielding means and measures in their regular schedules.

Even each and every academic centre striving for quality education shall create and implement its own set of testel tools as initiatives even before others and so as to emerge as pioneers in this respect. These practices surely aim to elevate the perception and performance level of all students in general. These practices promote speed, accuracy, effectiveness, outreach, clarity, etc as demanded in delivery system. This job is not a one-time exercise with a full stop but has to remain dynamic in order to accommodate every new and good initiative coming into action on the timeline with clear scope for further enhancement. Therefore to use and utilize the associated features, we always emphasize to include these in our non-stop functioning of delivery system.

A few prominent and distinct innovative and creative practices in our teaching-learning processes are as cited below,

- Systematic use of audio-video tools in all academic sessions.
- Creation of physical models to generate the feel of prototypes.
- Preparation of graphic and text matter charts.
- Preparation of statistical data charts to support the concepts.
- Presentation through posters, flow-diagrams and networks.
- Learning sessions directly at real sites of operation.
- Conducting scientific theme based games.
- Using mathematical tricks and techniques.
- Setting up mathematical models.
- Undertaking assignments for outcome based learning.
- Searching for multiple solutions for given specific problem.
- Finalizing optimal solution for given configuration of specifications.
- Simultaneous and two way teaching.
- Control of teaching activities by students on dais.
- Conducting student self-management sessions.
- Encouraging problem based learning.
- Regular use of fast and speedy tools such as slides, PPTs, etc.
- Organizing group discussions.
- Connectivity provision through multi-point video conferencing.
- Extensive use of internet and social media.
- Promoting inter-disciplinary, inter-class and even inter-collegiate programs.
- Promoting “Open Book” approach tests and exams.
- Rotation and intermixing of study groups at regular intervals.
- Arrangement of “third party” audit of performance of students.
- To adopt the mindset to work in adverse and hostile atmosphere.
- To cultivate dependability on human strength in the absence of support tools.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**Response:** 71.05

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 2.91**2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	3	2	2

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

2.4.3 Teaching experience of full time teachers in number of years**Response:** 14.14

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average 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:** 1.31**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**

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	1	2	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 10.47

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

2016-17	2015-16	2014-15	2013-14	2012-13
11	9	10	17	9

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

2.5 Evaluation Process and Reforms

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

Response:

Total education stands for all round development and overall upliftment of human race including the welfare of flora and fauna for all the time. Education delivery system has many dimensions, tools, approaches, methodologies, operating procedures etc. all functioning in converging, integrated and mutually supplementary manner. Of the many such time-tested components, a major one is academic content, its transfer and delivery.

In every learning centre or academic institute there are operations and functioning of designed courses stuffed with specific syllabi, content, curriculum etc. In order to transform this knowledge in effective way we devise organized schedules spread over different spans of regular time-periods.

It is equally necessary to assess whether the perception by the students and so their performance is rightly moving on proper tracks. This requires a detailed planning for carrying out assessment parameters at

regular intervals. It is the clear expectation that whatever content is delivered through academic sessions and activities whether the students are truly following that track to imbibe the content in knowledge form. For this we have **Continuous Internal Evaluation System** at our institute level. In this context we have incorporated various result oriented and productive approaches as reforms. These reforms have the potential to create tangible and intangible effects required to reach higher levels of results. The following reforms form a collective set essential for continuous internal evaluation at our institute level. It is intended that internal evaluation is a non-stop process dynamic in nature. The objective is to keep the students always in alert and ready position for assessment and evaluation.

The prominent reforms included in our academic schedule are cited as below,

- Allotment of assignments in peace-meal way and installments along the run of syllabus coverage.
 - Preparing graded question papers.
 - Setting up question paper banks chapter-wise or unit wise.
 - Holding surprise tests.
 - Arranging mock tests.
 - Scheduling unit tests.
 - Holding “Open-Book” tests.
 - Preparing write-ups for theory, procedure, objectives for lab and experimental exercises.
 - Validation of assignments at regular intervals.
 - Use of model answer sheets.
 - Provision for “Self-Assessment” schemes.
 - Break-up of weightages under different assessment heads.
-
- Intimation of these components to students in advance.
 - Creating awareness about means and modes of assessment.
 - Circulation of these points to the notice of all the stakeholders.
 - Maintaining the records of Continuous Internal Evaluation (CIE).
 - Inviting suggestions from stakeholders.
 - Obtaining the feedbacks from the students.
 - Conducting meetings for cross-checks and for applying corrective measures.
 - Repetition of trials and approaches for refinements in performance.

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

Response:

As a part of total education system, conduction of academic session and programmes is a continuous process in graded order along with coverage of syllabi, content, curriculum as per schedule prepared for the academic term. This coverage is followed by its assessment that falls under two separate domains.

1. Conducted by university or affiliating authority.

2. Carried out continuously by the institute.

The second part of assessment carried out at the institute level is time-bound process. This internal assessment process if nurtured sincerely, it goes a long way in strengthening the level of academic outcome.

This internal assessment gives an opportunity to make the schedule student centric and to adopt the necessary corrective measures to make it effective. This aspect can be attended by making the system transparent and robust to remain intact and reliable. It has been our endeavour to run the internal assessment system in a transparent and robust manner. Therefore, to reinforce the system in the said direction we have included aspects as,

- Laboratory journals, write-ups are put into various parameters as titles, topics, theory, procedures, observations, list of apparatus, readings, tabulations, calculations, results, conclusions, etc.
- These aspects are enlisted and explained to all the students accounting the role and significance of each one.
- Marks scheme weight-age, break-up of marks as decided by authorities are informed to the students and also displayed on notice boards, departmental cells, laboratories, etc.
- Details are intimated and made known to students regarding these measures adopted for assessment.
- Weight-age breakups are arranged as attendance, participation, conducting tests/experiments, calculations, submission of write-ups, spot viva.
- Different yardsticks are applied to decide marking criteria and then to assign performance grades.

Further, we have incorporated conduction of series of unit tests. For this, institute and its departments prepare test schedules with time-tables displayed prominently.

Once tests are over, the assessments are completed within stipulated period. The assessed test papers are circulated back to all the students to know their score and performance. If required, corrections and rectifications are carried out to address the mistakes and errors. Accounting bonafide backgrounds and genuine reasons retests are held for the students remaining absent in the previous schedule.

Assessment, marking pattern, scores, variations, compelling reasons, etc are discussed and debated in classroom with active participation of students. To supplement this, feedback process is also completed. Further marks are displayed at suitable locations.

The relevant papers of test process are recorded in sequence for any back reference required in future. These details covering marks and percentage attendance of the students are reported to their parents for follow-up. Once lab-assignment session is over, the journals are taken-up for final cumulative assessment to mark the grades for term-work along with display of final grades.

The outcomes of internal assessment are recorded using modern technologies and facilities such as websites, internet and other media for quick interaction and responses, notifications and to promote exchanges between students and academic mentors.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and

efficient

Response:

All the students are updated regularly about the procedure, important dates related to internal and external examinations conducted by institute and university at appropriate time. The notices are circulated in all class rooms and displayed on the departmental notice boards.

The **Grievance Redressal Mechanism** is briefly explained as below,

Internal Examination:

All the students are required to appear for Unit Tests I and II prior to syllabus revision and the average of marks of two tests are communicated to university along with term work marks. After revision of syllabus, CBCS system has been incorporated by the university w.e.f. the academic year 2014-15 with provision for **Mid Semester Examination** as per its schedule. In both cases the institute has adopted a common policy that the result of every test is published within a week time on the notice board. Before display of the result, every faculty member distributes corrected answer sheets in class room for student's observation and grievances if any. After satisfaction, students sign the answer sheets and the compiled result is displayed.

University Examination:

Our institute stands affiliated to S.R.T.M. University, Nanded and all the dates related to examinations, declaration of results and application for grievance redressal are declared by University. Institute facilitates the procedure by guiding and assisting the students for filling and forwarding the application forms for verification and demand of photo stat copies of answer books and as well for grievance redressal (Recounting and Revaluation of answer books). The Examination department of the institute takes care of collecting and forwarding the applications to the university with prescribed fees.

It is worth to note that, the institute is actively involved in university **Central Assessment Programme** and **Grievance Redressal Mechanism** by functioning as university CAP and GRM centre. During this period, the emphasis was displayed for speedy assessment and result declaration and this is evident through the early declaration of results of regular examinations and GRM. Students receive the photo stat copies of answer sheets within four weeks from the date of application and results of GRM within six weeks. Our institute shouldering this responsibility has the mindset to maintain integrity, transparency, speed, process completion, utility and deputation of expert hands in tune with norms of university.

Post result:

After declaration of results, in specific cases where the results of students are not declared due to reasons as office verification, eligibility, caste validity, document deficiency, etc., the examination section of our institute takes care to attend such cases on priority basis for getting the needed actions completed from university side, and also minimizing hardships faced by the students in this exercise. After exercising all these measures, if the matter lingers on unattended further, the respective Head of Department personally looks into the case in order to expedite the process of completion of redressal of grievances.

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

Response:

As a normal practice, our institute prepares its academic calendar covering the functional aspects planned for given academic-year based on the schedule and academic calendar of the university considering the number of working days available.

For this, the head of the institute conducts the meeting of all the HODs and faculty members. Our IQAC plays a major role in deciding the course of all the academic activities and programmes to be attended and to provide appropriate time-budget for all such activities.

Once academic calendar is finalized, a general meeting of all the faculty members is convened to focus on implementation of the listed activities with sincere and serious approach. This is also communicated to all the students at the start of academic year convincing them for their continuous participation for harnessing better results and yields.

The very objective is that, all the activities, programmes measures, etc collectively contribute towards the progress of CIE system. This system generally operates and flows throughout the academic semester and year encompassing following major elements.

Assignments: Once the semester re-opens, theory classes begin followed by conduction of practicals, projects, seminar, field-training sessions, etc in accordance with time-table. Assignments are allotted by every faculty members with frequency of allotment of assignments based on the completion of a topic. This practice surely promotes a student to remain in constant touch with study activities. These assignments are collected back by the respective teacher for marking and evaluation.

Mid-Semester Examinations: The university has made a mandatory provision to conduct mid-semester examination around the middle of semester or on completion of about 50% of syllabus. Our IQAC cell declares a suitable time-schedule to hold this examination. This exercise enables the students to develop confidence in facing the final examination at the end of the semester. The assessed answer-sheets are circulated back to all the students enabling them to notice and makeout any kind of errors or omissions in the assessment. These aspects are corrected immediately and signatures of the students are collected before the final display of MSE marks on departmental notice boards, followed by reporting the details to the parents of all the students.

Feedback: Every teacher conducting classes of his subject is required to deliver justice through his teaching sessions taking every care regarding subject preparation, regularity, communication, coverage speed, interaction with students. To judge his performance level, feedback mechanism is conducted. A feedback format containing different-aspect questions is supplied to all the students asking them to put appropriate marks (as 1/2/3/4) for each question. These feedback sheets are collected, compiled and thoroughly analyzed for deciding weak and under-rated dimensions of teachers in their teaching. Such findings are brought to the notice of respective teachers through meetings of IQAC with HOD. Such teachers are given clear instructions along with calling for explanations, even through memos, asking them to overcome observed weaknesses and to adopt immediate corrective measures.

Assessment of Practicals: The practical sessions are also conducted regularly covering title of experiments, designs and drawings, analytical exercises, field tests, write-ups etc. Every such title includes break-up components for assessment as attendance, participation, submission, spot viva, etc and marks are allotted. At the end of final submission a student is able to know his total performance level as a result of term-work submission and its assessment.

Seminars: This is another key area wherein every student is asked to select a seminar topic from the emerging and developing areas of science, engineering and technology and accounting parameters as relevance, utility level, novelty, cost-dimension, approach, application, existing practices, etc. A student proceeds to work on his seminar topic under his guide and refers national and international journals, papers, magazines, bulletins etc. After the suitable upgradations and corrections to his work, he delivers seminar in the presence of small panel of experts, his guide and a group of students using presentation tools. As a part, question-answer interaction session is conducted.

Field Training: This area that has potential to clearly interlink the practices followed between an institute and a field, and includes exercises as **Field Training, In-plant Training, Industrial Study Visits**, etc. Every student choses one such activity and undertakes the study as to how projects are planned, designed, executed, developed and commissioned. This creates the clarity about the knowledge and practices of inter-dependency between institute and industry. For this a student is required to submit a complete report on his field training with relevant details.

Projects: This component mandates an individual student or his group to select project topic under a guide. The study line covers aspects as literature survey and reviews, current practices, further modifications, different options, optimizations, model analysis, utilization of resources, modifications and rectification, improvement in efficiency, customization etc.

This requires practical visits and study of use of range of resources, knowing line of productions, working on tests for quality and strength, finalizing the specifications and configuration, preparing designs and drawings, method of executions etc. and a final report is submitted. For evaluation, an examination is conducted on this component carrying certain weightage of marks.

End semester Examinations: These are conducted as per time-table scheduled by the university. Once the results are declared, the result analysis is done and corrective measures are applied to improve on weaker aspects.

Allied Sessions: We also conduct supportive regular exercises as –

- Holding MCQ tests.
- Quizzes
- Group Discussions.
- Aptitude Tests.
- Mock Interviews.
- Paper Presentations.
- Expert Lectures.

Impacts: All these exercises have the potential to yield good results and positive outcomes and a few are listed as,

- Improvement in student's attendance.
- Progress in conceptual understanding.
- Better performance in examination in terms of passing percentage, score and ranks.
- Enhancement in stage courage and confidence level of students.
- Improvement in presentation and communicative skills.
- Development of mindset to refer journals, magazines, etc. for further publications.
- Tangible gains in interview performances.
- Awareness to stay away from negative practices and habits.
- Winning of awards, rewards, prizes etc.

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:

Description of Mechanism of Communication

- The Program Outcomes and Course Outcomes are available in syllabus published by university.
- The copy of syllabus is available on university website & link for which is provided on college website (www.msbecl.ac.in).
- This is also available in –
 1. Departmental files.
 2. College Central Library.
 3. Departmental Libraries.

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

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

Response:

Our education system across different faculties aims to achieve a set of desired goals and objectives through execution of total curriculum over the span of years. In every academic year, there are a particular number and titles of subjects. All such subjects taken together form the skeleton of specific programmes, we refer them as branches. We have education schedules leading to award of degrees and masters. These are referred as programmes. At the end of completion of these schedules it is the time to take the account of level of accomplishment of objectives. These end results emerging are simply defined as outcomes in this context.

Course Outcomes:

- Every semester, after completion of two units of syllabus one unit test is held and the second one after completion of another two units.
- We undertake analysis of performance and result of the students in the respective subjects.
- We undertake complete submissions of practical writeups for further analysis and gradation.
- We have two continuous assessment programmes for outcome determination.
- Mid-Semester examination significantly contributes towards outcome.
- We derive final outcomes after the results of university examinations for all the courses.

Programme Specific Outcomes:

- In respect of our institute we have six specific programmes called as branches(different engineering streams).
- Results of university examinations are declared after every semester.
- We analyze details of results in terms of attendance, passout percentage, scoring profile, ranks, bagging of awards and rewards etc.

Programme Outcomes:

- In our premises we have two separate programmes as **Under Graduate and Post Graduate Programmes**.
- At the end of every academic year we bring out result analysis to quantify programme outcomes in terms of total number of students, their passout strength, capacity to pursue further higher education.
- Outcome is studied in respect of employability, career advancement and plans for future growth.
- Planning to devise mechanisms to boost up levels of programme outcomes.
- Implementation of proven initiatives to sustain programme outcomes on long term basis.

2.6.3 Average pass percentage of Students**Response:** 77.14

2.6.3.1 Total number of final year students who passed the university examination

Response: 324

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

Response: 420

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

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

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0

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

File Description

Document

List of research projects and funding details

[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:

Incubation and innovation center at M.S.Bidve Engineering College, Latur.

Entrepreneurship in India is on the verge of growth. Angel When a baby is born, he/she is kept in the incubator for first few hours and maybe days - this gives them a chance to adjust to outside environment, and grow stronger before they face the outside world! In a similar way, a startup is incubated in Incubation Center, which gives them a chance to bring their business in shape, before they reach out to the world.

The Incubation and Innovation Centre established in year 2016 is mainly aimed at creating an ecosystem that taps into the incredible potential of the start-up and student community, respectively and nurture them to the point where they become job-givers instead of job-seekers. Our students and faculty have enormous ideas and we want to capitalize on this incredible wealth of knowledge by creating a platform through the this Centre that can help take their ideas to market.

This center has been designed and established to foster entrepreneurship and innovation. This Innovation Centre offers an unprecedented opportunity to shape cross-disciplinary collaboration to the students and wish to serve as a catalyst to solve society's most pressing needs through innovation and entrepreneurship.

The institute has initiated in developing an incubation centre with following objectives.

- To create physical infrastructure and support systems necessary for business incubation activities.
- Services such as training or High-speed Internet access Facilitate networking with professional resources, which include mentors, experts, consultants and advisors for the incubate companies Links to higher education resources.
- Promote and facilitate knowledge creation, innovation and entrepreneurship activities
- Mentoring by promoting and facilitating knowledge creation and advising from experts from incubating companies consultants and advisors at Incubation Centre.

The institution also recognizes the importance of research and development for the long term academic growth as a knowledge sharing method.

A special scheme for transfer of knowledge has been introduced. In last two years under the guidance and supervision of two mentors of this center **Prof. R.S.Vyavhare and Prof. S.R.Khandelwal** especially in

Computer Science Engineering and Information Technology department students of this college undertaken industrial projects from nearby software consultants and industry. Following are the names of the projects/products developed by our students at our campus which were supervised and guided by the respective industries.

1. Hostel management software for 1000 boys and girls hostel, Latur.
2. Hello Doctor
3. Pathology laboratory management
4. Banking Management System
5. Real Estate management
6. Ware house management
7. Visual aid
8. E-hauling
9. Research scholar information tracking system
10. Function hall management
11. Shoptown.com
12. Housing Society Management System

Many out of these projects were converted to commercial products and now they are deployed and in use.

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: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	3	3	5

File Description	Document
List of workshops/seminars during the last 5 years	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:** No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0**3.3.3.1 How many Ph.Ds awarded within last five years**

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0.11**3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
10	20	10	1	1

File Description	Document
Any additional information	View Document
List of research papers by title, author, department, name and year of publication	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: 0.06

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	5	3	6

File Description

Document

List books and chapters in edited volumes / books published

[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:

Extension Activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last 5 years

Established in 1983, our institute as a professional academic organization has been in the forefront in its role to extend its service to the neighbourhood and society through a slew of measures aimed to create impact and impressions on students. It also engages programmes to sensitize students to social issues and enable them to partake in holistic development.

The educational outcome achieved by the students even during their study period can be effectively applied to the community benefit. Ours being a technical institute has its moral share and responsibility to contribute its technical capability and strength for the surrounding community development. Further, any such activity launched has to be in tune with the objective of holistic development.

In this direction, our activities have the potential to create the necessary impact and impression on the on-going various service activities. These activities aim to bring creative and constructive changes in real terms and perception of neighborhood and public. It is an opportunity and a challenge as well for the institute to play a facilitator role and guide as a part of its **Institutional Social Responsibility (ISR)** just similar to CSR initiative applicable to corporate sector.

The major activities related to engagement of our institute under this concept are,

- Arrangement for Voter-Id card enrolment.

- Undertaking Tree plantations.
- Launch of cleaning drives under **Swachha Bharat Abhiyan**.
- Completion of Rain Water Harvesting.
- Organization of Blood Donation Camps.
- Conducting Health Awareness programmes.
- Conducting seminars/debates/workshops for community participants.
- Extending training to staff and personnel from PWD, ID, BSNL ,Industrial houses etc..
- Undertaking participative visits of students to Orphanages, Old-Age Homes, AIDS children village, SOS-village etc..
- Special Health awareness programmes for girls (Management of M.C. periods)
- Charity and Donations to the needy in draught periods.
- Conducting practical for students from other surrounding institutes.
- Participation of students in awareness programmes, water scarcity management, draught management and disaster management.
- Collections of indoor contribution for fodder charity programmes.
- Undertaking tours to case-study sites.
- Arrangement of pre-admission free of cost classes.
- Conducting counseling meets for admissions to engineering and other courses.
- Acting as facilitator between resource persons and community.
- Association of the institute with state funded and sponsored programmes as **Jalyukta Shivar Abhiyan** of Government of Maharashtra.

CONCLUSION: The above cited supportive actions and programmes strengthen the bond of our institute in social terms through engagement of its service in the larger interest of surrounding neighbourhood and society.

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	1	2	0

File Description	Document
e-copy of the award letters	View Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 44

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	7	11	4	4

File Description	Document
Any additional information	View Document
Number of extension and outreach programs conducted with industry, community etc for the last five years	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: 57.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
1225	900	1278	994	273

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	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: 196

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

2016-17	2015-16	2014-15	2013-14	2012-13
41	49	45	44	17

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	6	0	0	0

File Description	Document
Any additional information	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document

NAAC

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 details of infrastructure facilities provided by the Institute are as follows.

Table: 4.1.1: Infrastructural details of the Institute

Sr.No	Facility	Particular	Total No	Area (m2)
1	Academic activities	Classrooms	27	1789
		Laboratories	42	3592
		Tutorial room	09	489
		Drawing Hall	01	157
		Seminar Hall	07	947
		Computer center	01	150
		Workshop	02	292
		Auditorium	01	500
		Library and	07	1308
		Reading room		
2	Administrative area	Principal office	01	50
		Board room	01	20
		Office	02	153
		HOD cabin	06	79
		Faculty room	14	290
		Central store	01	35
		Maintenance	01	10
		Security	01	10
		Pantry of staff	01	15
		House keeping	01	15
		Exam control	01	45
		Placement office	01	50
		Reception area	01	58

		Department office	06	145
3	Amenities area	Girls common room	02	102
		Boys common room	02	109
		Boys hostel	03	2503.32
		Girls hostel	07	3095.3
		Cafeteria	03	1480.18
		Stationary store room	01	10
		First Aid/ Sickroom	01	10
		Guest house	01	107.3
		Sports club	01	100

File Description	Document
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:

To inculcate the leadership qualities and team spirit, the institute encourages and provides facilities for students to participate in extra-curricular activities. A team of faculty members looks after the following activities.

- **Sports**

The institute aims to produce physically fit and mentally robust Engineers. The institute has a playground area 8100 Sq. Mts. The sports facilities are as follows.

- **Indoor Games Facilities**

- Chess
- Carom
- Table tennis

- Badminton
- **Outdoor Games Facilities**
- Cricket
- Football
- Volleyball
- Basketball
- Kho Kho
- Kabaddi
- **Gymnasium**

A gymnasium facility is provided in campus with area 160.35 Sq. Mts.

- **Yoga center & meditation**

It is carried out at open auditorium beside our college main building. Also it is carried out at our PG building.

- **Cultural activities**

Cultural activities are conducted every year in open auditorium beside our college main building.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 38.24

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 13

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

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 30.19

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
70.00	112.50	105.50	69.00	49.61

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Any additional information	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:

Overall Functioning of Library and its Automation

An educational institute striving to attain the status as “**Centre of Academic Excellence**” is bound to create a network of infrastructure aimed at imparting quality education in a consistent manner for all the time. This perspective includes a strong and reliable provision for dedicated 24x7 patterns **Library** as a major component. Any academic curriculum or model, however strong, cannot be sustained without the hand-in-hand back-up of library as a resource facility. This idea or concept is indeed true if **Engineering and Technical** courses are conducted based on multiple dimensions of science streams. It is a well established fact the science always keeps moving as a perennial path of flow of knowledge with constant up gradation incorporating accommodation of changing theories, approaches, principles, concepts, methodologies, practices etc.

A qualified, experienced and dedicated team of faculty members keep channelizing the flow of information, literature and knowledge directly through their various academic sessions. It is the first stage in teaching-learning process where in a student comes across that content may be for the first time. It is always the nature of analytical mind attempting to search for more and additional information and matter on the subject in both text and graphic forms.

Once class-room bound teaching and interaction is over, a student is generally required to go for further studies and retain and then reproduce that on different occasions as **Unit Tests, University Examinations, Seminar Presentation, Interviews, Competitive Exams, Project Accomplishment etc.**

So, In order to forge and consolidate his acquired knowledge in a more bankable way he always needs the support of a unique resource/facility called Library.

In our institute it has been a set practice to create additional titles and volumes in tune with ever changing syllabi, content, course material etc. Since the beginning we have made it a health policy to procure quality books, magazines, journals, periodicals etc. from time to time.

In order to review the status and for expansion we have a separate cell called “**Library Advisory Committee**” consisting librarian and about three different stream senior faculties on its panel. The committee conducts through meeting to decide the set of measures to be undertaken at least once in every semester. The committee is a recommending agency and the Principal decides the next course in

consultation with management members.

As of now, the library premises covers an area of @ 571 sq.mt. with provision of sections for stacking of books, circulation, magazines, journals, internet, reading, book-bank, news-stand etc.

It is a matter of pleasure to put it records that a separate well planned library building is under construction with a view to translate that into an ideal library as resource centre.

Our Library Collection, as of now, stands at

1	No. of Volumes	46000
2	No. of Titles	7950
3	No. of Journals	61
4	No. of e-Journals	169
5	No. of CDs	619
6	No. of PCs	18
7	No. of Printers	2
8	No. of Scanners	2

Procurement of Books and Journals in the preceding five academic years

Library Collection	Academic Year 2012-13	Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17
Books	1464	888	1300	1571	978
Journal/Periodicals	47	44	63	64	58
e-Resources	506	--	275	275	169

Library Functional Schedule

1. Regular Period:

a) Books Circulation: All working days: 10.30 am to 5.00 pm

b) Reading Hall : All working days: 10.30 am to 5.00 pm

2. Examination Period

a) Books Circulation (all working days, Sundays and holidays): 10.30 am to 11.00 pm.

b) Reading Hall (all working days, Sundays and holidays): 7.00 am to 1.00 am (midnight)

There is a separate well secure reading room for the **Girls** during exam period.

• Computerization of Library Facility:

As a part of modernization and automation, library functional system is computerized with clients and internet connectivity using

“VRUDDHI: A Campus Management System” (Library Module)

• **Library additional amenities:**

1. Book-Bank
2. Long period lending of books
3. Internet
4. “Barcode” based processing of records
5. “News-stand” open wing
6. e-Resources
7. Departmental library cell
8. CCTV surveillance
9. Orientation and awareness programmes
10. SC/ST students' book-bank
11. e-Database services
12. Question paper bank
13. Library support cell for alumni

Further, the library system governance and administration is efficiently managed in the spirit of healthy rules, regulations and norms decided with combined consent of all the stakeholders.

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:

Library : An Academic Treasure of Distinct Collections

We draw inspiration from the fact that the ancient universities were respected as centres of academic excellence for periods spanning across centuries. This fact remains true and valid even in contemporary times. Level of quality of education is mainly judged by two parameters. The first one is the academic profile of faculty members engaged in conducting all the components of academic planning as per academic calendar. The second one is the well-developed library system as a major resource to support the quality and quantity of academic growth.

In this respect, right from the beginning our institute has taken every care to run the library as a vibrant and dynamic organ of a healthy set-up. It is a matter of common knowledge, faculty members have the choice to refer the books and texts of their interest. It is equally true with students also that they too have diversified views about the quality, content, relevance, cost worth of books.

It is a human trend to search for different contents and approaches on a given topic, matter or even the subject. Perception level, readability, affordability etc. of teachers and students as readers vary from person to person, and even time to time. Language level, mathematical treatises, cost - graphic presentations etc. together decide the selection of books by the readers. It is always a better practice to accommodate different books based on author, publication, content, relevance, cost, accessibility and similar aspects.

We feel confident that the break-up analysis of total books clearly reflects our mindset to create library wealth giving room for engagement of every dimension as cited above. So we routinely adopt a standard practice of inviting the opinions of students, teachers, field experts, resource persons etc in finalizing the titles and number of books to be covered for procurement. We undertake this assignment through the forum of **Library Advisory Committee**. We have a plenty of examples of books coming from authors from vernacular, national and even international backgrounds. While selecting the books for up gradation, we keep in mind the dormant demands of students, rated at different academic and merit grades.

This approach is also equally true regarding the procurement of journals, magazines, periodicals and other publications. Quantification of books on the titles as text, reference, hand-book etc is also taken into sincere account.

Our programme for procurement of books and titles flows in a coordinated sequence with following steps.

- Preparing annual budget for the library.
- Inviting the readers to furnish new requirements from all the departments.
- Communication of the minutes of meetings of **library advisory committee**.
- Providing print catalogues and e-formats to all the readers.
- Displaying the profile of publications in terms of titles, authors and revisions.
- Arrangement of book-fair or exhibition programmes.
- Receipt of checklist of books from every department.
- Final selection of titles and number of copies of books to be purchased.
- Calling quotations from competitive bidders (publishers or agencies for supply of books)
- Preparation of comparative statement of quotations with narration and holding negotiations.
- Finalizing all the relevant terms and conditions with prospective vendors.
- Placement of purchase orders.
- Acknowledgement of receipt of books and their recording.

At the end of every academic year feedback is solicited to keep intact the nature of diversity and quality of books in library premises.

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

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

Response: 9.64

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

2016-17	2015-16	2014-15	2013-14	2012-13
10.70490	12.15583	9.36432	4.21484	11.78507

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 16.78**4.2.6.1 Average number of teachers and students using library per day over last one year**

Response: 257

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:****Anti-Virus Software:**

To secure the computer data from Virus, Trojan horse, spywares and malware the college purchase and install the centralized anti-virus software and updates its virus definitions regularly and we increase the license as per the requirement.

Wi-Fi Facility & its updations:

College campus is completely covered by the secured Wi-Fi using 42 Access points, each user has the its own account for the Wi-Fi and for each user allotted the at least 1 MBPS bandwidth. Along with college Wi-Fi college have the Reliance JIO 4G Wi-Fi connectivity via fiber optical cable.

1. Installation of Wi-Fi campus done in 2011, the invoice of the access points, hotspot controller (Unibox) and other items is attached.
2. The hotspot controller (Unibox) is replaced & updated with new configuration form 800 concurrent user to 1000 concurrent users in 2015. The invoice of new Unibox is attached.
3. In the year 2016 old "Trednet access points" are replaced with new "TP-Link access points", 20 TP-

Link access points are provided by IIT Bombay remote center (RC-1095) and 18 TP-Link access points are purchased; the copy of hand over of 20 Access points from Remote center network department and invoice copy of 18 newly purchased access point is attached.

4. As requirement of speed the bandwidth is also increased.

5. The total number of 42 access points for Wi-Fi with its IP address, MAC address, manufacturer and location where it is installed in the college is given in the attached table.

4.3.2 Student - Computer ratio

Response: 3.96

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 35-50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	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

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: 69.46

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)

2016-17	2015-16	2014-15	2013-14	2012-13
200.91294	259.73548	149.25473	224.67897	174.39062

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

Apart from the major components of total infrastructure in the forms of land and buildings, our institute has setup a range of support facilities as **Laboratories, Libraries, Sports unit, Computers, Classrooms** etc. These facilities require systems and procedures for their smooth functioning and operation, maintenance and repairs. To attend this dimension, institute has created monitoring sections and work-force units with the responsibility to manage the proper functioning, to undertake measures for maintenance and to carryout repairs as per schedule or even on the basis of necessity and emergency cases.

1.For Laboratories :

- Proper installation of equipments (tools, apparatus, instruments etc) with foolproof power supply circuit safety.
- Calibration of the equipments.
- Check-ups for leakages, noise levels, smokes, electric shocks, wear and tear etc.
- Replacement of consumables.
- Regular cleaning and floor washing.
- Repairing of equipments.
- Provision of operational manuals.
- Implementation of code of conduct.
- Lubrication of equipments.

2.For Library :

- Physical restacking of books at regular intervals.

- Day-to-day basis cleaning and floor washing.
- Binding of torn-out and mutilated books.
- Painting of racks, cup-boards.
- Spraying of chemicals for pest-control.
- Separate storage of out-dated books.

3.Sports Unit :

- Repair of sports-kits and equipments.
- Marking out of courts.
- Provision of **First-Aid** kit.
- Levelling of playground.
- Removal of grass and bushes.
- Drainage management.

4.For Computers :

- Ensuring quality power supply round the clock.
- Provision of MCB, UPS and batteries.
- Check-ups for connectivity.
- Removal of e-waste.
- Voltage stabilisation.
- Installation of air-conditioning.

5.For Classrooms :

- Daily cleaning and weekly floor-washing of classrooms.
- Retrofitting of benches, repair of windows and doors.
- Replacement of broken window panes.
- Maintenance of lamps, fans and wall boards.

6.Sanitary Annexes :

- Flushing of lavatories and urinary stand-points.
- Regular cleaning using quality chemicals, de-odourisers.
- Prevention of leakages and blockages.
- Ensuring proper light, ventilation, privacy etc.

7.Water supply :

- Regular cleanliness, checking of storage containers and vessels.
- Care to prevent growth of algae etc.
- Maintenance of pumps and allied machinery.
- Quality checks for TDS, pH value, odour, turbidity, chlorine level etc.
- Checking of leakages, overflowing.
- Checking for accuracy of metering.
- Undertaking fumigation and spray works.

8.Campus maintenance :

- Deployment of security personnel.
- Annual trimming of trees.
- Asphaltting of roads.
- De-choking of gutters and drainage lines.
- Colouring, paintings and white-washes.
- Leak-proofing of terraces.

NAAC

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: 74.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
1246	1167	1322	1225	1127

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Any additional information	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 benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	8	6	0	0

File Description	Document
Any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	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: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 18.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
419	365	394	106	192

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

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years**Response:** 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
1403	1704	1766	1704	1624

File Description	Document
Any additional information	View Document
Details of the students benefitted by VET	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
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 23.6

5.2.1.1 Number of outgoing students placed year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	62	93	124	122

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

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

Response: 5.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 17

File Description	Document
Upload supporting data for student/alumni	View 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/ TOFEL/ Civil Services/State government examinations)

Response: 11.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	16	12	10	3

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

2016-17	2015-16	2014-15	2013-14	2012-13
180	140	100	85	30

File Description	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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Response:

The Engineering course conduction has been associated with regimented schedule making students to remain engaged with different activities of curriculum. This practice monotonous in nature needs to be addressed. This particular age-group of students demands incorporation of suitable components required to upgrade their leadership and organizational skills .To achieve this a **Students' Association** becomes a proper podium for all round interaction in technical and relevant subjects.

So, the institute has undertaken to create platforms for the participation of the students in the various academic & administrative bodies. This empowers the students to acquire leadership qualities, interpretation of rules & regulations and implementation of programme objectives. It is intended that students are encouraged to take up tasks and assignments by way of judicious utilization of time. So every branch of engineering has the practice of forming its departmental **Students' Association**.

The formation of **Students' Association** is accomplished as,

- Students are picked up based on their academic performance in previous year from Second Year to Final Year.
- Transparent election process is adopted to choose the office bearers of students' associations of respective departments.
 - Meetings of elected /selected representatives and all the faculty members of the department are conducted.
- With debate and discussion, **Students' Association** body is formed keeping balance of representation and appointing office – bearers.
- A Faculty member is given the assignment to officiate as Faculty Coordinator.
- The Faculty Coordinator and **Students' Association** office-bearers create committees for different activities as Essay Competition, Quiz, Seminar, Tour, Personality Development, Training and Placement, Expert Lectures, Aptitude, Mock Events, Work Shops, Cultural Programmes, Charity Events, Sports etc
- Each faculty member of the department is allotted one such portfolio as mentioned above along with a team of student- representatives working under that particular unit.
- The Faculty Coordinator with input from office-bearers prepares schedule for activities to be conducted throughout the academic year.
- Students contribute uniformly in a cordial way and further contribution is made by faculty members in order to meet likely expenditures to be incurred in future.
- For heavy budget programmes advance sanction is obtained from the office of the Principal through HOD.

The Association maintains correspondence, communication, paper records, expenditure details and programme outcomes and results.

Names of all Department Associations are as,

1. Association of Civil Engineering Students (ACES)
2. Power Association (EEP)
3. Inspire IT Students' Association (ITSA)
4. Electronic Engineering Students' Association (EESA)
5. Mechanical Engineering Students' Association (MESA)
6. Computer Science & Engineering Students' Association (CESA).

Composition Structure of each Association is as follows,

Position (Designation) : Class

President : B.E.

Vice President : T.E.

Secretary : B.E.

Jt. Secretary : T.E.

Jt. Secretary : S.E.

Treasurer : B.E.

Jt. Treasurer : T.E.

Jt. Treasurer : S.E.

Placement Co-ordinator : B.E.

Placement Co-ordinator : T.E.

Placement Co-ordinator : S.E.

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	6	6	6

File Description	Document
Number of sports and cultural activities / competitions organised per year	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:

Alumni Association

M. S. Bidve Engineering College Alumni Association “MSBECAA”

Registration No.: - F-23674

The registration of the alumni association had been done in the year 26-02-2016. Whereas the activities in the association are in continuation since from, 2012 onwards. As per the proposed plan of the association it has been decided that, Alumni meet should be conducted in the campus regularly and the Mega Alumni Meet should be conducted at the different location where large number of Alumnus can participate.

In this reference the Mega Alumni Meet about 800 Students along with faculty and staff was conducted in Pune, dated on 18-01-2015, consecutively in college campus for subsequent year dated on 13-02-2016 and 11-03-2017. The next proposed alumni meet will be in Feb/March-2018.

Objective of the trust : MSBECAA is an official alumni organization of
M.S.Bidve Engineering College, Latur.

- The mission of the MSBECAA is to serve the past and present members of M.S.Bidve Engineering College, Latur so as to create a lifelong and worldwide community of alumni through increased opportunities for meaningful engagement in order to increase awareness, pride, participation, volunteer involvement, and philanthropic commitment to the society and our nation.
- The organization will try to develop close relation and communication among its members and help in their professional career.
- The organization will assist the MSBECL in the growth of its academic, administrative, cultural, and extracurricular activities.
- The Organization shall try to help the needy persons of the association for their mobilization in the society through its professional ability of members on voluntary basis.

Activities done up till now:

Sr. No	Date	Activity Held
1	26-01-2016	Donated Rupees to girl child from poor family to participates in international Archery competition,
2	10-02-2016	Donated book for competitive Exams like MPSC, UPSC by alumni.

3	27-04-2016	Shivpur Jalyukta Shivar, Latur.
4	27-05-2016	Organized HR/CSR meet at Tata Motor Campus Pune
5	09-05-2016	Public initiative, Jalyukta Shivar at Latur.
6	01-07-2016	Plantation Program at various places like MSBECL Camps, Central jail Latur, Udgir & Periphery.
7	07-06-2016	Plantation program at Motegaon, Latur
8	25-07-2016	Helped Village Motegaon for water recharge.
9	06-08-2016	Association help to one needy patient admitted in Max Neuro Hospital Latur.
10	09-11-2016	Association help to one needy alumna admitted in Dinanath Mangeshkar Hospital Pune.

Plan of Activities Scheduled To do in the next years:

1. Social work for any needy places in society.
2. C.S.R initiatives to be brought for regions like Marathwada.
3. Awareness programs on different issues for social welfare.

The Structured Alumni Association is contributing & Working in Bonding with the Institution for welfare of the Society.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 3 Lakhs - 4 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

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

MAAC

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:

Mahatma Basaveshwar Education Society , Latur , is a pioneer and household name in Marathwada region engaged in the service of providing quality education in cost-effective way. For its administration and governance there is general body to adopt and execute policies for long term plans for all its constituent units. Our institute (**M.S. Bidve Engineering College, Latur**) is a major subsidiary setup in 1983 to impart education in engineering faculty. So, for the governance and administration of our institute there is a 15-member body as **Local Management Committee** empowered to take institute related decisions . Our Principal , as the head of the institute , discharges his duties under the direction and guidance of LMC.

The Principal in co-ordination with all the HODs , senior faculty members and office registrar conducts meetings to arrive at different perspective plans for the all round development of the institute.

These perspective plans include different time bound schedules and have clear provisions to accommodate active participation of members of teaching community. It has been perceived that the institute as whole looks at two distinct category objectives or goals to reach. So, we have a set of short-term goals to be achieved along with the normal and routine functioning of the institute. These goals, many in number, can be perused with collective participation of internal (direct) stakeholders by implementing , accounting , monitoring and managing day-to-day institutional affairs and issues . These goals require investment of small scale resources in more frequent manner. These are termed as **Immediate Goals** as listed below,

- To improve communication and presentation skills of students.
- To achieve top order results of all classes.
- To boost up training and placement performance to higher benchmarks.
- To develop membership bonds with professional bodies.
- To organize seminars and workshops at faculty and students' level.
- To launch P.G. programmes in all streams of engineering.
- To upgrade all around infrastructure facilities.

On the other hand, on the path of time , the institute needs to create its impact and impression in terms of growth parameters on a long term basis. For this we have another set of objectives and aims as **Perpetual Goals**. These goals need long time spans of gestation and fructification. These need utilization of high scale resources over longer time spans. These can be achieved through consistent and well sustained programmes engaging the participation of all kinds of stakeholders. These goals care for creating respectable mile-stones for the institute on its forward march over the decades. These mainly cover the areas as,

- Improving faculty academic profile through sponsorship for P.G. and Ph.D. programmes.
- Promoting institutional role as interface between industry, statutory authorities, funding agencies and professional bodies.

- Engaging institutional participation in technical education quality improvement programmes at all levels.
- Establishing technical research and development centre for rural upliftment.
- Marching towards the accomplishment of institutional autonomy.
- Attainment towards NBA and NAAC accreditations.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization of authority and participation of teachers in decision making (hierarchy)

We, as a leading technical institute, have the commitment to maintain our functioning to impart quality education. This requires the creation of a sound and robust infrastructure. Of the total components of infrastructure, one major facility is to provide well established and modern laboratories to meet practical study requirements included in syllabus frame work. So in order to set-up such laboratories the institute requires to procure standard and quality equipments , instruments, devices , setups , machinery, plants etc. for establishing laboratories and to maintain their continuous up gradation.

This is a joint exercise to be accomplished with the participation of all the decision making members in the ascending and descending order of hierarchy in the system of management and institute. The broad picture of participation of these members positioned at different levels of authority and responsibility includes following key steps in sequence as

1. Making out the need for procurement of new equipments.
2. Undertaking communications for procurement equipments with higher authorities.
3. Preparation of list of equipments.
4. Discussion through meetings at different levels.
5. Arrangement of provision for budget.
6. Carrying out letter correspondence between related agencies.
7. Description of profile, configuration and specifications of equipments.
8. Critical assessment of profile of equipments.
9. Calling for quotations from prospective vendors.
10. Preparation of comparative statements.
11. Arriving at decisions.
12. Negotiations with vendors for finalization of prices and rates.
13. Fixing terms and conditions.
14. Placement of purchase orders.
15. Procurement of equipments, installation and commissioning.
16. Making payments.
17. Maintaining all related papers and documents.
18. Recoding these in accounting of finance and audit schedules.

19. Preparing safety code, lab manual etc.

For our institute our descending hierarchy of administration has the structure as,

- LMC is the apex body to take final decisions based on discussions, talks, meetings, opinions, suggestions and recommendations of different members in hierarchy.
- Principal is the final authority at institute level to interact with LMC at higher level and to implement and execute programmes and decisions under the guidance and direction of LMC.
- Principal conducts meetings with HODs, office registrar, faculty members and staff of accounts section.
- HOD interacts with faculty members in finalizing technical aspects of procurements of equipments.
- Faculty members cover literature study, selection of equipments, receiving quotations, making comparative statements and description of profile of equipments.
- Accounts section maintains activities related to payments and paper records.

Conclusion: The above narrated method for procurement of equipments clearly reflects decentralisation of authority and participation of teachers in decision making processes.

File Description	Document
Any 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:

For every institute striving in the field of education for attaining excellence there have been two distinct sets of objectives (goals) categorized as short-term based **Immediate Goals** and long-term based Permanent or **Perpetual Goals**.

Perpetual goals need engagement of larger participation of all the stakeholders on long-term basis investing high magnitude resources. So, for its progress in terms of real development indices it requires to devise sound and realistic plannings called as strategies and their execution and implementation called as deployment. As a part of this aspect our institute felt the need to introduce PG courses in its academic expansion plans.

Earlier for close to 25 to 30 years since its inception the institute successfully undertook imparting engineering education in six streams. This yielded better results in terms of number of pass outs, better results with ranks, immediate employment, growing bond of relationship and similar parameters. This created a conducive atmosphere for the institute to expand the horizon of its strategies. So, institute undertook a feasibility study case regarding the need and introduction of PG programmes under its aegis. The study report showed the capability of the institute to launch PG programmes in viable manner. There

was a growing demand from the pass outs of our institute and surrounding technical institutes to start PG courses in our premises.

This academic project has given tremendous boost to harness the potential of the institute to take initiative to fulfill the aspiration of its surrounding locality. This aspect clearly emerged as a potential strategy on our part to respond to the legitimate aspirations of pass outs in our region. Our institute accepting this as a challenge and opportunity showed its willingness and capacity to create necessary infrastructure in order to start PG courses in engineering. As a result, institute has been able open four engineering streams (courses) under its PG wing.

As of now, with combined participation of LMC and Principal with his task force of teachers, we are operating following four streams of PG programmes.

1. Civil Engineering. (Structural Engineering.)
2. Mechanical Engineering. (Machine Design.)
3. Electronics Engineering.(Electronics & Communication Engineering.)
4. Computer Science and Engineering (Computer Engineering.)

Institute has appointed separate course coordinators for each stream.

To support the above programmes care has been taken to establish separate class rooms, special labs, library cell , study room etc. It is our good experience that these courses attract quality students able to produce good performance and results for the satisfaction of all concerned.

Conclusion : This case in point stands as a bright example in support of deployment (execution and implementation) of a potential strategy to harness rational benefits for all the stake holders.

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

Our institute in its functioning follows frame work of norms as,

1.Service Rules: These are governed by the M.B.E. Society in line with “ Maharashtra State Civil Services Rules” as applicable.

2.Recruitment : The process of recruitment is conducted as

- As per the procedure laid down by university / Government.
- Obtaining approval of roster
- Obtaining approval of advertisement.
- Insertion of advertisement.
- Interviews by Selection Committee. (Comprising DTE nominee, VC nominee Subject Expert appointed by university.)
- Final selection.

3.Promotion : Promotion cases are attended as per the norms of CAS / Time-bound Schemes.

4.Grievance Redressal : Grievances received are put before G.R. committee for discussion in meetings and the issues are sorted out with an objective of maximum delivery of justice.

File Description	Document
Any 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: B. Any 4 of the above

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

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

Response:

Ours is a professional institute catering to the needs of engineering education in this country side and semi-urban area. The institute has created impressive and spacious infrastructure in terms of land , multi-purpose buildings , laboratories, exclusive hostels and supporting range of facilities and amenities. With every passing day expectations of parents and their wards (students) are ascending for fulfilment by the authorities and agencies associated with education system. Further, everywhere the urge for up gradation of education in qualitative terms has been on rise. Automatically more and more basic and modern amenities and services are getting added in the menu schedule from lenders' side. There are specific mandatory provisions for fulfilling safety and security norms and to create such an ambience in educational premises.

Therefore, in this specific context we have installed an efficient network of CCTV surveillance units in the entire premises. Now a days more and more daughters from diverse sections of the society are coming forward to avail education in every faculty. Our CCTV installation adds a unique component towards higher quality level of education and ensures that the entire campus reaps its benefits.

On the other hand, this installation project has been accomplished and this stands as a bright example for effective participation of internal cells and bodies in the line of implementation of resolutions passed in the meetings held by higher authorities. This needs a clear break-up of line implementation involving multi level agencies in vertical order of hierarchy.

Our honourable Principal brought the idea of CCTV installation highlighting its need and advantages in the premises. So an initial survey and study was conducted with regards to its installation cost, maintenance and OMR charges along with impact and effects.

This matter was put up in agenda of an LMC meeting held in our institute. Principal, as ex-officio secretary of the meeting, discussed this subject with the active participation of LMC members.

A collective resolution was adopted regarding in the installation of CCTV network.

Quotations were invited from prospective vendors and bidders in the field of CCTV supply and installation profession.

Upon the receipt of the quotations, a comparative statement was prepared taking vendors' Terms & Conditions into account.

Vendors were called forward for negotiations for finalizing the cost aspects, specifications and allied T&Cs.

A final vendor was chosen and was issued Placement Order for completion of CCTV project.

Payments were made as per the agreed T&Cs. The vendor party successfully completed CCTV network installation with effective commissioning. The relevant papers, correspondence and communication documents and financial transaction slips have been included and complied for accounting and auditing through accounts department.

Further, there is separate section assigned with the responsibility of carrying out OMR activities and schedule from time to time.

Conclusion : This narration of our CCTV facility as a case in point reflects the line and participative

hierarchy of the governance and administration in our set-up in effective manner.

6.3 Faculty Empowerment Strategies

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

Response:

M. S. Bidve Engineering College, Latur established in 1983 have around 200 teaching and non teaching staff. College is providing various welfare measures to help/safeguard the interest of faculty and staff.

Some of them are,

1. Credit Co-operative Society(CCS)

Which offers soft loan to its members for various purposes like children education , medical expenses, children marriage, home construction etc.

2. Group insurance

3. Fee concession to wards of faculty and staff.

4. Gratuity to retired faculty and staff.

5. Maternity leave.

6. Festival Advance.

7. Advance for medical expenditure.

8. Staff quarters at nominal rent to class IV employees.

9. Compassionate appointment.

10. Advance to faculty and staff to meet any untoward emergency expenses.

Statistical data for different schemes

Name of the Scheme		2012-13	2013-14	2014-15	2015-16	2016-17
Group Insurance		78	78	84	80	78
Fee Concession	Teaching	0	4	2	1	0
	Non Teaching	2	5	2	6	0
Gratuity Paid		1	1	4	4	4

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: 14.76

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	22	06	05	08

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	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: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	5	2	6

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

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

Response: 44.95

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

2016-17	2015-16	2014-15	2013-14	2012-13
23	9	36	42	63

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

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

Response:

Institutes engaged in imparting education in professional courses need to develop robust and reliable infrastructure in terms of physical and human resources parameters . But in order to utilise the infrastructural facilities, the institutes need availability of dynamic human resources in terms of teaching, non-teaching, job specific , contract based employees etc. This work force is selected considering parameters as qualification , experience ,background, mind-set, interview performance, merit etc. for enrolment. This work force members are expected to discharge their duties with responsibility ,accountability and integrity. It is the responsibility of the management to monitor the work performance of its employees. If required corrective and redressal measures are applied to set right system and apply course correction for speed, quality and results.

So, **“Performance Appraisal System”** is undertaken to establish the quality and quantity levels of performance of every employee on annual basis to cover aspects as,

1. The work-force is put into different categories.
2. Each employee is labelled in terms of assessment parameters.
3. Templates are generated for different yard sticks of measurement.
4. Employees put it on records the information as
 - Subjects , classes.
 - Workshops seminar , debates.
 - Result analysis and feedback.
 - Punctuality and regularity .
 - Quality improvement programmes.
 - Mobilisation of funds.
 - Publications.
 - Researches carried.
 - Prizes, awards and reward.
 - Projects handled and guided.
 - Management of resources.
 - Initiation and leadership undertaken.
 - Participation in governance and administration.

The duly filled **Appraisal Form**, with counter signature of the authorities is collected for assessment.

An experts team assists in performance assessment exercise with integrity .

Conclusion : The assessment outcome reflects the performance profile of employees with an opportunity to apply measures for **Course-Correction** and improvements , removal of **“Deadwood”** from the system.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has done external audit regularly.

Mechanism for external audit:

The statutory audit is conducted once every year by registered Chartered Accountant firm.

External Auditor

R.R.Tapadia & Co. Chartered Accountant, Kamdar Road,Latur.

Last audit was done in 14th Oct. 2017.

There are no major objection raised in external audit . Some minor objection are raised during audit process and communicated to the accounts section. Account section then gets the necessary correction done and the audits is completed.

External audit is done regularly.

Year of External Audit	Date Of Audit
2012-13	25-06-2013
2013-14	12-07-2014
2014-15	29-06-2015
2015-16	25-10-2016
2016-17	14-10-2017

The following are the checks made and results therefore are given in the table

Sr.No.	Check	Remarks
1	Maintenance of Books of Accounts	Books required under law are maintained

2	Cash Verification	Tallied
3	Bank Balances	Reconciled
4	Vouchers	Available
5	Statutory Dues(PT,PF&TDS)	Paid
6	Assets Acquired	Documents checked and found correct
7	Fees Receipts	All fees receipts are properly booked
8	Payments to parties	Proper procedure followed

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

With the objective of delivering quality education at affordable cost, our society, **Shri Mahatma Basaveshwar Education Society, Latur**, was established in 1963. Since then this organisation has been able to create its impact in the field of education in Latur and surrounding region. As a matter of diversification in education, our institute, **M. S. Bidve Engineering College, Latur**, came into existence in 1983. Our institute recognised by the Government of Maharashtra has served an undertaking that the institute would function as self – finance managed private institute and would not claim any kind of **Aid/Assistance** from the Govt.. in future. Management of cost dimension of operation of engineering

institutes requires robust financial position on the part of the society.

For our institute, mobilisation of funds is only through generation of funds that accrue through the direct fees paid by the students or the scholarship amounts of students. It is a candid aspect that total fees paid and scholarship amount together stands as the major source of income towards mobilisation of funds.

Further, at our institute level there is a well planned finance and accounts department with trained and experienced employees to look after transactions in terms of incomings and expenditure components.

As another way of fund mobilisation, we have been extending our technical service to outside agencies through TSP assignments and consultancy works. Under this area of fund mobilization we have been carrying out assignments as,

1. Third party audit and consultancy (LMC and similar works / projects)
2. TSPs (Maharashtra Jeevan Pradhikaran works)
3. Conducting exams.. of outside agencies.
4. Conducting practicals for students of other institutes.
5. Technical sessions to benefit staff and personnel of Government wings.

Our total expenditures, huge and diverse in nature, demand optimal fund utilisation with judicious sense. The expenditures components are as,

1. Salary for regular staff, ad-hoc employees and contract workers.
2. Rental charges.
3. Expenses related to staff welfare schemes as EPF, Group Insurance and Gratuity.
4. Expenses related to new constructions and expansions etc.
5. Charges related OMR activities.
6. Campus electricity bills.
7. BSNL and Communication Bills.
8. Internet charges.
9. Water supply and treatment charges.
10. Library management expenditures.
11. Setting up laboratories and equipments.
12. Cost for creating internal roads, plantations.
13. Campus security charges.
14. Costs to maintain amenities as photocopy centre, canteen, parking etc.
15. Expenses related to programmes, functions, celebrations.
16. Expenses related to office and edu.. stationery, conducting exams..
17. Expenses related to sponsorships .
18. Expenses related to hospitality.
19. Expenses related to news-papers, magazines, journals etc.
20. Expenses related to mandatory registration fees and deposits.
21. Expenses related to sports and allied activities.
22. Expenses related to advertisements, staff selection etc.

Conclusion : In this manner we have a transparent, reliable and well managed separate **Accounts Section** to maintain the records of funds mobilisation and optimal utilization of the same through proper transactions, accounts and audits.

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 image, respect and reputation of an every academic institute depends upon the assured quality and its sustenance over a long period of time. Therefore, to achieve such a position we have created a distinct body called IQAC (Institutional quality Assurance cell) for the entire institute. This cell as an agency strives to devise and implement the means & approaches for overall quality assurance.

Our IQAC unit prepares a comprehensive schedule to accommodate various & distinct activities in its meeting held at the beginning of an academic term. The central theme aims to uplift the knowledge horizon of students and thus making them fit, eligible & deserving to choose career options in industries & similar fields. They are moulded and shaped to match the requirements and expectations of employing agencies .

Our IQAC agency keeps this factor on priority and arranges seminars and workshops for students and teachers, at the level of our institution. On other occasions, students & teachers are encouraged to attend such programmes arranged at other institutes by way of sponsorships. These programmes carry the scope for transfer of current technology and emerging trends required for the personality development of students and their ability to face the interviews with success.

Technology support : This approach follows collection of feedback from industrial experts, alumni, resource persons, parents etc in order to open avenues for placements for pass out students. In association with HODs, IQAC arranges workshops on installation & use of softwares as,

- ANDROID
- MATLAB
- PYTHON
- CAD Software
- SCADA PLC
- STAAD PRO
- ETAB

Of the above listed programmes, two have been completed as,

- ANDROID
- Web Designing.

It has been widely accepted fact that strict adherence by the institute to the script and summary of its academic charter yields considerable dividends, to reach higher benchmark of image , respect and reputation. So, to attain such status, there has to be an alert and capable agency to look after the healthy growth of academic system.

So academically good institutes function with the active and untiring support of their **Quality Assurance**

Systems. Here comes the warrant to design and develop a robust and result yielding dynamic agency called IQAC, as a master key.

So, IQAC assumes and occupies prime position in the functional network of every organisation and is responsible to plan, design , implement , execute , analyze , rectify different academic components for academic excellence.

This cell has multiple activities and one key area is for personality development of students. This aspect covers every thing that contributes towards the all round development of every student in terms of many indices. To attend this dimension we planned for,

- Aptitude
- Soft skill Development
- Group Discussion.

Under IQAC we were able to arrange seminars and workshops on,

- Interview skills.
- Aptitude Tests.
- Soft skill Development
- Group Discussion
- Interaction session with alumni.

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:

In our institution IQAC is the prime agency to look after the total quality assessment, development and management on a long term basis. Further, the high benchmark of quality in academics once reached, it needs be redefined and refined for continued sustenance. So under the purview of total academic quality control, one major process is “**Teaching and Learning** “. This is the foremost process that engages direct and simultaneous participation of teachers and students. This process needs to be more effective and efficient with every subject dealt and every teacher as a participant. As a matter of review of this process , we have adopted the following measures and steps as,

Preparation of teaching Plan: Based on academic calendar of the institute and number of working days available over the span of a semester, we prepare **Teaching Plan** . The Total syllabus content is divided into piece-meal chunks suitable to handle them on clock-hour basis. So all the syllabus units and topics are split into these number of chunks expressed in terms of hours as classes. The progress in the delivery of these classes is verified regularly. After completion of about 35% of syllabus, **Feedback** exercise is conducted.

The feedback of students is collected back for compilation and analysis. Cases of areas of weak performance on the part of the teachers are listed for discussion, and to decide measures and means for further improvements as,

1. To call for explanation.
2. To arrange extra-classes.
3. To issue memos.
4. To withhold the increments.
5. To remove from the service.

A case related to Learning outcome: Another review technique in teaching-learning process aims to address the short comings after analysis of results of Tests & University examinations.

We have the mandatory practice of conducting **Mid Semester Examinations** after completion of about 50% of syllabus. After the assessment of answer sheets, score data of students is compiled and kept ready for analysis. For low score performance reasons are ascertained. As a follow up, corrective measure are applied as arrangement of remedial classes, imposing fine on absentees, reporting to parents, conducting improvement tests etc. Further to improve performance level of students in subjects like mathematics & similar subjects, assignments are given to students on regular basis. These are assessed followed by conduction of sessions for solving their difficulties.

For logical topics, laboratory sessions are arranged motivating the students for their active participation to improve their conceptual understanding. Further, even after the results of university examinations are declared, a similar mechanism is adopted as applicable to unit tests or Mid Semester Examination.

These two review techniques certainly contribute in making Teaching-Learning process a more formidable one.

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

Response: 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	0	0

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:** B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	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:**

For any institution always there has to be a well designed and planned methodology or system to adopt measures and steps as initiatives for continuous quality enhancement in **Academic and Administrative** domains. We, our institute as a whole, also implement suitable measures in this direction. Although the academic and administrative quality initiatives are distinct in nature, they derive mutually supportive benefits for the total integrity of the institute.

Academic Initiatives:

These are dynamic in nature and need constant up gradation so as to modify their dimensions. It is expected that these measures or initiatives are applied in the manner of a smooth flow creating desired goals, results and effects. In this context we have,

- **Seminars, Workshops, Interaction Sessions** arranged and organised so as to enable both students and faculty communities to participate. This could be achieved by permitting participants to attend such programmes at our institute or even at other (also outstation) institutes. For better participation, institute has the practice to grant **duty leaves, registration fees, travelling, boarding and accommodation expenses**.

It is the growing current trend, across the world, that demands the students and faculty members need to develop the mindset and inculcate interest for tracking the study and knowledge literature by way of online

accessing and communication. In this regard we have subscribed many **online publications** through our central library and departmental cells.

- At the same time we feel the necessity and urgency to invite guest faculty (as field experts, resource persons , policy makers etc.) for direct interaction with our students, through a series of lectures, PPT sessions , group discussions , analysing real life technical cases and events etc.

Administrative initiatives :

We have also adopted effective initiatives under administrative domain in turn to support academic initiatives.

- We have the alert mechanism to monitor continuously the attendance of students in all their academic sessions by motivating them to utilize the time of their formative period of life for sound growth in every dimension. This is done through class-room counselling and mentorship activities.
- The details of attendance, performance in tests, unhealthy practices and unfair means noticed in the behaviour and activities of the students etc. are promptly brought to the notice of their parents through SMS, e-mails, direct telephonic calls, organisation of parents' meets.
- Further to address the instances of low and poor performance of our faculty members, corrective and constructive measure are practised.

These cover options as direct counselling, giving guidance and instructions, issuance of memo asking for explanation, advance intimation about harsh steps, thread-bare discussions in meetings, removal of lapses and lacunae from session schedules etc.

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: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	1	1

File Description

Document

List of gender equity promotion programs organized by the institution

[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:

Education is a powerful tool that supports empowerment of every individual soul or citizen. Good and pragmatic education directly contributes a lot towards the holistic development of entire mankind. This is the foremost fundamental right as a master key to attain all other rights. Woman (Female Soul) is equal partner in every field of life as per the dictum of **Mother Nature**. She too has the equal claim, equity and natural share in education also. Our constitution enshrines educational right of woman on par with that of man. In real social spirit, countries blessed with higher level of literacy and education have been able to establish better social balance and harmony for the benefit of one and all. Families with literacy and education of their female members successfully adhere to good social and human values.

This spirit of philosophy of empowerment of woman centrally lies in the aim of providing quality education to our younger daughters to translate them into mature, capable and responsible leaders of tomorrow's India.

So this mechanism automatically calls for the demand to inculcate **Gender Sensitivity** at Institutional Level. These facilities primarily include major components as,

1. Safety and Security.
2. Exclusive Counseling
3. Common Room Facility.

In this direction, a range of provisions and facilities are created and necessary measures are applied to respond positively to the need for Gender Sensitivity, by adopting various measures as,

1. Separate Parking Lot with smooth and easy accessibility.
2. Well Furnished, Safe and Secure Common Ladies Room.
3. Separate Compartment for girls in Canteen.
4. Arrangement of transport for girls in cases of Medical Emergencies.
5. Transportation arrangement for girls to attend off- campus programmes and events beyond official times of the institute.
6. Deployment of Lady Security Guards round the clock.
7. Installation of efficient CCTV Surveillance.
8. Disciplinary Committee to deal with any kind of undesirable events.
9. Mentorship of girls by Lady Faculty Members.
10. Special Counseling programmes to address girl-centric issues.
11. Maternity leave / Absence consideration for Lady Employees / Girls.
12. Special provisions to accommodate girls from local city area and nearby institutes (without girls hostels)
13. Conducting woman benefitting awareness programmes.
14. Creation of Free Legal Aid Cell
15. Formation of separate Ladies Squad during examinations.
16. Arrangement of special Study Room during examinations.
17. Separate seating arrangement in canteen.
18. Laundry and Internet facilities within hostel premises.
19. Provision of Separate and Safe Sanitary Annexes.
20. Promotion of participation of girl students on various bodies and associations.
21. Special Health Check-ups for girls at regular intervals in hostel premises.
22. Accompanying of Lady Faculty members with girls on tour programmes.
23. Priority and Separate queues for girls during rush hours.
24. Provision of Strict Actions to deal with harassment and excesses against woman.

7.1.3 Alternate Energy initiatives such as:

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

Response: 25.7

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

Response: 64250

7.1.3.2 Total annual power requirement (in KWH)

Response: 250028

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 5.56

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 8606

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 154906

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

1. Solid waste Management

Various types of solid wastes are generated like oils, scrap material, ash waste, plastics, paper card boards, wood, glass, cans, food wastes, batteries, electronics, tree leaves etc. These wastes are to be disposed off, otherwise it will have adverse effect on human health and environment.

We collect all type of solid waste at single point manually then dispose off fortnightly using our college dumper at Nandagaon village about 10 km from our college. Some of the salvage material from workshop, Computer centers, Labs etc is sold to scrap dealers.

1. Liquid waste management

Waste generated at washroom, sink, laboratories, workshop etc. are disposed off through network of gutters/pipes provided at various places and it ultimately join natural drainage.

1. E-waste management

Various type of E-waste generated like display units(CRT,LED monitors), processor, audio components, printer, Xerox machines and its parts, fax machines, T.V., VCR's etc. many of these contain toxic heavy metals such as lead, mercury, cadmium etc. as well as hazardous chemicals . These E-wastes have adverse effect on human health & environment. E-wastes are disposed off by re-sale, reuse or given as donation to some institutions (Economically weak).

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting means collection & storage of rain water. It is one method of water conservation & water shed management. This will augment ground water & prevent pollution of ground water and surface water. This saves considerable amount of traditional water which we are getting from municipal corporation and others sources.

Rain water falling on building terrace is diverted to a point & then through network of pipes delivered to a pit nearby a bore well. This recharges area around bore well. Also, rain water falling on open space (as around 20 acres college campus land) is diverted to large pit (located at lowest point on ground contours). This recharges vast area around this pit.

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:

Green Practices

Our college is giving utmost significance to green practices as this will make environment friendly i.e. reduction of air pollution, water pollution, noise pollution, & land pollution. In this direction some of the measures adapted are some of our staff & students use bicycles while coming to college from city & also move from college to hostel, workshop, canteen etc. This minimizes air & noise pollution.

Our college is located about 5 km from city; most of our students use public transport like city bus which

reduces air & noise pollution.

Also we have pedestrian friendly roads where students/ staff can use bicycles, which reduce air & noise pollution.

Also we banned use of plastic carry bags, plastic material in our college. This is also as per recommendation of Govt. of Maharashtra.

Due to some constraints we could not practice 100% paperless office.

Every semester we carry out tree plantation at both college level & departmental level at our college campus.

This activity has helped in development of good number of trees, plants & beautiful greenery in our campus. Hence the task of green landscaping is almost achieved.

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

Response: 0

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

7.1.9 Differently abled (Divyangjan) Friendlines 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: C. At least 4 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: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	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: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	1	2

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

<p>7.1.12 Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Response: Yes</p>	
<p>7.1.13 Display of core values in the institution and on its website</p> <p>Response: Yes</p>	
<p>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</p> <p>Response: Yes</p>	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

<p>7.1.15 The institution offers a course on Human Values and professional ethics</p> <p>Response: Yes</p>	
<p>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</p> <p>Response: Yes</p>	
<p>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</p> <p>Response: 16</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>	

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	4	2	2

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

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

Response:

Sr. No.	Date	Celebration of National Festival / Birth anniversary of Indian personality
1	26 January	Republic Day
2	19 February	Chatrapati Shivaji Jayanti
3	14 April	Dr. Babasaheb Ambedkar Jayanti
4	1 May	Maharashtra Day , commemorating the formation of the state of Maharashtra division of the Bombay State on 1 May 1960.
5	21 June	World Yoga Day , it is not about exercise but to discover the sense of oneness the <i>world</i> and the nature. By changing our lifestyle and creating consciousness well-being.
6	15 August	Indian Independence Day.
7	5 September	Teacher's Day is a tribute to the hard work and devotion of the teachers all educate a child.
8	Month of September	Ganesh Chaturthi Festival
9	2 October	Mahatma Gandhi and Lal Bahdur Shastri Birth Anniversary, International Violence.
10	26 November	Constitution Day , also known as Samvidhan Divas to commemorate of Constitution of India.

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

Response:

Our organization has been engaged in imparting education as an engineering institute. As mandated for every academic institute, we maintain transparency in our total functioning. As a core value to be sustained, we have the culture of maintaining transparency necessary to retain the faith and trust of all the stakeholders.

In Finance :

Our institute operates as a self finance private entity in engineering education. We strictly adhere to the

rulings of “ Fees Regulatory Authority” (of Govt. of Maharashtra State) in relation to fees levying and collection. All the relevant details are displayed on our website and notice boards. Further, all the major expenses are undertaken through banking transactions.

Salaries to employees and heavy payments to service providers, vendors etc are operated through bank accounts and bank transactions.

After the end of every financial year all our financial transactions are accounted for audit by approved external agency.

In Academics:

For our institute IQAC is nodal agency to maintain overall management of total academics. Under this we have clear and well planned schedules for assessment of performance of students both in tests and practical work.

As related to test, assessment is carried out, marks are displayed on notice board with provision for correction for rectifications.

As regards to practical work, journals (of practical works) submitted by the students are assessed on break-up parameters and marks are allotted.

7.2 Best Practices

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

Response:

BEST PRACTICE 1

Employability - Skill enhancement and carrier building program: initiative under **Alumni support system.**

Objectives:-

- 1.To analyze the needs of the industry, the present skills of the students to bridge the gap, between Institute & Industries Institute has initiated the system.
- 2.Nourishment of students with technical skill sets, soft skills, and employability skills.
- 3.Sustaining in dynamic global market needs and to cope up with changing trends in technology and current needs of industries.
- 4.Some of the alumni are working in government organizations; they are called to share their experience of achieving the government sector jobs, openings and the procedure for getting selected in same.
- 5.To Get Familiar with Public service commission examinations, a special cell has been provided.
- 6.The support system aims to help students in carrier development, Entrepreneur and to start with small scale industries.

Practices with context

SR NO	DEPARTMENT	INDUSTRY PERSON / ALUMNI NAME
1	CIVIL ENGINEERING	1. MR.O.V.NILA 2. MR. KORE EX ENGG 3. MR.U.G.TEMBURNIKAR MIDC
2	CSE & IT	1. MR.SREKHAR REDDY 2. MR.KARAN KANEKAR 3. MRS.VARSHA SWAMI (ORANGE) 4. MR.UMESH RAJMANE (TIBCO)
3	ELECTRONICS ENGINEERING	1. DR. P.V.RAO (PROFESSOR VBIT,HYD) 2. TELECOM GENRAL MANAGER (GM)
4	MECHANICAL ENGINEERING	1. MR. RAVI MUSALE 2. Mr. RAMESHWAR PUNALE
5	ELECTRICAL ENGINEERING	1. DR. S.B.KULKARNI 2. MR. AJITSINGH(Sr.Suprdt) NTPC SOLAPUR.

Mr O.V.Nila (Executive Engineer) was called to interact with our students to guide to give some tips about cracking government sector examination. During interaction he highlighted on saying that, you should be updated with the syllabus, make sure that you have covered every topic of the curriculum and never think of any shortcuts.

Mr. U.G. Temburnikar (Asst. Engg MIDC) was called to interact with our student regarding startup programs to become an entrepreneur or small scale units in MIDC area of LATUR.

Also he focused on the different policies and support available from the government.

Mr. Shrekhar Reddy (Software Developer and Consultant) was invited to interact with our student to introduce current technological issues in industries and what an industry is expecting from the fresher's.

Mr. Karan Kanekar (Team Leader Accenture) was invited to interact with the students regarding preparation of your resume, preparation of aptitude, personality development and interview skills.

Mrs. Varsha Swami(Director Oriange Technology) was invited to guide about IT sector and How women's empowerments is leading the field.

Mr. Umesh Rajmane director on advisory committee of the institute, from TIBCO Industry Ltd. was

invited for a talk with students to guide on different objectives and related issues.

Dr. P.V.Rao (PROFESSOR VBIT, HYD) was invited for interacting with faculty as well as students about international conferences, research aspects, the patent registration. also about the different training programs, the potential fields for placement in the market.

Mr. Ravi Musale (HR Cognizant) was invited for interaction with interdisciplinary requirement in the industry sector.

Outcome:

1. The Achievement of such a practice, in the year 2014-15 institute has benefited with the placement of fourteen students in TIBCO, campus Placement drive for Various Disciplines
2. The Success of conducting Sessions on Civil services in the Institute. Results in Placement in semi government /Government bodies like MSEB ,IBPS, RTO officers and BSNL.
3. Because of this Initiative Current students are Supported for Participating with the Activities for Sponsored projects, working Projects, Existing Application Modifications and Developments.
4. As our campus is located at certain distance from the Industrial Zone, and every time the company does not visit to the college for conducting the Placement drive at campus. So, this support system has enhanced the activity of conducting an entry level online as well as offline examinations for placement.

BEST PRACTICE 2

Financial Assistance to Needy/Poor Students

Since its inception in 1983, our institute has been functioning with genuine adherence to its Vision and Mission objectives. Our **Vision** stands for attainment of **Technical Excellence** for the welfare of mankind and **Mission** carries the spirit of imparting quality technical education to the deprived and poor sections of the society in a cost-effective manner.

Latur city and district located in Marathwada region of Maharashtra thrive on agrarian practices. It has been experienced that more and more students from weaker sections and deprived classes of the society are coming forward showing interest and enthusiasm to gain admissions to professional courses in general and engineering in particular.

On the other hand the total education management cost of the wards has been on rise creating additional burden on the shoulders of the parents. This disadvantage has the potential to deter such students from gaining admission to courses cited in this context.

The question of surpassing the aspect of financial problems on the part of the students has been effectively addressed by our institute time to time. At any point of time, an eligible student shall not stand deprived of an opportunity to get admission and gain education, furthermore, just because of his or her inability to pay the (heavy) fees in one stroke.

It is under such circumstances our institute displays its moral responsibility to show magnanimity to accommodate needy students.

For this, institute has devised many approaches in strengthening this practice every year to year and thus reinforcing the faith of students and parents in our institute leading to a strong bond of relationship.

For this we have extremely flexible measures as,

1. Grant of admission on payment of nominal fees irrespective of total fees magnitude and finance related norms.
2. Grant of heavy concessions in the fees as per the resolutions of management in its meetings.
3. Implementation of “**Tuition Fees Waiver**” (TFW) schemes.
4. Permission to pay fees in multiple installments over the academic year.
5. Joint contribution by faculty members to assist and support extremely financially weak candidates.
6. Arrangements for tapping funds from donor agencies.
7. Facilitation of scholarship schemes from different charity organizations.
8. Adoption of students by alumni members.
9. Guidance to students to avail the benefits of various government schemes.
10. Arrangement and coordination for “Earn and Learn” schemes.

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:

Our institute has embraced, “**Achievement of Technical Excellence for the Welfare of Mankind**”, as its vision theme and its mission carries the summary of its commitment and conviction to impart quality technical education to aspirants from vernacular background and deprived sections of society at affordable cost. In fact, our society, **Mahatma Basaveshwar Education Society, Latur**, has been established by philanthropist founders drawing the inspiration from the life and preachings of 12th century revolutionary social reformer **LORD BASAVESHWARA**.

The founders of our society have practiced the above cited philosophy along the walk of their life and had unshakable faith in the **empowerment of woman**. This realization of belief enabled them to take education to the door steps of woman from her childhood itself. This concept has supported our institute to strive consistently to accommodate girls for quality education on priority basis. Majority of girls from our area can not afford to meet the cost element of their education in higher cities and urban locations. For such chunk, our institute is a tailor-made destination capable of offering respectable range of facilities and amenities surely worth the fees they make as investment. So certainly our institute has the sincere mindset to adhere to this pulse of girls seeking quality education.

Our institute has set up exclusive hostel for girls with highly reasonable fees for accommodation. Further, concession is granted to every girl student to avail the benefit of multiple instalments for payment of fees.

To maintain good and sound health, food quality and supply frequency is another aspect arranged on long term basis. So to meet this requirement a meticulously planned “Mess” has been set up. This facility ensures every care in attending day-long requirements of boarding of all the hostel girls without any compromise on quality, quantity and nutritional level. It is a matter of pleasure to acknowledge that the total average monthly bill on food is just around Rs. 1200/- per head.

Further, the location of Girls’ Hostel ensures comfort and convenience along with foolproof safety and security arrangements. Overall health and hygiene of hostel premises is of higher benchmark. Supply of quality water and power is ensured for 24 x7 span with backup of generator.

Clean and green open gardens provide the opportunity to enjoy playing, walking in open area, studies etc in the lap of nature.

It is a positive sign to learn that many girls hailing from Latur city have opted for their stay in our girls’ hostel. So also many girls from surrounding institutes.

Institute arranges for special sessions of lectures and interaction-meets at hostel premises itself looking at impressive strength of girls. Additional facilities include News Stand, Internet, Laundry, RO water plant, Guest Rooms for visiting parents, Indoor Games, CCTV etc.

Very poor, orphan and meritorious girls are awarded higher concessions in their fees budgets.

This remarkable fact clearly reflects the one dimension of distinct performance of our institute in line with our charter of Vision and Mission.

5. CONCLUSION

Additional Information :

We feel the total information provided is appropriate from our side.

Concluding Remarks :

We, all the management, the Principal, staff and faculty members and students sincerely feel that our endeavor for applying for accreditation under the purview of NAAC as a unique exercise in a collective way. In this context, we have furnished the necessary data covering our strengths and shortcomings. We are looking forward for the absolute assessment of our system by an empowered peer committee for critical and judicious judgment. Through the outcome of this exercise we would be able to redefine our functioning incorporating suggested and recommended inputs.

We, optimistic of outcome of NAAC, assure you of our conviction to strive further to implement our vision and mission statements in true spirit.