



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**M. S. BIDVE ENGINEERING COLLEGE**

**P. O. BOX NO. 112, VASWADI BARSHI ROAD, LATUR.**

**413512**

**<https://msbecl.ac.in/>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

In pursuance with Mahatma Basweshwar's dream, Mahatma Basweshwar Education Society has been established in 1963 at Latur. This Society is one of the oldest & reputed educational societies in Marathwada region. In the era of globalization, to create engineering graduates having knowledge with global insight, meeting the needs of industry, M.B. Education Society started M. S. Bidve Engineering College in 1983 at Latur, affiliated to Dr.Babasaheb Ambedkar Technological University, Lonere and approved by AICTE, New Delhi.

Current intake of the institute runniing six programmes is 360 at UG level and with four PG programmes in Engineering with the intake of 72 students. In addition to this institute runs Post Graduate programme in Computer Application viz. Master in Computer Applications.The institute has been Accredited by NAAC in year 2018 with a CGPA of 2.74 on a four point scale at 'B+' Grade.

### **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, 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 strengths are;

Qualified, experienced and stable faculty, with good faculty retention ratio.

Rich pool of Alumni with excellent support for students.

Highly supportive management.

Established teaching-learning culture with emphasis on 100% completion of curriculum with the use of ICT tools and focus on

weaker students.

Institute offers adequate computing facility with a student to computer ratio of 4:1 spread over 17 labs which includes NASSCOM funded lab.

A well equipped hostel on campus with safe and secured environment for girls' education.

Affordable and cost effective education.

Active student associations department wise and students' clubs like GDSC and MLSA

Success rate of outgoing students is good

Adequate and well-maintained infrastructure for Curricular, Co-curricular and Extracurricular activities which promotes all round participation of students

### **Institutional Weakness**

Weaknesses we bear with,

Poor enrollment ratio at First year level.

Enrolled students profile is weaker on academic and communication skill levels.

Fewer opportunities for training and placement compared to institutes located in urban area.

Lack of support from industries located in far region.

Very few opportunities for consultancy projects

Research and Development activities are in nascent stage

Very few faculty members with Ph.D. qualification

Absence of International Collaborations

Lagging in community services activities.

### **Institutional Opportunity**

The opportunities at our disposal are,

To increase the enrollment of students by making every student place-able across all the programmes with better profiles.

Develop strong training means and measures.

Industry grade certification courses in latest technologies

Enhance placement levels.

Strive for women empowerment.

Inculcate and develop research and development culture with aiming registration of more research publications, patents and copyrights

Academic Autonomy

Interdisciplinary projects

Developing laboratory infrastructure in association with Industries

Thrive for maximum internship and placement opportunities.

### **Institutional Challenge**

The challenges we face,

Due to global competition, risk of getting low merit and inadequate number of students.

Student attendance of final year

Placement of students in core industries

Difficulty in upgradation of learning resources in keeping pace with the rapidly changing technology

Apprehension of financial deterioration due to the external factors diminishing chances of imparting viable education

Decline in interest of candidates in Engineering

Inculcation of entrepreneurship skills in students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

M.S.Bidve Engineering College is affiliated to Dr.Babasaheb Ambedkar Technological University, Lonere, the first technical university in the state of Maharashtra. This University has introduced many reforms as compared

to conventional universities. The University has implemented NEP from academic year 2023-24 and directed affiliated institutes to implement NEP from academic year 2024-25.

The academic cell of our institute prepares academic calendar. Accordingly the load distribution is done and class timetable, schedule for Unit Tests, co-curricular & extra curricular activities is prepared with the participation of faculty members and HOD. This is approved and monitored by IQAC of the institute. All programs follow the Institution's quality policy for effective implementation of Outcome Based Education.

All the programmes are designed to deal with the issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability through specially designed course as a part of the Curriculum.

Institution organizes various add-on courses, online certificate courses, seminars, workshops, skill development courses in the emerging fields for improving the employability of students across all the departments.

Feedback is taken regularly from all the stakeholders such as students, employers, parents, and alumni. After analyzing the feedback, corrective actions are taken.

During COVID-19 pandemic situation, Information and Communication Technology (ICT) tools were widely used for teaching learning. Although we have started offline teaching, we use online mode in many situations.

### **Teaching-learning and Evaluation**

Teaching, learning, and evaluation are critical components for the progress of any educational institution. Our institution believes in value-based education that enhances practical learning. In these domains, the organisation implements suitable and innovative techniques. The admission procedure is transparent, and admission to various branches is carried out in line with university norms and the Maharashtra Government's standardized admission process. The Admission Committee supervises the fair and open admission process and counsels students to assist them with admissions. The college has a suitable number of full-time teachers. The quality of teachers in terms of certification, experience, and knowledge retraining efforts is also considered during the course of education to ensure excellent value-based education.

The institute's activities are organized in accordance with the academic calendar prepared by the university and institute. However, in the event of an unforeseen occurrence, the authorities make the required changes, which are displayed. Students are provided with the perfect balance of traditional and modern ways to make learning student-centred and pleasant. Experiential learning, interactive learning, and problem-solving approaches are widely used to promote students' holistic development and facilitate lifelong learning and knowledge management.

Teachers use a variety of collaborative and creative teaching approaches to make the teaching-learning process more engaging and to promote students' overall growth. Teaching plans are created and implemented, ICT-based teaching learning is promoted, teaching techniques are updated, and extracurricular and co-curricular pursuits are promoted to help students progress. The IQAC cell prepares a road map and supervises all academic, co-curricular, and extracurricular activities at the institution and ensures that professors and students receive the required support for improved teaching and learning processes. Students can report grievances about academic or administrative difficulties, which will be addressed promptly by the committee for grievance redress in accordance with the procedure. Course instructors define the course outcomes for each and every subject. The institution's teaching-learning mechanism is well-structured and makes a substantial contribution to the achievement of Programme Specific Objectives (PSOs) and Programme Outcomes(POs).

### **Research, Innovations and Extension**

M. S. Bidve Engineering College, Latur, demonstrates a commitment to fostering a culture of research, innovation, and community engagement, as evidenced by its recent activities and achievements.

Although no grants were received in the last five years, this reflects an opportunity for the institution to explore additional funding sources and partnerships to further support research initiatives.

The college has established a vibrant innovation ecosystem, with initiatives like workshops, seminars, and conferences for faculty and students. A total of 79 such events were conducted over the past five years, indicating a proactive approach to knowledge dissemination and skill development among students and faculty members.

Furthermore, the institution has made significant contributions to research publications, with 150+ research papers in peer reviewed journals. Additionally, there have been publications in books and conference proceedings also.

In terms of extension activities, the college has actively engaged with the local community, organizing a diverse range of programs aimed at sensitizing students to social issues and promoting holistic development. These efforts have resulted in tangible outcomes, as evidenced by the impact on the neighborhood community highlighted in the provided document.

Moreover, the college has received recognition for its extension activities, further validating the impact of its outreach efforts. Awards and accolades from government and government-recognized bodies underscore the institution's commitment to serving society beyond academic realms.

Lastly, the college has fostered numerous collaborations with institutions and industries both nationally and internationally, facilitating opportunities for internships, training, and collaborative research. With 31 functional MoUs/linkages established over the last five years, the college is well-positioned to provide students and faculty with enriching experiences and enhance its research capabilities through collaborative endeavors.

Overall, M. S. Bidve Engineering College, Latur, exhibits a holistic approach to education, research, and community engagement, positioning itself as a dynamic institution dedicated to academic excellence and societal impact.

### **Infrastructure and Learning Resources**

The institute has excellent infrastructures to cater complete learning practice for students and the faculty. Every department of the institute is well equipped with ICT enabled classrooms, laboratories, tutorial rooms, workshop, seminar hall etc. The institute ensures that the infrastructure in the institute is comfortable for physically challenged students, if any. 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 210+300 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, separate TV hall for recreation and gymnasium for boys.

The library has with total area of 570.41sq.m. with adequate seating capacity supports the good academic environment. The library has reference books, e-journals, e-books, manuscripts, knowledge resources etc. Library transactions are managed with the help of library management software, VRUDHI. A significant amount of the annual budget is utilized for procurement of books, e-journals, print-journals.

IT infrastructure includes total 410 Mbps of leased line connection, 42 access points, 450 computers for Students and Staff. Our entire college campus including hostels is covered by 234 CCTV Cameras for security purpose.

The institute has a well defined policy for upgrading and maintenance of IT infrastructure. Institute allocates a significant amount of budget for infrastructure augmentation and maintenance such as laboratory equipment, software, academic activities, operation & maintenance etc. There is well-established system and procedure for maintaining & utilizing physical, academic and support facilities such as maintenance of electrical systems, laboratory, water supply/purifier/cooler, generator, and housekeeping.

### **Student Support and Progression**

The Vision-Mission statement and imminent goals of the institute promises development of technical and social skills, improvement of communication and presentation skills, organization of seminars and workshops for the

students. The necessary steps in fulfilling the above goals are taken throughout the academic year by organizing the activities such as capacity development and skill enhancement activities for improving students' capability, career and competitive exam guidance programs, encouraging the students for post graduate higher education, etc. and encouraging them to develop and enhance the extracurricular activities.

Institution has statutory committees such as Grievance Redressal Cell, Anti-Ragging and Discipline committee, Women Empowerment Cell for resolving student's issues and challenges.

The institute has training and placement cell which keeps contact with alumni and potential employers by various modes of interaction. In response we do arrange meetings in order to have interaction between students, alumni/employers in the campus. It helps students to get more awareness regarding placement, higher education and current trends in the market.

As most of the students hail from vernacular background and deprived classes, institute aims primarily on counseling students to avail various schemes of government under AICTE, Directorate of Technical Education, Social Justice and Special Assistance department etc. Also, every year Management committee of the institute provides 50% tuition fee waiver scheme for the economically weaker students. Alumni association of the college provide the tuition fee assistance for many students every year. Alumni meet is organized regularly by the institute at different locations such that large number of alumnus can participate. Recent Mega Alumni Meet was organized on 5th August 2023 at Pune where 800+ alumni participated. Our institute has created platform for the student to participate in various departmental and alumni association activities such as donating books, Green Marathwada initiatives, Jalyukta Shivar, HR meet, rain water harvesting etc.

Health plays important role in overall development of students hence every year yoga camps are organized both for students as well as faculty in the institute. Students are made aware of importance of Tree Plantation by conducting tree plantation activities.

### **Governance, Leadership and Management**

The Management has established effective leadership by deploying vision, mission & goals. The institute has formed IQAC Cell for managing the day to day activities and the system is fully streamlined. The Institute uses e-Governance effectively which helps to access the information and better management.

The institute provides various welfare measure and amenities for teaching and non-teaching staff members. A formal and transparent annual performance appraisal system is also followed to appraise the faculty members & staff on their performance. It has set norms for professional development of faculty members and non-teaching staff by motivating to pursue higher studies and attending various development programs and also gives financial support to attend FDP, Conference and paper presentation.

The financial aspect of the institute is managed in a very effective and efficient manner. There are established procedures and processes for planning and allocating financial resources.

The institute maintains quality norms in the teaching-learning process. The institute follows the quality initiatives to enhance and improve faculty and students. It continuously monitors and examines the process through feedback, audit and evaluation. It ensures the quality at every stage in academics, administration and infrastructure.



The institution also goes for Quality Audits and Accreditation time to time. The institution has a mechanism of conducting internal and external audits. Findings are discussed and identified areas are taken up for improvement.

### **Institutional Values and Best Practices**

The Institute has adopted various measures for gender equity by awareness programs on women safety and gender sensitivity by inviting guests and conducting camps.

Institute and all its members strongly follow the core and social values in favor of mankind and education.

Institute committed to social responsibilities and has initiated activities like “Swachh Bharat Abhiyan”, “Run for Unity”, “Tree plantation”, “Yoga Day” etc.

Institute takes utmost care of cleanliness and hygiene. Daily waste is collected by house keeping staff and segregated into degradable and non degradable waste. Institute has rain water harvesting system in campus, also focuses on water conservation.

### **Best practices :**

The institute promotes and motivates the students to participate in co-curricular activities(Technical/Non-technical) like GDSC, MLSA etc.

The Institute is more concerned about environment, it implements practices like “Tree plantation” to keep environment free from pollution.

Institute takes effort and participation in youth enhancement and water stewardship for climate change and water conservation, like program by UNICEF. The Institute has adopted practice to implement a power system by renewable energy sources e.g. LED, Solar Panels.

### **Institute distinctiveness :**

The Institute focuses on the holistic development of students and provides them with all possible opportunities and resources to make them future ready, more so for girl students.

To achieve these goals institute works on different aspects such as Infrastructure required, ICT tools, well furnished labs, library with sufficient learning resources etc. The girls hostel with 300+ capacity on campus is unique facility in our institute which has promoted more girls getting admitted to our college.

There is a whole hearted support of management for faculty and staff development also different facilities for students.

We have established a time tested process for converting raw incoming students into a successful engineer. In

addition to academics we motivate students to take up field specific technical courses. Our prominent alumni guides our students and counsel them about the career path and the skills required to prepare.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | M. S. BIDVE ENGINEERING COLLEGE                           |
| Address                         | P. O. Box no. 112, Vaswadi Barshi Road, Latur.            |
| City                            | Latur   |
| State                           | Maharashtra   |
| Pin                             | 413512  |
| Website                         | <a href="https://msbecl.ac.in/">https://msbecl.ac.in/</a> |

| Contacts for Communication |              |                         |            |     |                        |
|----------------------------|--------------|-------------------------|------------|-----|------------------------|
| Designation                | Name         | Telephone with STD Code | Mobile     | Fax | Email                  |
| Principal(in-charge)       | B. V. DHARNE | 02382-221255            | 9422472813 | -   | principal@msbecl.ac.in |
| IQAC / CIQA coordinator    | S. G. MANTRI | 02382-221846            | 9422612110 | -   | sgmantri@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 |
|-----------------------|
|                       |

| State       | University name                                 | Document                      |
|-------------|---|-------------------------------|
| Maharashtra | Dr. Babasaheb Ambedkar Technological University | <a href="#">View Document</a> |
| Maharashtra | Swami Ramanand Teerth Marathwada University     | <a href="#">View Document</a> |

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC) |   |                                  |                    |         |
|---|---|----------------------------------|--------------------|---------|
| Statutory Regulatory Authority  | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks |
| AICTE   | <a href="#">View Document</a>                                 | 25-06-2023                       | 12                 |         |
| AICTE   | <a href="#">View Document</a>                                 | 25-06-2023                       | 12                 |         |

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

| Location and Area of Campus |  |           |                      |                          |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type                 | Address  | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | P. O. Box no. 112, Vaswadi Barshi Road, Latur. | Rural     | 20                   | 24178.5                  |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) |   |                    |                       |                       |                     |                         |
|--|---|--------------------|-----------------------|-----------------------|---------------------|-------------------------|
| Programme Level  | Name of Programme/Course                            | Duration in Months | Entry Qualification   | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG   | BTech,Civil Engineering,                            | 48                 | HSC                   | English               | 60                  | 28                      |
| UG   | BTech,Mechanical Engineering,                       | 48                 | HSC                   | English               | 60                  | 11                      |
| UG   | BTech,Electronics Engineering,                      | 48                 | HSC                   | English               | 60                  | 47                      |
| UG   | BTech,Electrical Electronics And Power Engineering, | 48                 | HSC                   | English               | 60                  | 28                      |
| UG   | BTech,Computer Science And Engineering,             | 48                 | HSC                   | English               | 60                  | 60                      |
| UG   | BTech,Information Technology,                       | 48                 | HSC                   | English               | 60                  | 59                      |
| PG   | Mtech,Computer Engineering,                         | 24                 | B. Tech or B.E        | English               | 18                  | 4                       |
| PG   | Mtech,Electronics And Communication Engineering,    | 24                 | B. Tech or B.E        | English               | 18                  | 0                       |
| PG   | Mtech,Machine Design,                               | 24                 | B. Tech or B.E        | English               | 18                  | 0                       |
| PG   | Mtech,Structural Engineering,                       | 24                 | B. Tech or B.E        | English               | 18                  | 18                      |
| PG   | MCA,Master Of Computer Application,                 | 24                 | BCA or Any Graduation | English               | 60                  | 55                      |

**Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 13               |        |        |       | 27                         |        |        |       | 50                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 12                         | 2      | 0      | 14    | 24                         | 26     | 0      | 50    |
| Yet to Recruit  | 13               |        |        |       | 13                         |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 22                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 20                         | 2      | 0      | 22    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 88           |
| Recruited   | 76          | 12            | 0             | 88           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| Technical Staff   |      |        |        |       |
|---|------|--------|--------|-------|
|   | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 29    |
| Recruited   | 28   | 1      | 0      | 29    |
| Yet to Recruit  |      |        |        | 0     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 0     |
| Recruited   | 0    | 0      | 0      | 0     |
| Yet to Recruit  |      |        |        | 0     |

### Qualification Details of the Teaching Staff

| Permanent Teachers     |           |        |        |                     |        |        |                     |        |        |       |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification  | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                        | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 0         | 0      | 0      | 2                   | 0      | 0      | 4                   | 1      | 0      | 7     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 10                  | 2      | 0      | 40                  | 27     | 0      | 79    |
| UG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

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

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

| Details of Visting/Guest Faculties                         |      |        |        |       |
|--|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
|  | 5    | 0      | 0      | 5     |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**



| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 812   | 0                             | 0            | 0                   | 812   |
|           | Female | 634   | 0                             | 0            | 0                   | 634   |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG        | Male   | 23  | 0                             | 0            | 0                   | 23    |
|           | Female | 13  | 0                             | 0            | 0                   | 13    |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category |        | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC       | Male   | 16     | 13     | 17     | 14     |
|          | Female | 8      | 10     | 8      | 5      |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 0      | 0      | 1      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 28     | 25     | 22     | 20     |
|          | Female | 21     | 22     | 13     | 8      |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 76     | 90     | 94     | 66     |
|          | Female | 66     | 66     | 70     | 53     |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 0      | 0      | 0      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 215    | 226    | 225    | 166    |

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>The Vision of NEP, to provide high-quality education to develop human resources in our nation as global citizens, is well taken by our university. Ours is among the first Universities in the country to create awareness of NEP 2020. It can be said that the University is proactively working towards the implementation of the suggestions given in the NEP. In view of the NEP, the University has implemented various reforms in line with NEP 2020 and for campus schools NEP is implemented from academic year 2023-24. Also University has published a notification for affiliated colleges (including our institute) about implementation of NEP from academic year 2024-25. Initiatives already in existence according to guidelines of NEP are; 1. Choice-based credit system. 2. Academic credit bank (Registration is completed on ABC portal and most of the students got ABC ID) 3. Honor and Minor degrees. 4. Credit transfer (credits transferred from SWAYAM/NPTEL for 20% of the courses) 5. Six month industrial internship. 6. Introduction of open electives. 7. Proposed and started Incubation Center. 8. Industry academia linkages (signed MoUs with reputed institutes and industries for joint collaboration) 9. Courses like Financial Management, Universal Human Values, Artificial Intelligence, Basic Human Rights, Employability and Skill Development, and Foreign Language studies are made mandatory by the University.</p> |
| 2. Academic bank of credits (ABC):      | <p>One of the provisions of the National Education Policy 2020 (NEP 2020) is the introduction of the Academic Bank of Credit (ABC). The University has registered on the ABC portal. The students are registered on ABC portal and got the ABC ID. Academic Bank of Credits shall deposit Credits awarded by Registered Higher Education Institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the Commission from time to time. DBATU is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. DBATU is uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform. The National Academic Bank of Credits (ABC) portal has now</p>  |

|  |   |
|--|---|
|  | <p>been integrated into the nad.digitallocker.gov.in platform. Our University follows a choice-based credit system for all of its programmes and resolution related to the ABC is approved by the Academic Council.</p>   |
| 3. Skill development:  | <p>Our institute aims at providing quality education by combining classroom centered formal education and training with experience sharing of Industry practitioners and internships in business houses. The focus is on integrated knowledge acquisition and upgrading human skills towards creating a new league of employable youth. To make the students employable and future ready, the Institute organizes and conducts skill-based training courses. Every year students are made to go for field training/internships where they understand the industry environment and learn how to apply the knowledge gained in practical world. Last semester is completely dedicated for doing the project either inhouse or in the industry. Students come up with ideas which are approved by the faculty guide. Faculty guide mentors and helps them till the completion of the project which later is evaluated by external examiners.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its Economy. In this regard appropriate integration of the Indian Knowledge system particularly teaching in Indian languages is important. Our University is recognized as a Nodal center for the translation of technical English books in the Marathi language. The university successfully coordinated for translation of 20 First-Year Degree and Diploma books. The university received appreciation from AICTE and the Government of Maharashtra.</p>  |
| 5. Focus on Outcome based education (OBE):   | <p>Our institute offers 7 courses across Engineering and Computer applications. All these programmes are offered as outcome-based education (OBE) which are designed keeping in mind the regional and global requirements. As per the guidelines of DBATU, we have implemented outcome based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding,</p>  |

|   |  |
|---|--|
|   | Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that students contribute proactively to the economic, environmental and social well-being of the nation.  |
| 6. Distance education/online education: | Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using digital platforms for engaging in classes and conducting conferences and meetings. Online education has broken the geographical barriers creating interaction between experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way for adopting the hybrid mode of education combining online and offline resources. This can be considered the new normal, which is envisaged in New Education Policy as well. During Covid-19 when the situation was locked down, we continued the academic activities using online platforms for almost four semesters. Because of this activity and efforts, students continued their education |

### Institutional Initiatives for Electoral Literacy

|   |   |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | Yes, Electoral Literacy Club (ELC) has been setup in the college on 22.12.2023  |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?   | Yes, Prof. Deepak K. Kokare is appointed as faculty coordinator and he has instructed to form ELC and appoint the students coordinator for functioning of ELC from 22.12.2023. ELC is functional and undertake different activities.  |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior | 1. Awareness is created by interacting with students of different departments. 2. District Election officer interacted and guided the students from all departments (200+). This was organized in college function hall as an ELC activity. 3. Organized Voter Registration Camp in college on dt.23/08/2023 where 151 students registered. 4. Organized Voter Registration Camp again on dt.12/02/2024 where 32 students registered. |

|  |  |
|--|--|
| citizens, etc.   |  |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | We conducted awareness drive in college campus. It was found that many students have already registered. For remaining students we organized Voter Registration Camp.  |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.  | Almost all the students are enrolled. 1) In the college by filling form no. 6 during the registration camp organized. 2) Online enrollment done by students themselves. 3). Some of them have enrolled in their respective district. |

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23                                 | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 1515                                    | 1618    | 1515                          | 1481    | 1316    |
| File Description                        |         | Document                      |         |         |
| Upload Supporting Document              |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 2 Teachers

#### 2.1

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

Response: 82

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 75      | 65      | 67      | 69      | 69      |

### 3 Institution

#### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 272.98  | 95.60   | 72.13   | 90.95   | 215.98  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

##### **Curriculum Planning and Implementation**

In accordance with the academic calendar of DBATU university, 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. by Heads of departments. The class timetable, 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 **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 HOD and academic incharge before the commencement of classes. For better understanding of the subjects, appropriate time slots are provided for practical sessions. The faculty members refer online resources (NPTEL, SWAYAM etc.) in preparing notes & PPTs for better understanding of subject by the students. Continuous assessment is done at regular interval, by conducting unit tests, mid-sem examination 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, 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. The students feedback is conducted, compiled for further analysis and for applying corrective measures. The facility of remedial classes is offered if necessary without hampering regular schedule in progress.



| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 54

| File Description  | Document                      |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                   | <a href="#">View Document</a> |

### 1.2.2

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

**Response:** 23.91

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 789     | 401     | 323     | 188     | 79      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

#### 1.3.1

***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum***

**Response:**

All the programmes are designed to deal with the issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability through specially designed course as a part of the Curriculum.

Energy and Environmental Engineering is a mandatory subject for all students enrolled in the Bachelor of Engineering programme at First year level. Environmental issues are discussed in depth in the classroom as part of a regular course. There are chapters on topics such as the scope and nature of environmental science, natural resources, the eco-system, biodiversity, pollution, and social and population issues included in the above-mentioned subject matter. The contemporary issue of environmental consciousness has been comprehensively handled by the institution, and sustainable development is given a great deal of attention in the curriculum.

The students must be aware of and adhere to human values as well as professional ethics in their respective fields of study. For this Universal Human Values I and II are the courses designed to take care of above. In these courses an individual learns about how to maintain the harmony at four major levels such as; individual, family, society and nature (existence). Mainly the concept of prosperity is well explained in this subject. After learning this one may prosper without exploiting people, system and nature thereby following the professional ethics. Students are encouraged to undertake project work addressing environmental issues and sustainability practices.

In the current curriculum, internships are made compulsory across all the programs at the end of every year and complete eighth (VIII) semester to provide opportunities for students to get familiar with various modern tools, technologies in industries and to nurture professional and societal ethics to create awareness about social, economic, and administrative activities in industries.

Additionally, Constitution of India is the course introduced in all programmes to ensure that the student will understand and abide by the basic principles underlined by constitution of India.

Gender equity and equality practices are inculcated in students through conduction of special talks by experts. Also it is practised and ensured girls participation at all levels such as co-curricular and extra curricular activities, formation of student associations, etc.

The institution celebrates various commemorative days such as republic day, independence day and women's day, teachers day, engineers day, international yoga day, etc. These celebrations raise the moral,

ethical, and social values of the students.

During COVID-19 pandemic situation, the Institute hostel was a quarantine center and medical treatment was provided for affected people. All the faculty and staff members worked in administration of the same. Institute organised vaccination camp with the help of students to encourage and help the residents from nearby region. As a result of this, students of our institute came forward to help the needy groups by distributing masks and sanitizers.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:** 57.49

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

Response: 871

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** C. Feedback collected and analysed

| File Description  | Document                      |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies  | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis  | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 49.31

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 211     | 218     | 210     | 150     | 276     |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 432     | 432     | 432     | 432     | 432     |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Final admission list as published by the HEI and endorsed by the competent authority  | <a href="#">View Document</a> |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

#### 2.1.2

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

**Response:** 40.6

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 75      | 71      | 63      | 48      | 80      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 166     | 166     | 166     | 166     | 166     |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 20.2

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

By providing support at different levels, the learning is becoming more focused on the needs of the learners. MSBECL promotes the needs and interests of students by adhering to DBATU practices linked to student-centric methodologies. We have prioritised the following student-centric learning approaches in our learning efforts:

1. **Experiential learning :** In order for students to comprehend the fundamental theoretical ideas, laboratory experiments are necessary. An assignment showcasing the ideas covered in the course culminates each laboratory session. Students are made to learn and explore various software's, such as MATLAB, Uni Graphics, VLSI Microwind 3.9, CATIA, Visual Studio Code, Turbo C and C++ , Ansys, XAMPT offline server, Oracle SQL, C-Sharp.net, Star UML, Python, PHP, Eclipse IDE, Put T , Netbeans, NS-2, etc. which they are used to master and experiment with. Every department encourages students to plan symposia as a way to teach them leadership, teamwork, coordination, and life skills. Engaging in a variety of technical events, seminars, symposia, workshops, and creative competitions hosted by the institute or other institutions is highly encouraged and motivated for students.
2. **Participative learning :**Students are encouraged to give lectures on technical topics to impart their expertise to others. We encourage quick learners to teach slow learners while preparing for continuous assessment. This significantly improves the performance of both slow and fast learners. Interactive learning sessions are planned through guest lectures, seminars, and workshops that incorporate hands-on training. Departments organize a variety of state and college-level technical activities, such as poster presentations, model making, project exhibitions, and gaming, in collaboration with student clubs, to showcase their creative and hidden talents and enhance participatory and experiential learning ideas. Technical presentations, guest lectures by industry professionals, webinars, and other events are organized to expose students to the most recent breakthroughs in various technologies.
3. **Problem solving methodologies:** Students are provided aptitude skills training from the second year onwards to help them enhance their problem-solving abilities. Remedial classes are carefully organised to assist each student with problem-oriented topics. In addition, subject-wise assignments are given in each unit of the syllabus to expose students to a wide variety of difficulties.

Information and communication technology (ICT) tools are used for teaching and learning by institute to maximize, improve, and support the way that education is delivered. Most of the labs and classrooms are ICT-enabled, having projectors and cameras, and the campus has LAN connectivity with high-speed wi-fi broadband internet.

Teachers employ a variety of ICT-enabled technologies to improve the quality of teaching and learning, such as Power Point presentations, Google Classroom to organise and upload course-related information, and Google Forms to create online quizzes. Projectors, desktops, laptops, mobiles, smart boards, and audio-video facilities constitute some of the ICT instruments utilised in the institution for teaching and learning. Additionally, the What's Up group and email addresses are utilised for a variety of interactions with students. Students use the digital library to gain access to a wide range of digital content, including notes, project reports, publications, dissertations, journals, e-books, and more.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 82.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 84      | 84      | 84      | 84      | 84      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 2.4.2

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

**Response:** 6.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6       | 4       | 4       | 4       | 4       |



| File Description  | Document                      |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | <a href="#">View Document</a> |
| Institution data in the prescribed format   | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The affiliated university rules are strictly followed for internal and external assessments. During the semester, three internal tests are conducted. Theory courses are evaluated using university assessments (60% weightage) and internal assessments (40% weightage), whereas laboratory courses use a weighted percentage (40%) of university assessments and internal assessments (at 60%). Periodic project assessments are used to evaluate essential qualities like problem formulation, presentation skills, technical expertise, teamwork, and project management. The project guide of department conducts a review sessions to evaluate the development of each project. The procedures used were effective and time-bound. The academic calendar include schedule of internal exams, practical orals, external exams, and parent-teacher meeting, which are announced to students and faculty ahead of time.

1. A timetable for all internal examinations is created based on the dates specified in the academic calendar and distributed to students prior to the examination week.
2. The paper pattern and syllabus for the sessional examinations are presented to students prior to the exam.
3. Faculty members prepare question papers well in advance.
4. Invigilators are appointed, and strong discipline is enforced in the test halls to ensure the examination process's reliability and integrity.
5. Following the examination, the bundle of answer papers is presented to the relevant subject teachers, who are instructed to perform the evaluation work.

6. Faculty provide assessed answer sheets to students for verification and, if applicable, grievances.
7. If there are no grievances, students have been directed to sign the answer papers. In case of complaints, they are taken into account and resolved by the concerned subject faculties.
8. Results are presented on notice board and in parent-teacher meeting of each department.

### University Level Assessment

For university examinations, the institute adheres to the guidelines set by the affiliated university. The examination committee ensures that students receive examination timetables on schedule. It also ensures that students obtain their hall tickets at least two days before the exams. If students are dissatisfied with the marks, they can request for answer sheets be revalued. Application for revaluation is processed through the college for subsequent processing at the affiliated university level. The university assigns an external examiner for laboratory courses, who is in charge of conducting exams with internal examiners and college authorities.

### Grievance Redressal

If a student has a complaint about the valuation process, he or she can file it in person, writing, or through Institute's website. Grievances with the university are sent to the University for resolution. The following steps are taken to establish an effective grievance redressal procedure for the benefit of students. 1. If a student is missing an internal exam or specific laboratory exam for legitimate reasons, he or she is offered the opportunity to retake the exam at the discretion of the HoD during the specified time frame. 2. If a student is dissatisfied with his or her performance in a specific test or examination, he or she is given opportunity to retake the test at a later date with a different question paper.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The institute has well-defined learning outcomes. The objective and mission of the institution emphasise the development of value-based education through motivated and trained faculty in order to train students to accept and face the challenges of globalisation. The institution adheres to the syllabus and course results established by DBATU University's Board of Studies. The university's educational programme

and courses shape the overall course outcomes. Several programmes and courses are conveyed to teachers and students. The institute has an effective communication approach for the learning outcomes of the programmes and courses, which includes the following materials: a paper version of the syllabus with specific course outcomes, a copy of the curriculum with programme and course outcomes, and learning objectives. All of these can be accessed on the college's website. In PTA meetings, the significance of the programmes and their outcomes is reviewed with parents.

The syllabus of every programme includes thorough information on courses, electives, foundational courses, skill enhancement courses, value-based courses, and discipline-specific courses, as well as the learning outcomes of various programmes. Workshops were additionally conducted to further refine the programme's educational objectives and learning outcomes at the college level.

The outcomes, which include programme outcomes, program-specific outcomes, and course outcomes, are created well in advance of the start of the academic year in order to be communicated to all stakeholders. Communicating learning outcomes seeks to achieve them at the end of the programme.

A student who completes a UG programme acquires a thorough comprehension of the subject, cultivates intellectual curiosity, and develops a passion for learning. He will be able to lay a solid foundation for higher education, learn language skills and the ability to communicate effectively in order to seek a career, build problem-solving and analytical abilities to function in multi-disciplinary domains while instilling sound values and principles, and develop the ability to apply the knowledge gained to environmental sustainability and social life. At the end of a postgraduate programme, the student will be capable of obtaining and using information gained from specialists in a variety of fields. He will respond maturely and wisely to the demands of the modern world.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Evaluation of COs, POs, and PSOs is a fundamental academic task that is crucial for determining a student's interest for learning. The partnering university, DBATU, Lonere, defines the course outcomes for each course, and this standard is adhered to. There are few courses where course outcomes are not specified by University are prepared by our faculty members.

The COs serve as the results that the student will experience after finishing the course. For every course, there are four to five course outcomes. Attainment targets are quantified at certain levels (1-3), with three

being the most prevalent. Next, a mapping between the COs-POs and PSOs is created using the predefined course outcomes. CO attainment is evaluated using direct assessment method. The method uses Continuous Internal Assessments (CA-I, MSE and CA-II) and End Term Examination (ETE) marks.

**COs are attained in the following manner :**

1. The CO achievement process is based on three internal assessments and one end-of-semester examination.
2. For each course, an excel file is prepared containing the names of students, internal assessment and end-term exam scores, individual CO attainment in percentages, and allocated attainment levels.
3. For CO attainment, CA-I of internal assessment maps to CO1 of the course, MSE to CO2 and CO3, and CA-II to CO4 and CO5 of the course.
4. The percentage of score in CA-I, MSE, and CA-II exams is calculated by taking the ratio of the student's actual marks to the highest score in the subject multiplied by 100.
5. In internals, CO (%) is assessed by dividing the number of students who scored over 60% by the total number of students who attended the exam and multiplying by 100.
6. End-term exam attainment is calculated by dividing the number of students who scored above 50% by the total number of students who attended the exam and multiplying by 100.
7. After reviewing individual CO in percentage, COs are assigned an attainment level, which is 3 for more than 80% of students who met the target, 2 for more than 70%, and 1 for up to 69%.
8. The attainment level for ETE is 3 if more than 70% of students meet the target, 2 if more than 60%, and 1 if up to 59%.
9. Finally, Course Outcome Attainment (COA) is the sum of 60% IA and 40% ETE.

**Achievement of Program and Program-Specific Outcomes**

POs and PSOs are achieved through a direct assessment approach.

1. Attainment of POs and PSOs depends on both course outcome attainment(COA) and COs-POs-PSOs mapping strength.
2. A COs-POs-PSOs mapping table is prepared for each course and strength of mapping is done at three levels. Mapping level is 1-low, 2- medium and 3 for high.
3. From the mapping table average value (M) of each PO and PSO is calculated.
4. To determine the PO and PSO attainment formula used is

$$\text{PO1/PSO1 Attainment} = (\text{COA} \times \text{M}) / \text{highest mapping value}$$

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 92.73**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 376     | 421     | 358     | 379     | 327     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 423     | 440     | 367     | 380     | 397     |

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

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process****Response:** 3.59

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The activities leading to innovation are mainly aimed at creating an ecosystem that taps into the incredible potential of the start-up and student community. Principal, along with Heads of all departments and PG coordinators look after this activity.

As a part of this faculty members are encouraged to register for Ph.D. More than 10 faculties registered for their Ph.D under various universities during last 5 years. The institute is actively engaged in conducting different activities department wise to ignite the tender minds of the young engineers and faculty to promote thought provoking process and research thinking.

More than 120 papers are published by faculty members and PG students in international and national journals, more than 15 papers are presented in international and national conferences in the last five years.

Promoted the faculty members to get acquainted with IPR. Five patents are granted to our faculty

members and one of our faculty member received Young Researcher Award.

### Steps taken to Promote Research :

- The policy to promote research culture in college is given below:
- Faculty members are permitted to pursue their Ph.D ; Faculty members pursuing Ph.D. can avail on duty leave for doing their Ph.D. course work, to meet the supervisor, attending conferences / seminars and preparing their thesis. Research publication charges for journal publications are reimbursed to the faculty who has published papers in reputed journals.
- Faculty members are encouraged to attend FDPs (150+) and MDPs.
- Motivate the students to do research oriented project works, participate in Hackathons, project competitions such as Dipex, Avishkar, etc.
- Organize different events for students at institute level.

We have organized an event “Shark Tank MSBECL” to bring out start up ideas from the students. Around 30 groups/individual participated in the event. To boost the startup ideas from students, Maharashtra Government organises an event named, “Maharashtra Student Innovation Challenge”. A group of students participated in the event, got shortlisted for state level challenge and received a grant of Rs. 1,00,000/- (One lakh).

- Industrial experts, senior academicians are invited to the institution for interaction with faculty and students.
- Institute also constituted Institution’s Innovation Council on 10/06/2022 (IC202217519) as per the norms of Innovation Cell, Ministry of Education, Government of India. IIC conducted a meeting on 11/03/2023 and discussed about the activities (IIC calendar, celebration and self driven) and features of IIC portal.

Ist institution level round for shortlisting projects to be sent to AVISHKAR 2023-24 (University level technical project competition). 36 project groups participated out of which four projects were selected for zonal level. One project “Ecotech Farming” was awarded bronze medal in Engineering and Technology category.

- Institute formed Innovation, Incubation and Entrepreneurship Committee on 05/12/2022 as per the notification issued by AICTE.

In future we are going to start a cell to promote Indian Knowledge System in collaboration with our University. Also we are going to establish a formal Incubation Center as per the guidelines of AICTE, Government of India.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.2.2



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

**Response:** 48

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 12      | 4       | 7       | 11      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 1.04

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35      | 16      | 5       | 17      | 12      |

| File Description  | Document                      |
|---|-------------------------------|
| Link to re-directing to journal source-cite website in case of digital journals | <a href="#">View Document</a> |
| Links to the papers published in journals listed in UGC CARE list or            | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                     | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)     | <a href="#">View Document</a> |

### 3.3.2

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

**Response:** 0.27

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 14      | 02      | 04      | 02      | 00      |

| File Description   | Document                      |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

As a part of social responsibility, we have inculcated values, awareness in duties and responsibilities for the students, so as to engage them in assisting the neighbouring communities to overcome issues.

The institute celebrates various Days. All these programs are performed in Institute to develop the sense of responsibility, accountability, integrity among the students and staff members.

The activities are;

**Yoga Day:** Not only we celebrate the international yoga day but periodically we arrange Yoga practise sessions for students and faculty members.

**Women Empowerment:** Seminars are arranged for women empowerment and safety.

**Basava Jayanti:** The motive of the programme was to understand Basavana as a Social leader; and to pay tribute to his great works

**Swachha Bharat Abhiyan:** Cleaning Awareness camps have been organized in institute.

**Blood Donation:** Since inception the Institute arranges blood donation camps in collaboration with blood banks regularly, with enthusiastic participation of students. Recently Dr.Bhalchandra Blood Bank Latur appreciated the efforts of M.S.Bidve Engineering College, Latur for organising Blood Donation Camps in campus regularly and helping the society.

**Tree plantation:** Institution organizes tree plantation activities for creating awareness related to environmental issues.

**Dental Camp:** This year we organized Dental camp for our students and the citizens residing nearby our campus.

**Poster Presentation:** The Institution has organized inter college Poster Presentation competition.

**Meri Maati Mera Desh:** This envisions a unified celebration of India's soil and valour, commemorating the nation's journey of freedom and progress, by connecting with the land and honoring our heroes. our faculty and staff participated in this event.

**Admission Guidance Camp:** Our Expert team guides the students about Engineering Admission and career every year.

**New Voter Registration Mission:** NSS Department of the College has established a " New Voter Registration Mission" to encourage more people, especially young people to participate in the democratic process and exercise their right to vote. To facilitate this effort the department has set up an election cell which is led by a faculty member The campaign aims to raise awareness about voter registration and the importance of voting.

**Road Safety Awareness:** Authorities from RTO, Latur interacted and guided students about Road Safety Measures.

**Art of Living:** We ensure that at least one programme in association with "Art of Living" during the academic year is organized at institute.

**Covid vaccination Camp:** In the year 2022, in association with local health authorities we organized Covid vaccination camp for our students as well as the citizens residing nearby our campus.

**Shivswarajya Din:** The motive of the programme was to understand Chhatrapati Shivaji Maharaj as a great king and leader and to pay tribute to his great works.

**Green club activities :** Green club undertakes many activities such as tree plantation, water conservation, waste management, rain water harvesting, online certification courses such as “Living with climate change and water management”, “Energy management and climate action” etc. Nearly 400 students from our institute participated in the Why-waste mobile app developed by UNICEF for water saving and conservation purposes securing top position in Latur district.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### Response:

##### Awards

In the dynamic landscape of education, M.S. Bidwe College of Engineering, Latur has emerged as a beacon of innovation and excellence, exemplifying a commitment to holistic development and societal impact. As the institution gears up for NAAC Cycle 2 assessment, it's pertinent to delve into its remarkable achievements and contributions.

At the forefront of innovation, the institution proudly established the Institution's Innovation Council (IC202217519) in adherence to the norms set by the Innovation Cell, Ministry of Education, Government of India, during the academic year 2021-22. This council serves as a nurturing ground for budding innovators, fostering a culture of creativity and problem-solving among students and faculty alike.

Recognizing the transformative power of education, the institution has been a recipient of prestigious awards and accolades. Dr. Jyoti Hatte was conferred with the Nation Builder Award 2020, a testament to her exemplary leadership and dedication to nation-building. Furthermore, the college received appreciation from the Indian Red Cross Society for organizing regular blood donation camps, showcasing a strong commitment to social welfare and community health.

Environmental stewardship is another cornerstone of the institution's ethos. The Green Club Latur, initiated by PLGPL, recognized M.S. Bidwe College of Engineering for its sincere efforts in youth enhancement, water stewardship, and climate change mitigation. Moreover, the Maharashtra Forest Department bestowed the Maharashtra Harit Sena award upon the college, acknowledging its endeavors in environmental conservation and sustainability.

Academic excellence is deeply ingrained in the institution's DNA, as evidenced by the commendable achievements of its faculty members. Prof. Rohini Late was honored at Dipex 2023 for her invaluable guidance in advancing farming methodologies, underscoring the institution's commitment to innovative research and agricultural development. Similarly, Prof. Nandkishor G. Dharashive was lauded with the Shikshan Gaurav Puraskar 2022 by MaTPO for his outstanding contributions to education and academic enrichment.

Furthermore, the institution takes pride in nurturing young researchers, as evidenced by Dr. Shivleela Mudda's receipt of the Young Researcher Award 2023 for her exemplary professional and research achievements.

The recent advancements in technology, as evidenced by patents and awards, showcase a remarkable blend of innovation and practical application across various domains.

Dr. Shivleela Mudda's recognition with the Young Researcher Award 2023 highlights outstanding achievements in professional and research spheres, indicative of a promising future in the field. Moreover, inventions like the Fake News Scanner System embedded in smartwatch architecture, pioneered by Dr. S.R. Halhalli, demonstrate a proactive approach towards combating misinformation in the digital age.

Dr. Nanasaheb M. Halgare's patents introduce cutting-edge solutions addressing cybersecurity concerns, from image encryption systems employing memristive chaotic seeding to detection systems for SQL injection authentication security risks. Furthermore, his research on trust-based secure and energy-efficient routing in mobile ad hoc networks reflects a critical focus on optimizing network performance while ensuring robust security measures. These developments collectively underscore a relentless pursuit of innovation aimed at addressing contemporary challenges and enhancing the technological landscape.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.3

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

**Response:** 45

#### 3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

**community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 16      | 09      | 05      | 07      | 08      |

| File Description   | Document                      |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.  | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 3.5 Collaboration

#### 3.5.1

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

**Response: 17**

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

#### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching – learning, viz., classrooms, laboratories, computing equipment, etc & ICT enabled facilities such as Smart Class.**

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     |          |           |
|        |                     | Principal office | 01       | 50        |



|   |                        |                          |    |         |
|---|------------------------|--------------------------|----|---------|
| 2 | Administrative<br>area | 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     |
|   |                        | Girls common<br>room     | 02 | 102     |
| 3 | Amenities<br>area      | Boys common<br>room      | 02 | 109     |
|   |                        | Boys hostel              | 03 | 2503.32 |
|   |                        | Girls hostel             | 07 | 3095.3  |
|   |                        | Cafeteria                | 03 | 1480.18 |
|   |                        | Stationary store<br>room | 01 | 10      |
|   |                        | First Aid/               | 01 | 10      |
|   |                        | Sickroom                 |    |         |
|   |                        | Guest house              | 01 | 107.3   |
|   |                        | Sports club              | 01 | 100     |
|   |                        |                          |    |         |

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

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.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.1.2

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

**Response:** 13.47

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 45.89   | 8.61    | 3.01    | 3.80    | 39.41   |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

#### • 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. This perspective includes a strong and reliable provision for dedicated 24x7 patterns Library as a major component.

Once class-room bound teaching and interaction is over, a student goes for further studies and then reproduce that on different occasions as Unit Tests, University Examinations, Seminar presentation, Interview, Project accomplishment etc.

In our institute it has been a set practice to create additional titles and volumes in time. In order to review, we have a separate cell called “Library Advisory Committee” consisting Librarian and about three senior faculties on its panel. The committee conducts meeting to decide the set of measures to be undertaken, at least once in every semester. The committee recommends and the Principal decides the next course in consultation with management members.

As of now, the Library premises cover an area of @ 571 sq.mt. With provision of sections for stacking of books, circulation, magazines, journals, reading, Book-Bank.

A separate well planned Library building is under construction with a view to translate that into an ideal Library as resource center.

• **Procurement of Books and Journals in the preceding five academic years**

| Sr.No. | Library<br>Collection | AY<br>2018-2019 | AY.<br>2019-2020 | AY.<br>2020-2021 | AY.<br>2021-2022 | AY.<br>2022-2023 |
|--------|-----------------------|-----------------|------------------|------------------|------------------|------------------|
| 1      | No.of<br>Volumes      | 935             | 260              | 10               | 333              | 107              |
| 2      | No.of<br>Journals     | 62              | 82               | 81               | 82               | 70               |
| 3      | No.of<br>Journals     | E-38            | 400              | 400              | 911              | 911              |
| 4      | No.of CDs             | 64              | 27               | 06               | 02               | 06               |
| 5      | No.of PCs             | 18              | 18               | 18               | 18               | 18               |
| 6      | No.of<br>Printers     | 03              | 03               | 03               | 03               | 03               |
| 7      | No.of<br>Scanners     | 03              | 03               | 03               | 03               | 03               |

• **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

**1.Examination Period**

- a) Books Circulation all working days, also Sunday and Holidays: 10.30am to 11.00pm
- b) Reading Hall all working days, also Sunday and Holidays : 7.00 am to 1.00am (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-Resource
7. Departmental Library Cell
8. CCTV Surveillance
9. Orientation and Awareness programs
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                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

**IT Facilities:****Wi-Fi Facility & Available Bandwidth**

College campus is completely covered with secured Wi-Fi using 48 access points. Each user (faculty, staff and students) has an individual account for accessing internet. The hotspot controller (Unibox) with the capacity of 1500 concurrent users is in use presently. Total available bandwidth is 410 MBPS. Each user is allotted at least 1 MBPS bandwidth and can go upto 10 MBPS depending on the requirement. For faculty and staff the data limit is 50 GB per month and for students it is 30 GB per month. In addition to the college Wi-Fi as listed below, we have Reliance JIO 4G Wi-Fi connectivity via fiber optical cable.

Installation of Wi-Fi on campus was done in the year 2011 and it has been updated time to time as per the requirement. The details of available bandwidth was as mentioned below.

| Year    | Available Bandwidth |
|---------|---------------------|
| 2018-19 | 110 MBPS            |
| 2019-20 | 110 MBPS            |
| 2020-21 | 120 MBPS            |
| 2021-22 | 410 MBPS            |
| 2022-23 | 410 MBPS            |

The total number of 48 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 separate link.

**Wi-Fi with its updation**

Currently institute has total 410 MBPS bandwidth (i.e. 10+300+100). The details of updated bandwidth is as mentioned below.

| Sr.No. | ISP  | Start Date of Service | End Date of Service | Remark   |
|--------|--|-----------------------|---------------------|----------|
| 1      | 10 MBPS Broadband (Annual) BSNL              | April 2014            | Till Date           | Active   |
| 2      | 10 MBPS Broadband (Annual) Onkar             | 01/10/2016            | 31/12/2020          | Inactive |
| 3      | 20 MBPS Broadband Intech                     | 01/05/2018            | 30/11/2018          | Inactive |
| 4      | Intech Online Pvt. Ltd. 50 MBPS Leased Line  | 01/12/2018            | 31/05/2020          | Inactive |
| 5      | Reliance JIO 400 MBPS Leased Line            | 01/04/2019            | 30/09/2019          | Inactive |
| 6      | Intech Online Pvt. Ltd. 100 MBPS Leased Line | 01/09/2020            | 30/04/2023          | Inactive |

|   |   |            |           |        |
|---|---|------------|-----------|--------|
| 7 | Intech Online Pvt. Ltd. 300 MBPS Broadband Line | 13/11/2021 | Till Date | Active |
| 8 | Reliance JIO 1000 MBPS Leased Line              | 01/05/2023 | Till Date | Active |

**Anti-Virus Software:-**

To secure the computer data from viruses, trojan horse, spywares and malwares, necessary softwares like antivirus, firewall are installed and other safety measures are taken.

**CCTV Camera:-**

To monitor & control different activities on campus, our institute has installed 234 CCTV cameras.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

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

**Response:** 10.82

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

**Response:** 140

| File Description  | Document                      |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure**

**4.4.1**

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

**Response:** 31.61

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 78.08   | 33.87   | 26.09   | 30.87   | 67.43   |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | <a href="#">View Document</a> |



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 68.31

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1079    | 991     | 1008    | 891     | 1117    |

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

#### 5.1.2

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

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

**Response:** A. All of the above

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

**5.1.3**

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

**Response:** 40.3

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 633     | 382     | 533     | 769     | 683     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**5.1.4**

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

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

**Response:** C. 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance   | <a href="#">View Document</a> |
| Proof related to Mechanisms for submission of online/offline students' grievances  | <a href="#">View Document</a> |
| Proof for Implementation of guidelines of statutory/regulatory bodies  | <a href="#">View Document</a> |
| Details of statutory/regulatory Committees (to be notified in institutional website also)  | <a href="#">View Document</a> |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 38.41

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 61      | 200     | 201     | 122     | 117     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 490     | 454     | 364     | 204     | 313     |

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

**5.2.2**

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

**Response:** 5.04

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 22      | 16      | 06      | 02      | 05      |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response: 5**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 01      | 04      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting document  | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates                | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

**5.3.2**

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

**Response: 11.4**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22      | 15      | 00      | 00      | 20      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Our institute is established in 1983. Till date 37 batches have passed out. We have a strong alumni base of 10000+ alumnus and alumna. Our alumni is well connected with alma mater and they are always ready to help students and institute. From 2007 onwards alumni was actively involved in the development of the students and institute informally.

To connect and channelize this vital resource, institute took the initiative and registered “M. S. Bidve Engineering College Alumni Association” - “MSBECAA” with registration no. F-23674 on 26-02-2016. MSBECAA is an official alumni organization with the mission to serve the past and present students 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 tries to develop close relation and communication among its members and help in their professional career. The organization assists the MSBECL in the growth of its academic, administrative, cultural, and extracurricular activities.

The Organization tries to help the needy persons of the association for their mobilization in the society through its professional ability of members on voluntary basis.

As per the proposed plan of the association it has been decided that, Alumni meet should be conducted on the campus regularly and the Mega Alumni Meet should be conducted at different locations where large number of Alumnus can participate. Recent Mega Alumni Meet was organized on 5th August 2023 at Pune where 800+ alumni participated.(\*link)

Following activities are conducted by MSBECAA in last 5 years;

1. 18/02/2018      Felicitation and appreciation of alumni group from  
Ninaad Films
2. 01/07/2018      Marathwada Engineers' Meet at Pune (MMM, Deccan)

3. 18/08/2018 Run for Green Marathwada
4. 27/10/2018 Campus to Corporate - HR Meet at Pune.
5. 14/09/2019 Green Marathwada Conclave at Pune. (Tata Motors)
6. 7/10/2020 Appreciation of Asmita Gore for winning KBC displayed the hoarding in Latur.
7. 29/06/2021 Plantation with Green World Nursery (Prof.J.S.Hatte)
8. 02/20/2022 Annual Alumni Meet at college campus
9. 05/08/2023 Mega Alumni Meet at Pune.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Mahatma Basweshwar Education society, Latur was established in the year 1963, is one of the known and reputed name in Marathwada Region, engaged in the service of humanities.

As per the guidelines received from DBATU, our University, and AICTE, our institute is taking active steps towards understanding and implementation of NEP. Our faculty members are sponsored to attend the meetings about knowing and understanding NEP guidelines. These members discuss with Principal and HoD's about it.

Owing to the requirement projections of the industry, it is imperative to introduce new programmes such as AI and ML. Our governing body has decided to introduce new programme and increase in intake in Computer Engineering programme. Also looking into the need of region, we are thinking of diploma courses in all disciplines already existing in UG programmes. This will ensure the sustained institutional growth. Principal and his team is working relentlessly to realise the above goals.

These goals can be achieved by strategies like academic freedom, decentralized academic administration, consistent and engaging the participation of all kind of stake holders including alumni. These goals care for creating respectable milestones for the institution on its journey for the decades.

The principal in co-ordination with all the HOD's, senior faculty members and the office registrar look after the perspective plans for the overall development of the institute. These perspective plans include different time bond schedules and have clear provisions to accommodate active involvement of members of teaching faculties. IQAC along with academic dean involves management member, industry, parent, student representatives to evolve the policies for institutional governance.

The thrust of the institute is mainly laid on the areas such as, Teacher influence the institutional polity through teacher's council, the building subcommittee, Library Advisory Committee and the Hostel Subcommittee promoting institutional role as an interface.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |



## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The institutional perspective plan serves road map guiding the efficient functioning of institutional bodies. Its effective development hinges on meticulous attention to policies. For its progress in the term of real development catalog it requires to device sound and realistic planning called as strategies and their execution and implementation called as deployment.

There is a separate committee of Management members from Governing council viz. Local Management Committee, which looks into the conceptualize and deployment of institutional plans. Depending on the issues, LMC forms different sub committees for purchase, pay-fixation, promotions etc. The committee also looks into effective deployment of service rules through Principal and registrar/OS.

Moreover, this robust service rules and procedures lay the ground work for fair treatment of personal, fostering a conducive work environment. This in turn enhance employees morale and productivity, ultimately benefiting the institution as a whole.

We as an institution follow the framework of a norms as,

1. Service rules: These are governed by the M B E society in line with Maharashtra state Civil Service rules as applicable.
2. Recruitment: The process of recruitment is as per the procedure laid down by University/ Government, obtaining approval of roster, obtaining approval of advertisement, interview by selection committee, VC nominee and subject experts appointed by University for final selection.

| File Description   | Document                      |
|--|-------------------------------|
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI  | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

M.S.Bidve Engineering College, Latur established in the year 1983 have around 200 teaching and non-teaching staff. Institution acknowledges individual achievement but also identifies areas for improvement, fostering a culture of continuous growth and development of faculty and staff. Some of them are,

- 1) Credit Co-operative Society (CCS) which offer soft loans to the members for the purpose like children's education, medical expenses, children's marriages, home construction etc.
- 2) Group insurance
- 3) Fee concession towards children of faculty and staff.
- 4) Gratuity to retired faculty and staff.
- 5) Maternity leave
- 6) Festival advances

- 7) Staff quarters at nominal rent for class four employees.
- 8) Compassionate appointment.
- 9) Advances to faculty and staff to meet any unforeseen circumstances or emergencies.
- 10) Promotion cases are put forth before Local Management Committee and attended as per the norms of CAS/ time bond schemes.

The institution offers avenue for career development and progression to nurture talent and retain skilled staff. This involves providing access to training programs, workshops, conferences etc. The Management supports faculty members to undertake the research work and motivate them to acquire Ph.D. This is visible from the number of faculty members have completed their Ph.D. and many are in pipeline. For non-teaching staff members support is provided for qualification upgradation.

The institution not only enhance staff moral and job satisfaction but also cultivates as skilled and motivated workforce capable of meeting the evolving need of the institution and its stakeholder.

This kind of practice in the institution foster conducive environment where staff can thrive and contribute meaningfully to the institutions mission and objectives.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 6.3.2

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

**Response:** 6.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 1       | 4       | 9       |

| File Description  | Document                      |
|---|-------------------------------|
| Policy document on providing financial support to teachers  | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                          | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**6.3.3**

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

**Response:** 42.86

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09      | 02      | 25      | 111     | 03      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 00      | 01      | 02      | 00      |

| File Description   | Document                      |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.  | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

Major fund comes from the fee paid by the students and the scholarships and freeships provided by different government schemes/departments. Institute plans the utilization of funds meticulously and allocates it for infrastructure development required for teaching-learning process, faculty and staff development and welfare, support to needy students etc. Institute seeks the opportunities from CSR funds and alumni support. Institute has received support in the form of Computers and peripherals to setup a lab from NASSCOM CSR funds. Our alumni generously support needy students to pay for their education.

The institution has done external audit regularly. Regular financial audits, both internal and external are integral to maintaining fiscal integrity and accountability. This can provide insights into financial operations, internal controls, and compliance with policies. These regulations, enabling institution to identify and address areas of concern proactivity. The statutory audit is conducted once every year by registered Chartered Accountant firm, external auditor Mr. R.R. Tapadia & Co. Chartered Accountant, Kamdar Road, Latur. Last audit was done in November 2023. Some minor objections are raised during audit process and communicated to the account section. Account section then gets the necessary correction done and submitted it.

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

1. Check remarks
2. Maintenance of account books required under law are maintained.
3. Cash verification tallied.

4. Bank balance reconciled.
5. Voucher available.
6. Statutory dues (PT, PF & TDS) paid.

By implementing robust strategies for resource mobilization and utilization and conduct regular financial audits. Institution can strengthen their financial sustainability, enhance operation efficiency.

These efforts not only safeguard the institutions financial health but also inspire trust and confidence among stakeholders.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell plays a pivotal role in institutionalizing quality education within the institute. Through its diligent effort, the IQAC ensure that the institution maintains the high standard of excellence in teaching learning.

One of the key function of the IQAC is to review the teaching learning process. The IQAC scrutinize the structure and methodologies of various operational processes within the institution, including administrative procedure, resource allocations, and support service. This comprehensive review enables the IQAC to streamline operation, optimize resources, and ensure efficiency in all aspects of institutional functioning.

In our institution to ensure consistency and comparability, the IQAC has established standard feedback formats for all stake holders. The IQAC also focuses on various institute level committees. For the students, the IQAC has adopted our dynamic process with all-round development which includes special sessions for aptitude as well as soft skills development, group discussions, seminars etc.

Further to improve performance level of student in subject like mathematics and similar subjects, assignments are given to students on regular basis. For logical topics, laboratory sessions are arranged to motivate the students for their active participation to improve their conceptual understanding.

Overall, the IQAC's efforts contribute to the continuous enhancement of institutional quality by fostering a culture of self-assessment, reflection and improvement. By recording incremental improvement in various activities, the IQAC demonstrates the institution commitment to excellence and its dedication to providing a high quality education experience for its stakeholders.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** C. Any 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period.  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions  | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The institution promotes gender equity and sensitization programs to create awareness about gender equity and women empowerment. It's purpose is to highlight and integrate gender related issues by including a number of facilities in the institution.

We ensure that all the curricular and co-curricular events are organized by keeping in mind the equal participation of both the genders purely based on merit. To highlight this principle we can quote that our Annual Social Gathering presidents were girl students by the virtue of the fact that they were topper of the respective batch. Also the students' clubs namely GDSC and MLSA were headed by girl students. Gender based discrimination is not practised at any level.

**1. Women Cell:** The Women cell of M S Bidve Engineering College is a strong force in promoting gender equity among its students. The cell plays an active role in organizing international women's day on 8th March. It regularly invites doctor to organize medical camps to spread awareness on women's health and hygiene and for blood donation. Gender sensitization camps and meetings are organized in college campus that have covered the following aspects : career, medical awareness of women and women's moral as well as societal and political rights.

**2. Safety and security:** Gender sensitivity is introduced in the institution by implementing various safety and security measures in the campus. The students are made aware of issues such as gender equity, discrimination, abuse, against women/girls not only in the campus but also in the neighboring areas, as a whole to create social/ethical values among the students. To ensure a strict mode of safety among the students the following initiatives are taken by the college authority.

- i) 24/7 CCTV surveillance across the campus.
- ii) Rotational duty by all faculty members to ensure discipline and security.
- iii) Anti-ragging squad comprising faculty members and student representatives.
- vi) Awareness programs on women safety and gender sensitivity through inviting guest.
- vii) The Girl's Hostel is fully equipped with CCTV cameras and allocated warden and security guard.
- viii) Girls has separate hygienic mess facility governed by college faculty and staff.



xi) Security at the gate to ensure a safe campus and no trespassing.

xi) Girl's Hostel has separate entry gate with security guards.

xii) The high walls of the college campus prevent trespassers from entering the college premises.

**3.Counseling:** The institution organizes counseling for male and female students for academic as well as other issues. The counseling is confidential, open to one and all students and staff. This counseling has enabled in a greater sense to address the psychological well-being of students, helping them in achieving their personal and academic goals.

**4.Common Room:** The Institute has common room for girls(Ladies Room) and lady faculty members. This room is located on the first floor, in middle of the building. The common room is well ventilated and has attached washroom & toilets for girls along with sick bed, dustbin to dispose sanitary pads.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** C. 2 of the above

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

**7.1.3**

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

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

**Response:** C. Any 2 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage<br>Certificate from the auditing agency                                      | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies  | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**7.1.4**

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

**Response:**

M. S. Bidve Engineering College is the well-known institute in Latur district. Being the one of the old and reputed institute in latur region, students from nearby and distant areas who belong to different culture and religion are enrolled in the college every year.

We as a family celebrate social activities where diverse culture of different religion in entire college, showcase their richness and tradition in the form of dance, music, songs etc.

Our college is technical as well as cultural hub in the context, we have different religious communities and tribes who study at a peace in communal harmony. The students are from different

religion and communities include Hindu, Muslim, Marwari, Jain etc.

The institution through its various departments treating everyone equally and organising some programs for the students so that they feel comfortable and equal with other students. In every annual social gathering, the cultural team presents social and ethnic dramas like “Shivrajyabhishek Sohala” etc.

The college has made mandatory rule for the students to wear prescribed uniform so that there is equality at all fronts including economic.

The college has been committed to educating and motivating awareness about constitutional, fundamental rights, duties and responsibilities of citizens. In every branch for all second year students we teach “Constitution of India” as a audit subject.

These are actually implemented through the following ways

1. Under the college, the NSS unit carry out different activities having connection with fundamental rights, duties, and responsibilities of Indian citizens.
2. The events such as “Swachh Bharat Abhiyan”, “Meri Matti Mera Desh”, International Yoga Day is celebrated every year in the college.
3. It has been a regular practise that national anthem is played on PA system at 11am every day.
4. We celebrate birth anniversaries of great personalities such as Chhatrapati Shivaji Maharaj, Bharatratna Dr. Baba Saheb Ambedkar, Mahatma Basweshwar at grand level where maximum students from the institute participate.
5. We have a code of conduct for the students which is followed religiously.
6. An Electoral Literacy Club (ELC) is established in college to create awareness about the importance of voting and to promote voter registrations among students.
7. During Covid-19 our students helped the needy persons and also volunteered in the vaccination camp conducted in campus.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice –I**

**Title : Google developer Student Club**

M S Bidve Engg. College has implemented various programs/workshops/seminars for technical training to up skill with market trend and requirement.

**Objectives:**

- Create awareness in student's regarding latest trend in IT market.
- To motivate and promote students to participate in such programs.
- To prepare the students with latest IT skills and ready for market.
- To ensure that the perfect knowledge transfer has been made.
- To aware students about demand and need of the market.
- To promote more and more students to become developer/programmer.
- To ensure that college students and faculties always be updated with technology using such lectures, seminars, workshops and training.

**Context:**

- Such technical training is necessary for students for building and nurturing the community.
- Colleges are the best places for the students development and their progress in career.
- This can create better and adequate resources for the industries for growth and consistency.
- Implementing such practices can keep college students ready for the market as per their requirement.

**Implementation of Practice:**

- Arranged some special slot in academic schedule for GDSC students.
- Organized GDSC sessions for students, sponsored by GDSC India.
- GDSC organizes daily sessions as per their technical syllabus.
- GDSC forms students team which is responsible for organizing sessions in classroom for daily 2 hrs.
- GDSC delivers sessions on “**Android Development**” so the students will be able to do programming.
- GDSC forms a team for delivery of session and practical assessment.
- GDSC maintains scheduled attendance sheets for sessions and practical for assessment of students progress.

**Evidence of Success and Outcomes:**

- Students aware and able to do Android programming.
- GDSC issues certificates to those students who qualify their criteria.
- GDSC build strength and confidence in students for taking a lead role as well as to be active in such activities, in many more like seminars/workshop etc.

**Problem Encountered:**

More number of students are required from other branches to have and progress their technical skills.

**Resources Required:**

Need to have more workshop from different market trend technology leaders with needful resources like trainer, technology, platform etc.

**Best Practice –II****Title : Green Initiatives and sustainability**

M S Bidve Engineering College has implemented various programs and practices to green campus and motivate environmental awareness.

**Objectives:**

The objectives of these initiatives include:

1. Creating awareness of causes of the issues
2. Creating more knowledge on environmental issues and sustainability.
3. Nurturing necessary skills to tackle environmental problems.
4. Identifying environmental challenges.
5. Communicating these efforts among all students and staff.

**Context:**

- Green initiative and sustainability are important and crucial for college campus to reduce their environmental impact.
- Colleges are often large consumers of energy and resources, leading to pollution, waste of electronic gadgets.
- Implementing sustainable practices can keep campus free from pollution and unnecessary waste.
- Teaching and promoting sustainability to students can help to our generation of environmental leaders.

**Implementation of Practice:**

- Utilized natural lighting and encourage turning off lighting and electronic devices in unoccupied space.
- Developed a beautiful campus with lawns and various type of gardens.
- Constructed recharge pits for rainwater harvesting .
- In Girl's Hostel we are using solar panels for heating water. It fulfills the need of around 270 girl students.
- Displayed sign boards to encourage about environmental awareness and reduces plastic use.
- Conducted programs to motivate and aware about environmental issues like "Tree Plantation".
- Installed LED bulb street poles and provide security and safety measure including fire

extinguishers and Fire Alarm System.

- Installed CCTV cameras in the campus and in Boy's, Girls Hostel.
- Implemented protected water supply measure such as in –house water treatment plant and RO drinking water mechanism.
- Promoted tree plantation that is green belt development to ensure a pollution free environment.

#### **Evidence of Success and Outcomes:**

- Campus enriched with flora and fauna via periodic tree plantation.
- It promotes eco-friendliness.
- Plastic free campus through awareness campaigns with signboards and display boards.
- Conducted Energy audit and Green audit.

#### **Problem Encountered:**

- Green campus initiative requires long term commitment and determination from students, faculty and management.
- Adequate manpower resource is required to sustain green campus.
- Lack of awareness among students and community regarding environmental issues.

#### **Resources Required:**

Need to create more awareness among students, faculty and also visitors to campus to emphasize the need of sustainability for more prosperous future.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

### **7.3 Institutional Distinctiveness**

#### **7.3.1**

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

**Response:**

**Pioneer in Engineering Education in the region.**

Mahatma Basweshwar Education Society was established in 1963 at Latur. This Society is one of the oldest & reputed educational society in Marathwada region. In the era of globalization, to create engineering graduates having knowledge with global insight, meeting the needs of industry, started M. S.

Bidve Engineering College in 1983 at Latur, affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere, Dist. Raigad, Maharashtra and approved by AICTE, New Delhi.

MSBECL is one of the prime institute imparting technical education since last 40 years in the region and believes in value-based quality education with a vision to attain technical excellence for the welfare of mankind.

The Institute focuses on the holistic development of students and provides them with all possible opportunities and resources to make them future ready. This is the distinctive feature of the Institute.

### **Holistic Development of Students :**

The Institute had initially an intake of only 150 UG students. Current intake of the institute is 360 at UG level and with four PG programmes in Engineering with the intake of 72 students. In addition to this institute runs Post Graduate programme in Computer Application viz. Master in Computer Applications.

The institute has been Accredited by NAAC in year 2018 with a CGPA of 2.74 on a four point scale at 'B+' Grade.

In line with vision and mission statements, the institute has been focusing on the holistic development of students while aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies. We are aware of the importance of girl education in India. Education can help girls develop critical thinking skills, improve their economic prospects, and empower them to make informed life decisions. Hence, we ensure to provide a safe, secure and conducive environment for girls on campus. As a result of this, among students present on campus 43% are girls. Career guidance and counseling can help students understand their strengths, weaknesses, and interests, and provide them with a clearer picture of the career paths available to them. On campus regular sessions are organized for career counseling of the students.

### **Infrastructure :**

Institute is built on sprawling lush green 20 acres campus with separate buildings for different departments. Every department have their own class rooms, well equipped laboratories, seminar hall, staff room and department library.

Central library of the college have collection of sufficient titles and volumes with many national and international journals and periodicals subscribed from time to time. A spacious reading hall with the capacity of 100+ students is made available for them round the clock.

Audio-Visual Computing Lab of 65 latest configured computers with leased line Internet Wi-Fi Connectivity. Because of this facility our students are capable to online seminars/workshop/expert talks. In past this was used as remote center of IIT, Mumbai.

In last five years there has been additions of ICT tools such as projectors, web cameras and 180 desktop computers added in last two years to accomplish the timely requirements. Separate multimedia lab has been setup in association with NASSCOM with 20 computers, projector, PA system and UPS backup. Especially new labs were developed by the college with appropriate furniture to set up these newly arrived computers. Presently the student to computer ratio is approximately 4:1 for student use spread

over 17 different labs.

### **Hostel :**

In campus separate hostel with well furnished, spacious rooms is available for boys (210 Capacity) & girls (300 Capacity). Ours is the only institute in region offering Girls hostel in campus of this capacity.

### **Supportive management :**

Right from the establishment of this college, the Management has played very supportive role in the development of the faculty, staff, students and in turn the institute. When the whole world was suffering from Covid-19 and the things were locked down, the Management never delayed paying salary to faculty and staff. In this span, Management approved and sanctioned every requirement from the faculty members to switch the mode of teaching-learning to online mode like purchasing cameras, increasing the bandwidth requirement etc. Immediately post Covid-19, when we turned back to offline mode, the institute ordered new Computers and lab equipments demanded by different departments.

One of our prominent resource for our students is our well placed alumni. Hence to connect with the alumni, we need to organize Alumni Meet periodically. Management always encourages and give funds for such activities. This has created a very strong bond with alumni, which brings them to campus for providing guidance and opportunities to our students.

One of the plus point of the institute is experienced faculty and staff. Almost 90% of the faculty and staff have a privilege to join and get retirement from this institute. Average experience of the faculty is 15+ years.

### **The process :**

As the college belongs to rural and underdeveloped region of the state, most of the students come from vernacular background. In first two years of their course, our faculty takes extra efforts to make them to cope up with english as a medium of instruction along with engineering subjects. Once they become comfortable with the core engineering education then we slowly introduce them to other important skills essential to survive in the professional career. Those include, Communication skills, programming skills, program specific software trainings, interview techniques etc.

We also ensure that every student get an opportunity to understand nitty- gritty of practical aspects of the program they are enrolled in. This is done through the interaction with industry persons, experts, field visits, internships etc.

### **Alumni support :**

In this activity the major contribution comes from our alumni. We ensure regular interaction of our students with the alumni. Our prominent alumni guides our students and counsel them about the career path and the skills required to prepare.

With the above process and practices, it can be concluded that we are successful in achieving students physical, emotional, social, intellectual and professional development holistically. Few of our prominent alumni profiles are in;



<https://msbec1.ac.in/uploads/document/document-1715168707.pdf>

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

Mahatma Basweshwar Education Society under which our institute works, was established in 1963, by Late Mallikarjunappa Bidve, President Award winner for excellence in education. Under this society there are eleven educational institutes which includes two engineering colleges and a polytechnic college.

Our institute started with 180 sanctioned intake at UG level, present capacity is 360 at UG level and 72 at PG level, affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere. MCA course, affiliated to Swami Ramanand Teerth Marathwada University, Nanded is merged with our institute from academic year 2023-24.

From academic year 2024-25, we have applied for increased intake at UG level in 120 seats, 360 seats for diploma, 60 seats at UG for Computer Application (BCA), Architectural Assistance with intake of 60 and Master of Business Administration with 120 intake. All the required formalities from our side are over and shortly we are going to receive the necessary approval.

Our institute was accredited by NBA in year 2008 for three programmes viz. Mechanical Engineering, Civil Engineering and Electronics Engineering for three years. Our Management has decided to go for NBA accreditation for at least three programmes.

The management is very supportive for augmenting the infrastructure required, faculty and staff development.

Institute proposes to start an Innovation and Incubation Center in collaboration with mentor institute SGGSIE&T, Nanded.

We are going for use of non-conventional energy source as well as the energy conservation measures as suggested in energy audit.

### Concluding Remarks :

MSBECL has always strived to work towards benefit of the weaker section of the society. We, the management, Principal, staff and faculty members and students sincerely feel that our endeavor

for going to second cycle of NAAC accreditation as a consistent exercise in a collective way. We have tried to put the efforts in pursuing the recommendations and suggestions received from NAAC peer committee. The NAAC accreditation has helped the institute to impart quality education till date and its reaccreditation will further motivate and guide us to enhance our efforts to become pioneer in engineering education and research in the region.

In this context, we would like to state that we have incorporated the basic theme of teaching-learning process as expected by NAAC by incorporating outcome based education and readiness for NEP.



## 6.ANNEXURE

### 1.Metrics Level Deviations

|           |   |         |         |         |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
|-----------|---|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|----|
| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :54</p> <p>Remark : DVV has made changes as per the supporting document.</p>   |         |         |         |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 1.2.2     | <p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1109</td><td>559</td><td>397</td><td>226</td><td>119</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>789</td><td>401</td><td>323</td><td>188</td><td>79</td></tr></table> <p>Remark : DVV has made changes as per the supporting document.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1109 | 559 | 397 | 226 | 119 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 789 | 401 | 323 | 188 | 79 |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 1109      | 559   | 397     | 226     | 119     |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 789       | 401   | 323     | 188     | 79      |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 1.3.2     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 954</p> <p>Answer after DVV Verification: 871</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>  |         |         |         |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |
| 1.4.1     | <p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p>   |         |         |         |         |         |      |     |     |     |     |         |         |         |         |         |     |     |     |     |    |

Remark : DVV has made changes as per the supporting document.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21      | 17      | 10      | 12      | 19      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 12      | 4       | 7       | 11      |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50      | 20      | 09      | 23      | 18      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35      | 16      | 5       | 17      | 12      |

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification :

Answer After DVV Verification :17

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 109.37  | 12.13   | 4.95    | 6.21    | 57.50   |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 45.89   | 8.61    | 3.01    | 3.80    | 39.41   |

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification : 367

Answer after DVV Verification: 140

Remark : Considering as per GST bills.

**4.4.1 *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*****4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 147.73  | 74.10   | 57.25   | 71.59   | 140.66  |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78.08   | 33.87   | 26.09   | 30.87   | 67.43   |

Remark : DVV has made changes as per the report shared by HEI.

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

**during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1225    | 1264    | 1211    | 1145    | 1206    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1079    | 991     | 1008    | 891     | 1117    |

Remark : DVV has made changes as per the report shared by HEI.

5.1.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

5.2.1

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 72      | 241     | 217     | 153     | 131     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 61      | 200     | 201     | 122     | 117     |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 490     | 454     | 364     | 204     | 313     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 490     | 454     | 364     | 204     | 313     |

Remark : DVV has made changes as per the report shared by HEI.

**6.2.2 Institution implements e-governance in its operations**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13      | 04      | 34      | 159     | 05      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09      | 02      | 25      | 111     | 03      |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 00      | 01      | 02      | 00      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 00      | 01      | 02      | 00      |

Remark : DVV has made changes as per the report shared by HEI.



|       |  |
|-------|--|
| 6.5.2 | <p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</li> <li>2. Academic and Administrative Audit (AAA) and follow-up action taken</li> <li>3. Collaborative quality initiatives with other institution(s)</li> <li>4. Participation in NIRF and other recognized rankings</li> <li>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/> Answer After DVV Verification: C. Any 2 of the above<br/> Remark : DVV has made changes as per the report shared by HEI.</p> |
| 7.1.2 | <p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. Alternate sources of energy and energy conservation measures</li> <li>2. Management of the various types of degradable and nondegradable waste</li> <li>3. Water conservation</li> <li>4. Green campus initiatives</li> <li>5. Disabled-friendly, barrier free environment</li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above<br/> Answer After DVV Verification: C. 2 of the above<br/> Remark : DVV has made changes as per the report shared by HEI.</p>  |
| 7.1.3 | <p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environment audit</li> <li>2. Energy audit</li> <li>3. Clean and green campus initiatives</li> <li>4. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: C. Any 2 of the above<br/> Remark : DVV has made changes as per the report shared by HEI.</p>   |

## 2.Extended Profile Deviations

| Extended Profile Deviations |
|-----------------------------|
| No Deviations               |