



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **GOVINDRAO WANJARI COLLEGE OF ENGINEERING AND TECHNOLOGY**

**SALAI GODHANI ,NEAR CHIKANA VILLAGE ,HUDKESHWAR ROAD,NAGPUR**

**441204**

**[www.gwcet.ac.in](http://www.gwcet.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

### **ABOUT COLLEGE**

At Govindrao wanjari college of engineering and technology, Nagpur, we work as a team. We believe, originality, spontaneity & creativity are the hallmark of successful persons. Youth has talent & abilities, the only thing required are to channelize their energy. Therefore our faculties have been assigned various responsibilities to guide the students not only in curricular but also in co-curricular activities. The governing body determines, the pattern of its course, admission policy etc. Board meeting is conducted twice/thrice a year while academic advisory committee meets once a year for deciding policy matters & direction for institutional governance.

### **Our location**

The college is located about 12 km from Nagpur railway station in the lush green environment on the Hudkeshwar road away from the traffic nuisance. Lush green campus has been developed in 10.32 acres of land with well maintained greenery and beautiful gardens. Our institute is located very close to one of the largest industrial estate of Central India. The college is well connected with the other parts of the city by road. The atmosphere of the institute is students friendly & designed to suit the needs of aspiring employees & the industry in the close environment.

### **Approach towards Globalization**

Excellence, Quality Education, Maintaining the Perfection are basic fundamentals of our institute, where education is not only the focus for creating budding engineers but also the focal point has been made on overall development of the students for being good citizens and engineers as well.

### **Ethics & Code of conduct**

The institutes strictly follow the ethics & code of conduct for students & faculty members, which are reflected from desk of managements.

### **Vision**

#### **The Vision of the Institute:**

To emerge as a centre of excellence creating research, innovation and entrepreneurial attitude among the technocrats who in turn shall contribute to the development of society and mankind.

### **Mission**

#### **The Mission of the Institute:**

- To develop a culture of excellence in teaching and learning with accountability from all support activities.
- To promote new ideas leading to emergence of creators, innovators, leaders, and entrepreneurs.
- To achieve excellence in application based research in technology to contribute to the development of the community.
- To imbibe the ethical values among the students to make them responsive citizens.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- ISO 9001 : 2008 Certified Institute
- The university results are consistently good for all the disciplines.
- The institute has experienced and qualified faculties.
- Innovative teaching learning practices are followed.
- The institute conducts entrepreneurship development activities for encouraging the entrepreneurial skills in the students.
- The institute has well equipped infrastructure facilities like State-of-the-art laboratories, classrooms, tutorial rooms.
- The institute is beautifully located and is well connected through pedestal friendly roads.
- The institute promotes enthusiastic students participation for social causes through the NSS Programme.
- Institute promotes co-curricular and extra-curricular activities.
- Departmental forums for overall personality grooming of the students.
- Economically weaker students are given Scholarship by Management.

### Institutional Weakness

- The institute lacks sufficient patents.
- Consultancy activities need to be enhanced.
- The institute needs to strengthen the Alumni Association.
- The institute needs a University Sponsored Research Centre.
- Lack of government funding projects.

### Institutional Opportunity

- There is scope for inter-disciplinary research.
- To strengthen Institute- Industry interaction through collaborative projects.
- To establish Incubation centre for encouraging students to start ups.
- To provide exposure to the students from rural area for developing a scientific temperament through workshops and trainings.
- Quality publications of faculty members.

### Institutional Challenge

- Increasing the number of placements for slow learners.
- Student's skill need to be enhanced through additional measures as per the continuous changing requirements of the industry.
- Due to the growing number of engineering institutes we need to attract academically good students.
- Resource mobilization
- Campus placement in core engineering companies.
- Retention of qualified and competent faculties.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Govindrao Wanjari College of Engineering & Technology, Nagpur is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the curriculum designed by Board of Studies/ Academic Council of RTM Nagpur University, Nagpur. The institute has a well-developed structure for effective implementation of the curriculum and it follows the academic schedule prescribed by the University. The institute adheres strictly to the Academic Policy and Calendar. Academic monitoring is a continuous process for maintaining quality of teaching and learning. The institute also offers certificate courses to the students every year to give them an opportunity to gain a competitive advantage over the other professionals working in the same field. On the basis of feedback collected from the various stakeholders, faculty members give suggestions for curriculum enrichment. New courses have been introduced in syllabus from 2012-13 progressively. Academic flexibility is provided to the students by offering elective courses prescribed by the University Credit Based System (CBS) for UG programs and Choice Based Credit System (CBCS) for PG programs which have been introduced to expand academic quality in all aspects and to assess the performance of a student from all perspectives in a universal way of a single grading system. In addition to the prescribed curriculum, institute gives a lot of thrust on curriculum enrichment by offering additional skill oriented programs in terms of value added courses, seminars, workshops, industrial visits, internships, field projects for the overall development as well as to enable students for better job opportunities. Courses addressing issues like gender equality, environment and sustainability, human values and professional ethics are incorporated in the curriculum of Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. The institute takes care of gender equality and also inculcates ethical values and social responsibilities among faculties and students by conducting various activities. Structured feedback on Curriculum is collected from various stakeholders like students, teachers, parents, alumni, Industry persons/employers. Feedback collected is then analyzed and action taken report is made available on the institute website.

### Teaching-learning and Evaluation

Govindrao Wanjari College of Engineering & Technology, Nagpur participates in the Centralized Admission Process (CAP) conducted by Directorate of Technical Education (DTE) and follows the guidelines laid down by DTE. The admissions of the students of different categories like SC/ST/OBC, Women, Differently-abled, economically weaker sections of society are done as per the government rules and regulations. The institute reviews the profiles of admitted students every year. The institute is committed to facilitate scholarships as per the government policy to SC/ST/VJ/NT/SBC/OBC/ Economically Backward Class (EBC). In order to have smooth conduction of teaching throughout the semester, meticulous planning is done prior to the commencement of the semester. Class tests and sessional examinations are conducted on a regular basis, to ensure that the students grasp the concepts being delivered in the classrooms and laboratory sessions. Extra

lectures and guest lectures are conducted for the identified subjects and topics which are difficult to the students to understand. Special classes are conducted for the directly admitted BE second year students. To prepare students for their placements, special programs such as CRT, GD/PI Sessions, Mock Interviews are conducted. Apart from the above programs, each department conducts several activities to bridge the gap in academics and industry practices. The institute has a policy to identify the slow learners and advanced learners in academics who are mentored by the departmental as well as institutional teams for shaping up their career. The institute has acquired number of well qualified and competent teachers to handle all the courses for various departments. Faculty members have been appointed as per the norms prescribed by AICTE/UGC and RTM Nagpur University. The institute extends its support in all aspects to improve the quality of the students and faculty members.

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

The institute has created a non-profit making centre, “Centre for Incubation and Entrepreneurship Development” dedicated to promote Innovation and Entrepreneurship. Students, Alumni, Faculties and nearby villagers are the main beneficiaries. The institute has a particular Code of ethics which is followed by faculties and students of the college. The college has also organized various seminars/lectures on Intellectual Property rights by the experts from academics, industries etc. The institute promotes the college faculties and students to get involved in publishing papers in International and National Journals. The Amar Sewa Mandal Santha under which the institute runs provides monetary incentives to teachers who receive state, national and international recognition/awards each year. The institute has a strong and efficient NSS cell which involves students of all the departments in various activities such as Blood Donation Camp, Health Check up Camp, Swachhta Abhiyan, Road Safety awareness and many more. Various recognitions has been received by the cell for conducting such activities from Government/Recognized bodies. The departmental heads encourage students of their department to go for Summer/Winter Internship programs each year in order to enhance their Practical knowledge. Students of our college has done internships at reputed companies such as Koradi Power Station, Ajni Loco Shed, BSNL, HINDALCO, MOIL, Bajaj Finance and many more. The departments of our college have inked Memorandum of Understanding with various companies so that the students get benefited in the form of internships, Collaborative projects, Industrial visits, Industrial training and placements. The experts are also invited from these companies for providing exposure to our students in order to bridge the curriculum gap between industry and institute.

### **Infrastructure and Learning Resources**

Institute is having the well-equipped and organized infrastructure to provide the quality education. The Institute has adequate facilities of class rooms, laboratories, workshops, seminar halls and tutorial rooms. Also institute has facilities like Smart Class Room, Wi-Fi enabled Laboratory and Class rooms. Each class room is equipped with state-of-the-art facilities. The laboratories and workshop have modern equipments, machineries, computer hardwares and softwares. The institute has seminar halls which are used for multiple activities such as seminars, workshops, guest lectures and conferences. The central library is enriched with book titles, reference books, journals, databases, magazines facility. It is equipped with Integrated Learning Management Systems (ILMS), Web OPAC (Online Public Access Catalogue). Also it is having a reading hall with a seating capacity of over 150 students. The institute is located in lush green and pollution free environment. An adequate hostel facility is also provided nearby the campus. Various sports facilities are provided to the students which include indoor games like carom, badminton, chess etc. Also the institute is having outdoor sport facility such as cricket, volleyball, athletic track etc. along with well-equipped gymnasium and green gym. This criterion concentrate

on data which will reflect the efficient use of the facilities in an institution to maintain the quality of academic and other activities in the campus. It also reflects the optimal benefit of facilities to the stakeholders like students, teachers and staffs.

### **Student Support and Progression**

The department of training and placement is a nodal agency for providing inputs on career opportunities for higher studies. Every department has training and placement co-ordinator who is responsible for conducting classes on regular basis where lectures are conducted based on guidance for competitive examinations, carrier counseling, personality development programmes. The campus interviews are being arranged for the students of final year courses. The special guidance is provided to the students to explore their innovative ideas. All departments are having student forums which provide the platform to the students to develop and exhibit the technical and presentation skills through project exhibitions, quiz competition, extempore, LAN gaming etc. Institute counsels students through training and placement, Incubation and Entrepreneurship cell. Every department is recognized for its ability to plan and implement vocational education and training programs which gives the additional knowledge to the students. The bridge courses in the areas of interest and requirements for the industry are being provided to the students in the form of internship. This adds to the credentials of the students and builds the quality of the engineering professionals from the college. Soft skills training programs are conducted from first to the sixth semesters, for holistic improvement of students and prepare them as per the industry requirements. This includes English language with language laboratory, communicating skills, interpersonal behavior, personality development etc. The department has a special focus on soft skills to cater to these needs of the students. The students are encouraged to publish papers. Institute has the policy of organizing the co-curricular and extracurricular activities for the students like Vidarbha Student Parliament (VSP), annual social gathering (UTSAV), National level technical event (TECHNOSTORM) and GANESH UTSAV which help them to show hidden talents and develop the overall personality by participating in these events. The institute provides the financial supports to the needy students through Institutional scholarship. In addition to that government also offers scholarship and freeship to category students.

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

Well defined transparent governance of the institute runs smoothly when everyone follows the principle of participation. There is unique governance at GWCET as the management representative (Director) and Principal are available and accessible to the staff and students on working day. Effective leadership is provided for planning and implementation of both the academic and administrative activities towards the fulfillment of the vision and mission of the institution. The various administrative and academic committees/cells for maintaining the overall quality are formed for the development of students. To bring out the professional competence, faculty members participate in seminars, conferences, workshops to achieve the professional skills. Various Committees are formed every year and their meetings are held regularly for the effective functioning of the institute. Some major resources of institutional fundings are fees, Scholarship of SC/ST/VJ/NT/OBC/EBC etc. The institute organizes annual national level technical event “Technostorm”, the annual social gathering “UTSAV”, workshops and seminars for the overall development of the students and also to inculcate leadership qualities among them. The IQAC conducts various feedbacks of stake holders, analyzes & action taken report is submitted to higher authorities. The annual performance appraisal of the faculty leads to improve the quality in teaching , learning and administrative skills. The IQAC plans proper conduction of academic and research activities throughout the year. It ensures the quality measures followed by various departments through teaching learning process.

## **Institutional Values and Best Practices**

Our educational group has been continuously exploring meaningful interlace with the world around us through the activities among the students. The institution strives not only to educate the students but also to make them shine in their life and pass on that light to others, by enkindling in them a love for learning, discovery and invention. A wide variety of activities are devised and implemented to help the students to advance towards the objective of the institution. One of the important missions of college is “To imbibe the ethical values among the students to make them responsive citizens “. In resonance with this mission, we initiated two best practices such as

**Vidharbh Student Parliament:** The VSP can impart and inculcate some real value education with cause. This unique initiative is taken to motivate socially and politically active youths of Central India.

**Scientific Temperament:** A role of an engineer in the society is to spread awareness and adopt best practice which helps to establish communication between the students and the society to create an awareness of the problems faced by the rural and urban people.

The institute has made a strong commitment towards gender equality in the workplace. It shows fairness of treatment for women and men, according to their respective needs. The campus is located away from the main city and surrounded by green frames. The college has a pollution-free ambience which creates a pleasant environment which is ensure by carrying out green audit every year. The institute takes care of proper utilization of natural energy resources by optimizing the use of renewable energy sources. The institute premise has 50% open surface area which supports the objective of rain water harvesting. The facilities like wheel chair, walker, ramp and rest room are available for Divyangjan. The proper mechanism for solid and liquid waste management is also available in the premises. The CCTV cameras are installed at the sensitive areas in the campus to ensure safety and security.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVINDRAO WANJARI COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Salai Godhani ,Near Chikana Village ,Hudkeshwar Road,Nagpur
City	NAGPUR
State	Maharashtra
Pin	441204
Website	<a href="http://www.gwcet.ac.in">www.gwcet.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Salim A. Chavan	0712-7276388553	9511761245	0712-2747853	gwcet2008@gmail.com
IQAC / CIQA coordinator	Vaibhav S.Nikam	0712-7276388554	8208213001	-	vnikam@gwcet.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	13-06-2008



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

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	<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>	30-04-2019	12	As per latest Extension of Approval

**Details of autonomy**

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

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Salai Godhani ,Near Chikana Village ,Hudkeshwar Road,Nagpur	Rural	10.32	15955.96

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Computer Science And Engineering	48	HSSC AND ENTRANCE	English	60	42
UG	BE,Information Technology	48	HSSC AND ENTRANCE	English	60	0
UG	BE,Electronics And Telecommunication Engineering	48	HSSC AND ENTRANCE	English	60	9
UG	BE,Mechanical Engineering	48	HSSC AND ENTRANCE	English	60	28
UG	BE,Electrical Engineering	48	HSSC AND ENTRANCE	English	60	15
UG	BE,Civil Engineering	48	HSSC AND ENTRANCE	English	60	25
PG	MBA,Business Administration	48	HSSC AND ENTRANCE	English	60	60

### 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	8				16				62			
Recruited	0	0	0	0	0	0	0	0	17	14	0	31
Yet to Recruit	8				16				31			
Sanctioned by the Management/Society or Other Authorized Bodies	8				16				38			
Recruited	2	0	0	2	8	2	0	10	15	23	0	38
Yet to Recruit	6				6				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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	18	4	0	22
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	21	3	0	24
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	3	1	0	0	0	0	6
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	4	1	0	31	37	0	73

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1		4		5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	245	0	0	0	245
	Female	74	0	0	0	74
	Others	0	0	0	0	0
PG	Male	41	0	0	0	41
	Female	64	0	0	0	64
	Others	0	0	0	0	0
UG	Male	447	1	0	0	448
	Female	176	0	0	0	176
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	42	38	27	56
	Female	19	14	13	26
	Others	0	0	0	0
ST	Male	6	3	6	6
	Female	1	1	1	3
	Others	0	0	0	0
OBC	Male	125	134	129	130
	Female	54	43	31	41
	Others	0	0	0	0
General	Male	39	44	41	38
	Female	8	5	12	11
	Others	0	0	0	0
Others	Male	23	20	17	28
	Female	24	11	1	15
	Others	0	0	0	0
Total		341	313	278	354

### 3. Extended Profile

#### 3.1 Program

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

Response: 165

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

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

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
731	691	647	743	750

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
426	456	492	492	477

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
183	180	109	133	157



File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	115	119	120	120

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	116	120	120	120

  

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 25**

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

2017-18	2016-17	2015-16	2014-15	2013-14
125.95	124.45	142.51	99.78	74.27

#### Number of computers

**Response: 270**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

Govindrao Wanjari College of Engineering & Technology is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the curriculum designed by Board of Studies/ Academic Council of RTM Nagpur University. Apart from this prescribed curriculum, the college has strategized ways and means to strengthen the teaching-learning process in the following ways:

- The institute has a well developed structure for effective implementation of the curriculum and it follows the academic schedule prescribed by the University.
- Before commencement of every semester, the Principal conducts a meeting with Academic Coordinator and Heads of the Departments to prepare academic calendar for the upcoming semester. Also, Head of the Departments prepare departmental action plan which is aligned with the academic calendar.
- Teaching load distribution is conveyed to all the faculty members well in advance. This provides sufficient time to the faculties to prepare in advance, there by resulting in smooth conduction of academics in each department. While finalizing the teaching load distribution, due consideration is given to subject choice, specialization and expertise of the faculties.
- Time table is prepared for each Programme prior to the start of the semester.
- Each faculty prepares Course (Teaching) File for conduction of theory and practical courses. The teaching plan is prepared at the beginning of the semester and it is strictly implemented.
- Continuous assessment report of students' performance is prepared on the basis of monthly attendance, Sessional examination and assignments. These records are assessed internally by Heads of the departments and class Incharges and they monitor the attainment level of CO, PO, PSO. The academic activities are carried out in line with the mission and vision of the programme.
- Each department aims at enriching students with updated field knowledge by covering contents beyond syllabus; value added programs, workshops, seminars, expert lectures, Industrial visits and training programs etc.
- Along with academic curriculum, we also promote our students for national values, human values, professional ethics and social inclination by conducting various activities like NSS, Ganesh Utsav, Annual Social Gathering, National Level Technical Event (Technostorm) and Vidarbha Student Parliament (VSP).
- Monitoring of course delivery and syllabus completion is done through the feedback carried out twice in a semester and on the basis of which action is taken for further improvement.
- Each Programme conducts remedial classes for slow learners for their improvement and laterally admitted students of second year to cover-up the losses due to late admissions.
- Mentoring scheme is implemented by each department throughout the session. The assigned Faculty mentors conduct meetings with the mentees and record their suggestions, requirements and difficulties to take necessary actions related to curriculum implementation.

Academic coordinator ensures the timely completion of academic activities effectively in co-ordination with the Heads of the Departments. Due precaution is taken to follow the academic calendar strictly.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

Response: 0

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

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

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0

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

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

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

Response: 165

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 100

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

Response: 07

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 0

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

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

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

#### Response:

Following are the cross cutting issues

#### Gender Equality:

As per the Government of Maharashtra and Director of Technical Education (DTE) norms, institute follows reservation policy for girl students. As per directives from DTE, women cell is constituted in the institute to promote safety and security of girl students and ladies staff members in the campus. The Institute also celebrates Annual Women's Day to commemorate the inspiring role of women in the society. To encourage gender equality, the institute promotes the co-education. Also in project groups, there are boys and girls working together. Girls are given equal opportunities in all organizing committees and they participate in events such as cultural activities and sports during annual social gathering, Ganesh Utsav and departmental student's forum. We allocate male mentor to girl student as mentee in mentor-mentee scheme. Departments consists a mix of male and female faculty members. Duties and responsibilities are assigned to male and female staff members without any bias.

#### Environment and Sustainability:

In second year there is a subject named Environmental Studies, in which students enhance the understanding of how the world as a bio-physical system works, foster awareness of the earth's vital signs, and sharpen the ability of scholars to grasp the nature and results of science. In Civil Engineering programme, students learn Environmental Engineering as core subject and are offered with many electives on Environment and sustainability, Air pollution and solid waste management, Water and waste water treatment opted by students. Many Projects are undertaken by final year students related to environmental issues.

In MBA 3rd Sem there is a foundation subject, Environment management which helps the students to relate to the burning issues of environment management and sustainability at micro and macro level and garner expertise in the various streams of this field.

**Human Values and Professional Ethics:**

Ethical science course is included in first year (2nd Sem) curriculum which is common for all programs, in which students get knowledge about applied humanities and social engineering, sustainable development. The institute has constituted Anti-Ragging committee to observe a fair and transparent procedure and the principles of natural justice for all. The campus of the institute is ragging-free. This institute conducts various programs on Human Rights under the NSS to spread awareness among the students.

In first year (1st Sem) curriculum there is a practical based on communication skill in which students can learn letter writing, principles of public speaking, professional communication Skills. Information Technology and Computer Science & Engineering course curriculum includes a subject on Professional Ethics.

In MBA 4th Sem there is core subject Business Ethics and Corporate Governance which adheres to the theories of business ethics and corporate governance. It helps the students to emphasize on the importance of ethical principles in overcoming ethical dilemmas in the highly dynamic business world of today. Numerous real-life examples and case studies are also presented to provide a better understanding of real-life business practices taken up by the corporate world.

File Description	Document
Any Additional Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years****Response:** 0

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

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.3 Percentage of students undertaking field projects / internships****Response:** 15.46

1.3.3.1 Number of students undertaking field projects or internships

Response: 113

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response: A. Any 4 of the above**

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 0.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	7	6	8

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 32.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
341	313	278	354	240

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

2017-18	2016-17	2015-16	2014-15	2013-14
852	912	984	984	954

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years****Response:** 55.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
293	264	225	305	198

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

We have a streamlined mechanism for continuous monitoring and evaluation of the students. We are considering some special grade factors for identifying the level of students. This system helps to identify slow learners & advance learners.

**Students are identified based on:**

1. Slow learners and Advance learners are separated by evaluating the score or percentage of HSSC/MHTCET / JEE / Poly final year / last university examination having 50 % weightage.
2. Slow learners and Advance learners are differentiated on the basis of score in Class Test I or Sessional examination-I conducted by all department for the entire students, having 50% weightage.

Presently, we modified the same system by considering and including one special grade factor, the special grade factor is to perform objective test for the entire students by all the departments, on the basis of test score, slow learners and advance learners are identified.

**Strategies adopted for facilitating Slow Learners: (Having score below 60 %)**

1. Students having score below 60 % are assigned to a faculty as mentor, the personal and academic care of such students is taken by the corresponding mentors.

2. The counselors monitor the academic performance of the students to understand the student's issues that affect their ability to learn and assess the nature of their problems and motivate them to reach their academic goals. The appropriate counseling with additional teaching eventually helps to attend classes regularly.
3. Mentors communicate regularly with the parents regarding the attendance, performance and progress of each assessment of students.
4. Departments conduct remedial classes to revise syllabus covered up to class test-I or sessional exam I and provide course notes to students. Department also conduct some extra classes to prepare the slow learners to pass the exam.
5. Slow learners who are not able to manage with the teaching in regular classes, are assisted through clarification of their doubts, revising important concepts and extra assignments.

### Strategies adopted for facilitating Advance Learners: (Having score 60 % and above)

1. Advance learners having score above 60 % are identified through their performance in examinations, interaction in class room and laboratory, their fundamental knowledge, concept understanding and articulation abilities etc.
2. The bright and diligent students are motivated by providing extra test series and extra challenging assignments to get higher ranks in university.
3. The students are encouraged to become a member of professional bodies to organize technical events and also provided opportunities to develop their creativity by participating and organizing intercollegiate as well as national level technical symposiums.
4. The students are advised to participate in group discussions, technical quizzes and subjective seminars to develop their problem-solving abilities and to improve their presentation skills. The students are also encouraged to participate in project work aiming at inculcating research orientation.
5. The departments conduct various club activities and NTPEL session to mould the students in corresponding field and also encourage to appear in the competitive exams like GATE, GRE, TOEFL, IELTS, CAT, PG CET etc.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 8.7

File Description	Document
Any additional information	<a href="#">View Document</a>

<b>2.2.3 Percentage of differently abled students (Divyangjan) on rolls</b>	
<b>Response:</b> 0	
2.2.3.1 Number of differently abled students on rolls	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

#### **Response:**

We believe in the adoption of students centric methods to enhance the students involvement as a part of experiential learning, participative learning and problem solving methodology.

#### **1. Regular Teaching Techniques**

Class Room Lectures & E- Learning Resources: Classroom lectures interspersed with discussion, resource for sound understanding, fundamentals, design and implementation. The teaching is carried out with conventional green-board and through PPTs using LCD projectors for explanation and visualization. NPTEL videos e-sources are also used for indepth learning of the subjects.

#### **2. Experiential learning:**

Experiential learning supports students in applying their knowledge understanding to real-world problems in a formal guided manner.

Laboratory sessions and Simulation: Technical education is always justified with the help of practical knowledge. In this context, we provide exposure to our students in the laboratories from the first year. Later from the second year, students related to the core department are given an exposure to their course related advanced practical orientation through various agencies in the respective field. We have MoUs with various industries to provide platform to the students for experiential learning.

#### **3. Participative learning:**

The students of our college are made to participate in different brainstorming activities and case studies by consultation with field experts. Group discussions, Technical Quizzes, Debates are conducted and students are motivated to participate in these activities. As the students come with different opinions and thought processes, the learning process gets justified in the arguemental way.

The students are given various opportunities to showcase their talent, communication and technical competency through brainstorming sessions, numerous contests, and seminars and encouraged to become

members of professional bodies. They are also encouraged to organize technical events to develop their creativity by participating and organizing intercollegiate as well as national level technical symposiums. Industrial tours, field visits and internships make the students acquainted with industrial and work ethics followed by submission/ presentation report.

#### 4. Problem Solving Methods

Assignments on various topics are given regularly to increase engagement with subject and its understanding.

Case studies and Mini projects: To develop the problem solving methods and to enhance the practical knowledge and logical thinking of students, we are following case studies with innovative way and also encourage our students to make some Mini projects from second year onwards, though it is not a part of curriculum of RTM Nagpur University. The students are divided into small groups so that personal attention can be given and every student's role will become prominent.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 54.65

##### 2.3.2.1 Number of teachers using ICT

Response: 47

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

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

**Response:** 15.55

##### 2.3.3.1 Number of mentors

Response: 47

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

**Creativity** is the ability to discover new ideas and new ways of looking at problems and opportunities, in short creativity is developing new things.

**Innovation** is the ability to provide solutions to the problems in order to enhance people's lives or to enrich society; in short innovation is doing new things.

We have taken it as a challenge to improvise the teaching learning environment into students friendly learning. We mainly adopted the below methods to transform the learning environment.

**Seminars, Workshops and Guest Lectures:** Additional seminars, power point presentations and Model Base Learning on the subjective topics including the videos of technical topics as per the syllabus are presented by faculty to the students. Seminars by advance learners on subject topics for slow learners and also organize some seminar, workshop and guest lecture by inviting the eminent and expert faculties.

**Digital Library and Project Cell:** The cell has an access to some international journals & publications through memberships. The Cell is presented with students live projects, project research work, NTPEL references, digital videos, e-books, e-journals etc., The Departmental Digital Library and Project Cell also conducts the college and intercollege project competition in college campus.

**Aptitude Test/ snap test/ Moocs:** As per the norms of the RTM Nagpur University, we perform technical/subjective learning through MOOCS for final year students and also conduct aptitude test/ snap test at the end of one or two chapters. Result in snap tests/apptitude test is considered as a grading factor which is used to improve the internal marks of students.

#### Project Work and Case Studies:

To enhance the practical knowledge & logical thinking of students, we are following case studies with innovative way and also encourage our students to make some mini projects from second year onwards.

#### Industrial and Field visits:

It is a regular practice for our II and III year students to visit Industries to have a practical experience. Final years do visit industries in their summer vacation and Internship is made compulsory for the final year students though it is not a part of curriculum. All these activities are monitored by departments and TPO Cell.

**Feedback and Outcome base learning:** Institution ensures the achievement of learning outcomes by taking the feedback at the end of the semester and also by taking the feedback of program outcomes of students in final year, when they are leaving the institution. The assessment committee analyze whether the

corresponding outcomes are achieved through the course outcomes.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 99.66

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	05	03	03

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 4.38

#### 2.4.3.1 Total experience of full-time teachers

Response: 377

File Description	Document
Any additional information	<a href="#">View Document</a>

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

Response: 0.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	0	01

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

Response: 2.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	05	02	01	01

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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



**Response:**

The institute follows the internal evaluation system as per the norms of the RashtrasantTukadojiMaharaj Nagpur University. The present pattern of internal evaluation system is set whereintwo mid term examination i.e., sessional exam I & Sessional exam II and one end term examination i.e., Pre-University Test in each session for third sem and onward, where as for first sem and second sem we conduct one mid term examination i.e., Sessional exam I and one end term examination i.e., Sessional exam II. The continuous internal evaluation carries the weightage of 10 marks for first year and 20 marks for higher classes. External evaluation for the remaining 40 marks for first year and 80 marks for higher classes is conducted by the RashtrasantTukadojiMaharaj Nagpur University through theory examination. The evaluations of answer sheet of sessional examination are done by the respective subject teacher within one week and answer sheets are shown to all the students and answers are also discussed with the students. Some questions have specific remarks of the valuer regarding deduction of marks

For the practicals, the continuous evaluation is carried out for every experiments and overall 25 marks are allocated for Internals on the basis of student performance in lab, oral examination, submission of practical records and similarly the mini project work, case study, industrial visit and field visit assessed on regular basis along with viva-voce at institutional level and the remaining 25 marks are allocated for Externals.

For final year project in seventh semester 50 internal marks are allocated. On the basis of seminar on project these marks are given to the students. For final year project in eighth semester 75 internal marks are allocated. On the basis of involvement in the project, continuous evaluation by guide, progress seminars these marks are given to the students and the remaining 75 marks are allocated for Externals.

The faculty members also conduct extra classes to clarify doubts, re-explaining of critical topics for improving performance of students. Unit wise question banks are also provided for all subjects. The question bank is moderated by faculty members of respective subject groups at department level. Appropriate counselling with additional teaching eventually helps students to attend classes regularly. Faculty members are rewarded accordingly based on students performance. However the outcome of the reforms of CIE is observed as mentioned below.

- Improved over all development of students.
- Improved results and pass percentage.
- Improved quality of projects
- Improved placements and opting for higher studies.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects. The institute follows the regulations of Rashtrasant Tukadoji Maharaj Nagpur University and the internal assessment is carried out in a systematic manner for theory, practical and project work as described above in 2.5.1. The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the Heads of the Departments. Then the College organizes orientation programs for students to make them acquainted with the rules and regulations of the affiliating university, examinations, evaluation process, and extra-curricular activities etc., Head of the departments communicate about the labs and subjects of the semester and the college folder indicating the important events including probable dates of examination, extra-curricular and other activities to be conducted in forthcoming academic session, are handed over to the students after the orientation program and college website link is also provided simultaneously. The information about the orientation program given to parents through telephonic call or via SMS.

All examinations as described in 2.5.1 are conducted as per academic calendar. Marks for all examination and experiments performed will be displayed in the department notice boards. If the students fail to appear due to some sound reason in the regular session examination, then the students are permitted to appear in re-session examinations for performance improvement. The slow learners are permitted to improve their marks if they have scored low, in such case the students are given an opportunity to improve their marks by appearing in an oral examination, participation and performance in assignments, group discussion, quiz session, seminars, technical events, sport, cultural and NSS activities. It is always ensured that all students are satisfied with their internal assessment. All the records and data bank of attendance in internal Examinations, Question papers, value answer sheets/copies, summary of marks sheets, are properly maintained by the teachers for academic monitoring. There is complete transparency in the internal assessment for each assessment method as described below.

A Parents' meet is organized in each semester and information about the date and time is once again given to parents either through telephonic call or via SMS. Parents are shown complete student record including attendance, marks scored in each subject, assignments submitted, extra-curricular and other activities attended by their wards. Parents can also view the answer sheets. Letters are sent to parents of students having less attendance or less marks asking for improvement.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

#### **Response:**

Examination related grievances are handled by the mentor to make it time bound, transparent and efficient. All the examinations are conducted as per academic calendar. The Institute follows open evaluation system where the examination answer copies are shown to students, the examination marks and experimental grades are displayed on notice boards and the same information is informed to the parents. If the students have any queries then they approach the mentor, the mentor tries to find the solution. The grievances of the students with reference to assessment are made clear by showing his/her performance in the answer

sheet. The answer sheet of such student is assessed by the faculty once again in the presence of the student. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members. If the matter still remains unsolved, students and mentor can always approach Head of the Department who solves the matter in consultation with higher authorities if required, the internal marks and grades are to be submitted on-line within a stipulated time frame. Thus, the process of sorting out grievance becomes time-bound and transparent.

If the students faced problems in university examination form submission, issue of admission card or any discrepancy in university result, then the students can approach to mentor and the mentor hand over same matter to the faculty-in-charge of university examination, who concern with Head of the Department & Principal and the matter is reported to Rashtrasant Tukadoji Maharaj Nagpur University through concerned clerk of the college who tries to get the solution. With reference to evaluation, if the student scores less mark than expected, he/she can apply for revaluation of his/her answer script after paying the prescribed fee. University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation. Student can apply for revaluation if he/she feels that evaluation is not correct.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

The committee consisting of Principal and academic coordinator prepares the academic calendar well in advance before the commencement of the semester. The Schedule of all examinations is given in academic calendar. The subjects teachers announce the syllabus and display question bank for sessional examinations as per the slots of the examinations are mentioned in the Academic calendar. The Display of marks is also as per the schedule given in academic calendar. The guest lectures, workshop, seminar are also organized by the respective departments as per the dates given in Academic calendar. The academic calendar also outlines the schedule of internal and external practical examination.

The faculty members of the concerned department gather the lists of courses for the coming semester. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members prepare the lesson plan before the commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the one of the senior faculty in the department and approved by the head of the department. It is then, made available to the students. Timetable incharge of each department prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is uploaded on the system and displayed in the respective department notice boards. The institute is committed to adhere to the academic calendar mostly except some tolerance in conducting the extracurricular and co-curricular activities.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

The institute at central level, while finalizing the learning outcomes considers remarks of representative of all stakeholders which includes staff and students.

#### Students Awareness:

Program Outcomes (POs), Program Specific outcomes (PSOs), Program educational Objectives (PEOs) and course outcomes (Cos) are published and disseminated through various medias such as display boards in the corridors, laboratories, HOD cabin, institute website etc. Also all the outcomes are disseminated to the stakeholders through parents meet and alumni meet.

#### Staff Awareness:

Special brain storming sessions are arranged and staff takes active participation in these sessions for further modification and to understand the concept of learning outcomes. Learning outcomes are disseminated through display board, circulars, pamphlets etc.

**Outcomes:** Vision and Mission Statements of department were defined by involving the different levels of outcomes.

- Outcomes are the abilities that students acquire at the end of the program.

- Outcomes provide the basis for an effective interaction among stakeholders

- It is the result-oriented thinking where the emphasis is given on the educational process and where we are happy to accept whatever is the result.

#### Levels of Outcomes

**Program Outcomes:** POs are the statements that describe what the students learn from engineering programs and should be able to do after completion of the program.

**Program Specific Outcomes:** PSOs are the statements that describe what the students of a specific engineering program should be able to do after completion of the program.

**Program educational Objectives:** PEOs are the statements that describe what the graduates should be able to do after few years of completion of the program.

**Course Outcomes:** COs are the statements that describe what the students should be able to do at the end of a course

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

1. Subject teacher maintains the evaluation data of Sessional I and Sessional II and pre university test, on regular basis and is used for assessing the learning outcomes.
2. Subject teacher maintains the evaluation data of assignments, subject seminars and project if any, on regular basis and is used for assessing the learning outcomes.
3. Student performance is evaluated on the basis of performance in academics, extra and co curricular activities.
4. The University results are analyzed for student performance.
5. The Course End Survey Feedback for each subject is taken from students once in a semester which helps to verify the achievement of learning outcome.
6. The institute collects the data about learning outcomes from students, employers through course end survey feedback.
7. The feedback from parents is collected during parents–teachers meeting and considered for the improvement.
8. Student’s placement data is collected by the training & placement department.
9. Data of graduates seeking higher education is collected by teachers and the training & placement department.
10. Participant’s feedback on guest lectures, trainings, workshops is collected by faculty in-charge.

**Assessment** –Assessment is one or more processes, carried out by the institution, that identify, collect, and prepare data to evaluate the achievement of programme outcomes. The program outcomes and program specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

**Evaluation** –Evaluation is one or more processes, done by the evaluation team, for interpreting the data and evidence accumulated through assessment practices. .

**Mapping** –Mapping is the process of representing, preferably in matrix form, the correlation among the parameters. It may be done for one to many, many to one, and many to many parameters.

**CO-PO-PSO Mapping Methodology**–The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course in the four year engineering degree program.

Bloom’s Taxonomy promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes. The three Domains of Learning are (1) Cognitive: Mental Skills (Knowledge), (2) Affective: growth in feelings or emotional areas (attitude or self) and (3) Psychomotor: manual or physical skills. Then, a correlation is established between COs, POs, and PSOs on the scale of 0 to 3. A mapping matrix of COs-POs -PSOs is prepared in this regard for all courses in the program. Course Outcomes and the CO-PO-PSO mapping matrix for a sample course are discussed below.

**Direct Assessments** are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment.

**Indirect Assessment** is implemented by embedding them in Student Exit Survey, Employer Survey and Alumni Survey. Few of the POs are assessed based on relevant developed rubrics.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 86.02

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

Response: 160

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

Response: 186

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response: 3.76**

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**File Description**

**Document**

List of project and grant details

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 0

3.1.2.1 Number of teachers recognised as research guides

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

**Response:** 0

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

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

Response: 558

### 3.2 Innovation Ecosystem

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

**Response:**

**Centre for Incubation and Entrepreneurship Development (CIED)** is a Non-Profit Making Centre at



Govindrao Wanjari College of Engineering & Technology, Nagpur, dedicated to promote Innovation and Entrepreneurship. It is a support system to help knowledge driven enterprises to establish and develop under organized scientific guidance. The main objective of the **CIED** is to produce successful firms that will make the program financially capable and stand alone firm. The incubator firms shall create new job openings, commercialise upgraded technologies and fortify national economy through their contribution in the respective fields. Incubator tenants not only gain from business and technical assistance, but they are also benefited from official association with the incubator.

## The Ecosystem

CIED aims to harmonize, synergize and leverage the various causes of excellence driven innovation and entrepreneurship in a flourishing ecosystem consisting of research at the cutting edge of science and technology. CIED works as a highly successful centre for facilitating industrial interactions and incubation in sectors such as rural technologies, industrial solutions and social impact.

CIED supports members of the institute including staffs, students, alumni and R&D partners, in creating successful business ventures that can translate benefits from technology and knowledge innovations to the society at large.

## Vision

*“To be a centre of excellence that fosters synergy between the academia and the industry that fuels entrepreneurial spirit and inculcates research bent of mind among students to help them to be a self-reliant and contribute to the nation building.”*

## Mission

- *To motivate, build and promote out of the box thinking to develop innovative ideas.*
- *To build an environment that will facilitate the creation of social enterprise knowledge through research and empower students to apply their entrepreneurship abilities for the development of the society.*
- *To embed solutions for greater social impact through academia.*

## How do we achieve this?

- **Education:** Academic programs on social innovation and entrepreneurship for students as well as nearby villages.
- **Research:** CIED provides an enabling environment for both students and faculties interested in social enterprise, research within the campus.
- **Catalyzing Innovation:** Encouraging young innovators and entrepreneurs by assisting in the development of socially-beneficial products and ideas.
- **Collaboration:** Creating an ecosystem that extends to other technical institutions.

## Objectives

- *The main objective of the **CIED** is to produce successful firms that will make the program financially viable and free-standing.*
- *To motivate incubators “graduates” to create job, commercialize new technologies and strengthen*

*national economies.*

- *To benefit from official affiliation with incubator, a supportive community with an entrepreneurial environment.*

### Beneficiaries

The major beneficiaries include following stakeholders.

- STUDENTS
- ALUMNI
- FACULTIES
- SOCIETY AT LARGE
- NEARBY VILLAGERS

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 5**

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

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

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

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

**Response: Yes**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

### 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
29	08	17	18	06

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
07	08	04	09	13

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Extension Activities

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

**Response:**

The institute has a strong and efficient NSS cell which involves students and faculties of all the departments in various activities and the impact and sensitization of students to the social issues and holistic development is as explained below-

- Institute involves the faculties and students in community work. This helps the students to learn ethical values and understand their responsibilities to develop as good citizens in the society.
- Social activities like Blood donation, Health Camps, Cloth Distribution to the orphanage, Books & stationary distribution to needy students in nearby schools, tree plantation in and around Nagpur city and RTO camps are organized.
- Faculty members and students visit the orphanage in the vicinity of the institute, provide support and interact with them. The motivational programs are also conducted by the institute for the orphanage. The institute also extends supports for providing proper counselling.
- Faculties and students actively participate in awareness camp such as Filaria, Malaria etc in campus and around Nagpur city. The preventive measures are also suggested by the institute to the nearby rural communities about the viral diseases.
- The NSS unit has also taken initiatives in eradication of plastic movement and also making and distributing paper bags during Ganesh Utsav.
- NSS unit regularly publish the articles in the newspaper which helps to literate the common citizen for holistic development.

- Institute has an active NSS cell through which different social activities are planned for each academic year.
- The NSS unit organises Special NSS camp at adopted village located nearby the college for seven days every year. During this camp various expert lectures on social issues are organised. Our students are encouraged to participate in cleanliness, Shram Dan, Health Camp, Awareness to farmers regarding not to commit suicide.
- The NSS unit also organises World Blind day rally (White Cane day) every year from Samvidhan square, Nagpur to Zero Mile, Nagpur

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 5**

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	01	01	00

<b>File Description</b>	<b>Document</b>
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

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

**Response: 43**

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	08	06	07	10

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

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

**Response: 0**

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

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

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

## 3.5 Collaboration

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

**Response: 159**

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

2017-18	2016-17	2015-16	2014-15	2013-14
38	34	31	28	28

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

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

**Response: 15**

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	05	02	03

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institute is well known for its infrastructure and academics. At the start of session members from the body of management do the assessment for the upgradation of the existing infrastructure, computing equipment etc. The institute provides well ventilated and well furnished class rooms and laboratories to the stakeholders. The institute has developed the laboratories as per the curriculum requirement and beyond. Institute provides various amenities like canteen, transport, indoor and outdoor sport facilities etc. These initiative maps the academic activities with teaching learning processes.

**Academic Facilities:**

Sr.No.	Particulars	Description	Total Number	Area (Sq.mtr)
1	Class Rooms	Ventilated and Cleaned class room with more than capacity of 60	23	1666.654
2	Tutorial rooms	Well equipped green board room	7	249
3	Laboratories	As per the requirement of Appratus	54	4008.97
4	Workshop	Well equipped for conduction of Workshop activities	4	1041
5	Seminar Hall	Well equipped with projectors	02	273
6	Computer Center	Having required desktop and softwares	01	200
7	Drawing Hall	Equipped with drawing table	1	144
8	Library	Equipped with all departmental books, journal, magazines etc	01	465
9	Smart class rooms	Equipped with ICT facility	07	517



**Computing Equipments:**

Sr.No	Particulars	Quantity
1	Computers (Total)	360
2	Laptops	04
3	Printer	32
4	Scanner	06
5	Projectors	05
6	Servers	01
7	Firewall	01
10	CD Writers	05
11	CCTV	18

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities****Response:****Sport & Cultural Activities Details :**

- College has playground with sports facilities like volleyball, Cricket, mix cricket, tug of war, athletics ,badminton .
- College has indoor games such as carom, chess etc.

- College has a Gymnasium at college campus with facilities such as free weight exercises and also Green Gym.
- Every year students from different department used to participate in sports tournament organized by RTM Nagpur University.
- Every year college conducts cultural technical Event “Technostorm- A National Level Event ” where various competitions are carried out such as technical Paper Presentation , Poster Competition, Science Exhibition, Robo race etc. Students from various regions are participated in the competitions and won the attractive prizes.
- Under the banner of Ganesh Utsav college organizes various sports activities.
- Every year college conducts cultural activities through Annual Social Gathering event UTSAV wherein various cultural activities like dance, singing competition, student fashion show, debate competitions, antakshari, fish pond etc. are organized followed by dinner to students and faculties.
- Yoga is practiced regularly in college campus.

**Details of facilities for sports, games and cultural activities which include specification about area/size, year of Establishment and user rate is given below-**

Sr.No.	Particular	Area	Year of establishment	User rate
<b>Games(indoor)</b>				
1	Chess	-	2008	10 to 20 per day
2	Carom	-	2008	25 to 30 per day
<b>Games(outdoor)</b>				
1	Volley ball	9*18 m	2008	15 to 20 per day
2	Cricket	137meterdiam eter	2019	20 to 40 per day
3	Athletics	-	2008	5 to 10 per day
4	Tug of war	-	2008	30 to 40 per day
5	Mix cricket	-	2008	20 to 25 per day
6	Badminton	6.1*13.4 meter	2008	25 to 35 per day
7	Kho-Kho	27m x 16m inclusive of 1.5m x 16m of free zone behind both poles	2008	25 to 30 per day

NAAC

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc****Response:** 20

## 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 05

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 23.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
28.05	10.79	19.00	31.27	30.46

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

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

- Library uses Sack Info Softlib Software having nature of automation as fully from Year 2010 that supports all in-house operations of the Library. These functions usually include circulation, acquisitions and cataloguing etc.
- **OPAC:** Online Public Access Catalogue (OPAC) consists of Acquisition, Cataloging, Circulation,

Serials control and Web OPAC facility which allows students and faculty to browse a book by author, title, publisher or any keyword.

- Barcode based circulation of books is implemented
- Library is having collections of e- journals and e- books.
- GW CET Central Library has a provision of access to e-journals, NPTEL video lectures, DELNET, Project Report for UG,PG programmes. For this purpose separate arrangement in Digital Library is made where students & staff can access, download ,print the open access journals & research papers, also they can listen to the video lectures with the help of audio-visual aids
- Services of Library are planned in such a way that its functioning is always user friendly with more focus on student's convenience and their activities

**The details of ILMS are –**

Sr.No.	Name of Software	ILMS	Nature of Automation	Version	Year of Automation
1	Sack info Software	Softlib	Fully	2.5	2013-2014
2	Sack info Software	Softlib	Fully	2.5	2014-2015
3	Sack info Software	Softlib	Fully	2.5	2015-2016
4	Sack info Software	Softlib	Fully	2.5	2016-2017
5	Sack info Software	Softlib	Fully	2.5	2017-2018

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**library enrichment****Response:****Description of library enrichment which includes collection of Rare Books / Manuscripts & Special Reports**

A.Y.	Name of Books /manuscripts	Name of Publisher	Name of the Author	Number Copies	Year Publishing
2017	Human Resource and Skill Requirement in the Education & Skill Development Services Sector (2022 )- A Report	National Skill Development Corporation (N.S.D.C.)	ICRA Management Consulting Services Limited	1	2017
2017	Human Resource and Skill Requirement in the Electronics & IT Hardware Development Sector (2022) - A Report	National Skill Development Corporation (N.S.D.C.)	ICRA Management Consulting Services Limited	1	2017
2017	The Illustrated Light on Yoga	HarperCollins India today Group	&Iyengar ,B.K.S.	1	2005
2017	EPOCHS OF INDIAN HISTORY	Longmans,Green & Co. ,London	John Adam,M.A.	1	1904
2017	Colonization ,Defense and Railways in our Indian Empire	London : JohnWeale	Hyde Clarke	1	1857
2016	Government of India Ministry of Skill Development and Entrepreneurship Annual Report	Skill India Pavilion Make in India Week, Mumbai, February	Make in India Week, Mumbai, February 2016	1	2016

	2015-2016	2016			
2016	Entrepreneurship Development Institute of India 33RD Annual Report 2015-2016		Kharat ,Kishor	1	2016
2016	Expert System Application for the Electric Power Industry	semisphere publishing corporation	Nasar ,Joshep	1	1990
2016	The Principles of Surveying	Blackie And Son Limited	Clendinning,J.	1	1960

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0.76	0.63	0.04	2.57



File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

4.2.5 Availability of remote access to e-resources of the library	
<b>Response:</b> Yes	
File Description	Document
Any additional information	<a href="#">View Document</a>

4.2.6 Percentage per day usage of library by teachers and students	
<b>Response:</b> 11.02	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 90	
File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
<p><b>Response:</b></p> <p>The institute is updating IT facilities time to time. Departments have computer labs equipped with internet facility and the entire PC has network connectivity. The institution has a dedicated internet leased-line to cater to the requirements of internet for all the students and staff. Latest anti-virus software is being used in the institution for providing a safe and secure environment for digital activities. The College is having well established IT facilities in the entire campus. Institute has computing facility with adequate number of Computers, printers and scanners. All the computers in the laboratory are connected in a single network. College ensures availability of adequate physical IT infrastructure. Whenever additional curriculum needs arise, it is ensured that required IT infrastructure is available on time. The college regularly upgrades both software and hardware facilities as per the academic requirements.</p> <p><b>The following are the strategies for deploying and updating IT infrastructure and associated facilities:</b></p> <ul style="list-style-type: none"> <li>◦ Wi-Fi facilities are upgraded as per the requirement. Wi-Fi facility is provided to each staff and student wherein, they can access for all types of e-learning resources</li> </ul>

- The computers are regularly upgraded with Anti Virus.
- All the systems are connected by LAN & Wi-Fi facilities.
- CCTV's are installed to have strict surveillance and monitoring of all the events and happenings in the college.
- Moreover, the institution is a regular organizer of Online Exams for many reputed organizations like **GCC-TBC, NSEIT, MAHAGENCO, MAHATRANSCO, ORDNANCE FACTORY** etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 2.71

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 76.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
97.90	113.66	123.50	68.50	43.81

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

**Response:**

Policy details for maintaining and utilizing physical, Academic and Support facilities are as follows.

- Supervisors & external agency are hired to look after the housekeeping of the complete institute.
- The computer hardware, software and its networking are taken care by Lab Assistant of respective department.
- Regular maintenance of equipments in all laboratories is carried out by the technical staff at the Department level while in some cases it is referred to the sales & service department of the equipments manufacturer or a service provider. Concerned laboratory in-charge refers the case to HOD. Then HOD refers to the service provider.
- Institute has employed technicians for maintenance electrical equipments, purified drinking water facilities and drainage facilities.
- Security staff is employed on contract basis to safe guard the whole premises.
- Software upgradation of each departmental laboratories is done at department Level.
- Maintenance of garden, tree plantation, landscapes maintenance, external and physical beautification of the college campus have been done by the respective in-charges .
- Annual stock verification is done in all departments and report of damage and non functional equipments are forwarded and repair is undertaken accordingly.
- Register is maintained in the library for entry, exit for the students and same for the faculty members. Cleanliness is maintained by sweeper on everyday basis .
- Housekeeping in-charge works in coordination with department for dusting, mopping and cleaning

of classrooms, laboratory, tutorial room and smart classroom on regular basis. Equipment and furniture are repaired and maintained by skilled laboratory assistants of institute and whenever and wherever required.

11. In-charge and team of electrical maintenance is responsible for maintaining and repairing of power supply, water cooler, AC, various fixtures etc. to monitor electrical equipments such as generator, UPS batteries etc. Monthly inspection and checking is carried out in severe cases of major problem. It is referred to service department (belonging to the equipment) and the service provider will check out the problem and submit the report. If there is any requirement of replacement of certain part of equipment in such case the quotations are called and purchased as per the process of centralized method of purchasing .

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 86.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
652	594	533	700	598

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

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

**Response:** 34.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
417	389	140	174	123

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 12.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
112	102	83	79	58

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 8.58**5.1.5.1** Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
90	76	72	33	30

**File Description****Document**

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6** The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1** Average percentage of placement of outgoing students during the last five years**Response:** 41.44**5.2.1.1** Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
58	68	44	44	80

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 2.73

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 05

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

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

**Response:** 3.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	1	1	4

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

2017-18	2016-17	2015-16	2014-15	2013-14
55	62	32	36	49



File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

File Description	Document										
<p><b>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.</b></p> <p><b>Response: 0</b></p> <p>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</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00	<a href="#">View Document</a>
2017-18	2016-17	2015-16	2014-15	2013-14							
00	00	00	00	00							
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>										
e-copies of award letters and certificates	<a href="#">View Document</a>										

<p><b>5.3.2 Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution</b></p> <p><b>Response:</b></p> <p>The Principal will notify the selection process of student's representation. Every year the R.T.M. Nagpur university conducts Election for the student council. Accordingly, Govindrao Wanjari College of Engineering &amp; Technology forms Student Council having representation of students from First Year and all the branches. The Secretary represents Govindrao Wanjari College of Engineering &amp; Technology on student council of RTMNU to solve the problems of students.</p> <p>Every Department is also having a separate student association like MECH-TRIX, ELECTRA, E-ADDICT ,CIVIL ERA, ALGORITHM .</p> <p>Every Student Association is having representative from each class. The office bearer President, Vice-</p>
--

president, Secretary, Joint secretary, Treasurer, etc. are elected from students.

Every Year College organizes Ganesh Utsav, Annual Gathering - Utsav and the Technical Event - Technostorm. For these events a separate Student committee comprises students from all departments formed to organize the event.

**Following are the roles and responsibilities of the Students association and Students council.**

**Role of the Student association and Student council.**

1. To represent officially all the students in the College.
2. To solve identified problems encountered by students in the College.
3. To communicate its opinion to the college administration on any subject concerned to the students and on which the council wishes to consulted.
4. To promote and encourage the involvement of students in organizing Curricular , Co-curricular, Extra Curricular and Extension activities.

**Responsibilities of Student association and Student council.**

1. To promote student's interests among the college administration, staff and parents.
2. To inform students about any subject of concerns.
3. To consult on any issue of importance.
4. To organize financial campaigns for college and charitable activities.
5. To organize recreational and educational activities for students.
6. To participate in developing the college educational projects and to promote among the students.
7. To organize an activity to recognize the efforts of students involved in various college activities.
8. To propose activities to the college administration that would help to improve the quality of life in the college.
9. To maintain good relations, out of mutual respect, with the College staff and parents.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year****Response:** 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	07	13	11	12

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

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

- The College has registered Alumni Association with Registration No. Nagpur/0000121/2018.
- While rejuvenating the memories of the college, a network of old students was achieved.
- It is the backbone of the institution. The institution has its rich glorified history in the student's success.
- Association regularly meets and interacts with the management. It is the flag bearer of the developments in the institution.
- The alumni also help the institution by influencing industries and other agencies in getting placements fests for the institution. The alumni has expanded and strengthened it with new enrolments.
- The alumni appear for various activities and their suggestions are taken into account. Alumni day is celebrated to recognize achievements in their respective fields. The successful alumni are invited as guests of honor for awards.
- The Institution has a social networking page and a separate link in the website where the Alumni can register and connect to share their ideas.

**Alumni Benefits for Students:**

- Career Advising
- Industry Institute Interaction
- Placement assistance

- Project Assistance for final year students
- Arranging seminar for BE students

### Alumni Objectives:

- 1.To bring together students of GWCET youth in every area to act as their representative and coordinate and promote their interest in all aspects.
- 2.To utilize the experience, ability, wisdom, and zeal of past students of the GWCET for the benefit of the weaker section of the society.
3. To take up public interest matters relating to the past students of GWCET in this area with State and Central Government and Semi Government or private organizations or public co-operations.
- 4.To promote and provide for education, educational scholarships and medical relief useful to poor and the needy students of GWCET.
- 5.To promote sports education, culture & knowledge by arranging seminars of past students of GWCET.
- 6.To attain international standard and to make career oriented by sheer professionalism.
- 7.To develop various activities for healthy environment and to avoid pollution by developing the habit of tree plantation in selected areas.
- 8.To bring about better living condition, mutual co-operation amongst the past students of GWCET by implementing recreational facilities. To develop the library and other necessary activities for past students of GWCET.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

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

**Response:** 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**The Vision of the Institute:**

To emerge as a center of excellence creating research, innovation and entrepreneurial attitude among the technocrats who in turn shall contribute to the development of society and mankind.

**The Mission of the Institute:**

- To develop a culture of excellence in teaching and learning with accountability from all supporting activities.
- To promote new ideas leading to emergence of creators, innovators, leaders, and entrepreneurs.
- To achieve excellence in application based research in technology to contribute to the development of the community.
- To imbibe the ethical values among the students to make them responsible citizens.

Mission statements of the Institute are defined to meet requirement of society, students, industry and to add values among the students. The Institute has been set up with a mission to impart such knowledge as may be necessary for the holistic development of students thereby making them capable of being better employable and at par with the highly competitive career market.

- The policy statements and action plans for fulfillment of the stated mission.
- To achieve the mission, the authority chooses staff with an aptitude towards understanding quality issues and allocates them as members of various committees for designing and implementing the quality policy.
- The authority analyzes feedback by taking guidance and opinion from experts and stakeholders whenever and wherever necessary.
- The authority holds sufficient discussions and allows for refinement and modification in the action plan.

Efforts which reflect distinctive features of the Institute to accomplish vision are given below:

- The Institute follows a well defined and planned Teaching-Learning process and is implementing add-on and enhancement courses and promotes innovation to provide quality technical education.
- The Institute conducts various workshops and activities to inculcate skills like communication, group discussion and self-confidence among the students. The students are also encouraged for developing their aptitude skill. These skills help the students in placements and to succeed in their career.
- The Institute takes the following steps for developing professional competency among the students:

- Ethics and moral value additions through forum activities and community service programs
- Arranging workshops and guest lecturers from Industry persons.
- Internship programs, Industrial visits for students.
- Industry based Projects.
- Organizing technical skill development workshops.
- Organizing engineering events such as Engineers day, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The college believes in decentralization of administration and transparency of governance. Freedom is given to all Heads of the department in planning, organizing and implementing various activities in the department in an effective way. The HODs in turn delegate the authority and support the faculty in taking up various departmental activities. The Management representative aim at creating not just a few leaders but a leadership ladder i.e. leadership at various levels.

To develop leadership skills, the institute encourages the staff to attend training programs. The Management representative also adopts a practical way of giving responsibilities to enhance the leadership capabilities.

#### PARTICIPATIVE MANAGEMENT

The Institute has always promoted participative management as it believes that it would result in creating an ambience favorable for the overall growth of the institute. The Director actively participates in the working of the institution. He is always open for discussion with the teaching and the non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of the effectiveness and the efficiency of the institution. There are various committees constituted to manage different institutional activities.

#### Case Study:

#### Organization of Annual Social Gathering “UTSAV”

**Process:** The case study reflects the decentralized and participative management practices in the college.

The following steps are to be taken for the success of the program.

#### Approval

At the commencement of even session, academic calendar is prepared. Date of Annual Social Gathering is mentioned in the academic calendar. Portfolio is made at the starting of the session. In the first general staff meeting of college it is decided by consensus that the Committee of UTSAV of that year would organize an Annual Social Gathering. The IQAC forwards the proposal to the College Development Committee (CDC) for final approval.

### Planning and Execution

The Incharge and committee members of Annual Social Gathering “UTSAV” prepare the tentative budget for the same event.

Prof. Y. S. Bais, Head Department of Electrical Engineering was the Incharge of the “UTSAV-19” for the session 2018-19. A committee comprising of the staff members of various departments was formed to organize the Gathering. The head in consultation with senior staff members defined the scope and thrust area of the event. Committees such as Inauguration & Valedictory, Anchoring, Prize & Certificate distribution, cultural committee, Sports, Hospitality & Guest management and Publicity committee were formed. The Incharge conducted separate meetings with each committee on regular basis to monitor the preparation for the event.

The Principal updated about the progress of “UTSAV” work from time to time. The finalization of the program was done in consultation with Principal.

### Funding

The college covered the expenses of the “UTSAV” from student at the time of admission.

### Audit and Report

The final audited statement of expenditure was submitted to the CDC for the full and final settlement of claim for organizing the event.

### Outcome

- A large number of students benefited from this event.
- The students learned and benefitted in the area of personality development, soft skills and many more.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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



**Response:**

The Institute has a perspective plan for next five years. The institution takes efforts in finding the key performance indicators for performance assessment and development. It addresses the issues from the stakeholder's perspective and takes steps to fulfill their requirements.

The Institute has following Perspective/Strategic plans:

- To promote research culture among faculties and students for the welfare of the society.
- To build up strong collaboration between industry and institutions.
- To get accreditation of the institution and all programs by NAAC and NBA.
- To establish itself as a recognized research center from affiliating university and apply further to upgrade as a center of excellence.
- To acquire permanent affiliation from affiliating university and apply for UGC 12(B) by recognition.
- To create entrepreneurs by inculcating Entrepreneurship skills in the students.

**Short term goals (2018-2022)**

- To develop a system for practicing engineering & research through training, collaborations and programs.
- To create centre of skill development and motivate the students for startups.
- To prepare the institute strategic plan for academic development.
- To strengthen network with industry and institutions and undergo collaborative projects.
- To enhance network with stakeholders- alumni, parents & academician/industry
- Experts and increase their involvement in academic excellence.
- To set up incubation center and Entrepreneurship Development Cell
- To initiate program accreditation processes for quality enhancement.

**Medium term goals (2022-2025)**

- To introduce masters and research programs.
- To establish IPR cell.
- To develop digital platform for efficient & effective learning.
- To undertake Joint-collaborative research & development projects with the industry & research centers.

**Long term goals (2025-2030)**

- To set up business activity in collaboration with industry.
- To set up research center in each domain of engineering programme.
- To collaborate with research institutes nationally & internationally.
- To establish digital platform for quality in technical education.

**“TECHNOSTORM”** is A National Level Event organized by the institute every year to provide a platform for students to innovate and put forth their new and creative ideas. This event endows a platform

for students to innovate and put forth their ideas and aims at bringing out the talent of the students. Around 400 engineering & polytechnic colleges across India are targeted (focusing on Maharashtra, Goa, Gujarat, Madhya Pradesh and Chhattisgarh). Students from other state get to participate in this event.

The management, director & principal along with the head of departments, nominate the convener for the TECHNOSTORM. Then committees are formed for the smooth conduction of event such as promotion, hospitality, inauguration, registration, committees for different competitions, prize distribution, valedictory etc.

“TECHNOSTORM” includes various contests like paper presentation competition, project competition, Robo-Race & Tech-village (Science Exhibition).

#### **Outcomes of the event:**

- The students learn the lessons of leadership, team work, working in challenging and stressful circumstances.
- The students put forth their ideas and innovations through project competition.
- The students are able to understand and assimilate research findings and write a technical paper.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

##### **Response:**

##### **Governing body**

Govindrao Wanjari College of Engineering & Technology, Nagpur is managed by Amar Seva Mandal (ASM), Nagpur, which has its governing board. Governing Body is responsible for Policy making and verifying the reports through the secretary & correspondent. The decision making procedures are made at appropriate levels in the organizational hierarchy. Statutory bodies such as IQAC Cell, T&P Cell, NSS Cell, Sports Cell etc., as per the university/government guidelines are also included in the organizational

structure of the institution. A committee comprising of faculty members and administrative staff is involved in the planning and implementation, academic audit and evaluation. There are different bodies that give academic and administrative leadership to the institution.

### **College Development Cell (CDC)**

This cell can make recommendations for the improvement and up gradation in the existing academic, administration, and infrastructure, extra and co-curricular activities.

### **Director and Principal**

The Director and Principal are involved in the implementation of the perspective plans of the College. They ensure efficient functioning of academic and administration through the departments and various committees constituted for effective execution of the respective task.

### **Functions of various bodies**

Various committees are constituted in the Institute for the smooth and efficient implementation of activities. It also gives the opportunity to the faculties to groom their personality. The committees are constituted by the Principal in consultation with HODs for one academic year or until new committees are constituted.

Following is the list of few bodies and their functions:

#### **1. Internal Quality Assurance Cell (IQAC)**

IQAC has been established in the college, which meets up regularly to assess the quality deliverance of engineering education in the institute leading to achieve the course and program outcomes.

#### **2. Examination Committee**

There is independent Examination Control room which helps and ensures smooth and orderly conduct of examinations in the institute as per guidelines issued by the affiliating University. Officer In-charge is the competent authority who looks after all the requisite of the university exam.

#### **3. College Office Section**

Office Superintendent is the head of supporting staff in the office and ensures that the administration of various sections runs properly.

### **Service rules and procedures**

The college follows the service rules as per the provision of relevant annexure of university, statute and directives, state government and statutory bodies under ministry of HRD. The faculty members get benefit of EPF. Faculty members are given Casual/Earned/Medical/Maternity/Compensatory Leaves.

### **Recruitment Policies:**

The institute follows AICTE and RTMNU norms for staff recruitment. The HoDs review requirements as per Teaching Load and submit the consolidated staff requirement to Principal. The faculty recruitment is carried out according to the norms of the University and UGC. The university/management selection committee comprising of Principal, HOD and Subject experts decides the worthiness of the faculty member by their performance in the interview.

#### Promotional Policies:

The promotions are based on merit and qualification required for the higher position. A pay rise is eminent in case of promotions but the Management reserves the right to do so.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 6.2.3 Implementation of e-governance in areas of operation

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

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

**Response:** C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

#### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

**implementation of their resolutions****Response:**

The committees/cells/bodies constituted for the specific tasks work effectively and transparently and are evident through the meetings.

**Functions of various bodies**

Various committees are formed in the College for the smooth and efficient execution of activities. It also gives the opportunity to the faculties to groom their personality. The committees are constituted by the Principal in consultation with HODs for one academic year or until new committees are constituted.

Following is the list of few bodies and their functions:

**1. Internal Quality Assurance Cell (IQAC)**

IQAC has been established in the college, which meets regularly to assess the quality deliverance of engineering education in the institute leading to achieve the course and program outcomes.

**2. Examination Committee**

There is independent Examination Control room which helps and ensures smooth and orderly conduct of examinations in the institute as per guidelines issued by the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur from time to time. OIC (Officer In-charge) is the competent authority who looks after all the requisite of the university exam.

**3. College Office Section**

Office Superintendent is the head of Non-Teaching and Non-Technical staff and ensures the administration of various sections runs properly and efficiently as per the college plans and instructions of the Management and Principal.

Various committees/bodies along with their member's details are as below:

<b>Sr. No.</b>	<b>Name of Various bodies</b>	<b>Incharge Name</b>
<b>1</b>	Grievance Redressal Committee	Dr. C. L. Khobaragade
<b>2</b>	Anti Ragging Committee	Prof. S. B. Astekar
<b>3</b>	Internal Complaints Committee (ICC)	Prof. A. S. Deshmukh
<b>4</b>	Minority Cell (MC)	Prof. P. M. Shahare
<b>5</b>	Other Backward Class Cell (OBCC)	Prof. L. A. Yelmule
<b>6</b>	Committee for SC/ST	Prof. N. H. Chahande
<b>7</b>	Women Development Cell	Prof. S. R. Alone

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Teaching learning process is the most important process in the college wherein the outcome is first if faculty knows the sense of direction and feels motivated.

#### List of welfare measures for the teaching staff

##### 1. Duty Leave for attending Seminars, Conferences and Workshops.

For encouraging the faculty towards research and development, the management permits the employees to attend national and international conferences, seminars, and workshops by sanctioning them duty leave. Further it also reimburses 50% of the registration fee and required transport allowances for attending two seminars per faculty in a year.

##### 2. Employee's Provident fund.

As Per the EPF Act, the institution provides provident funds, pension fund and deposit-linked insurance fund for employees. The institution has the mandatory provision of EPF and contributes the eligible amount to the respective EPF account.

##### 3. Maternity Leave.

College renders a maternity leave to eligible lady staff as per the rules of the government.

##### 4. Medical Health Care Centre Facility.

##### 5. Eco-Friendly campus.

The institution has eco-friendly environment with least air pollution. The green trees provide fresh air to breathe in.

##### 6. Pure Drinking R.O. Water.

R.O. plants are installed at all the coolers available in the college for providing pure and safe drinking water to the staff and students. There are two ROs in the institution which are covered with an AMC for regular maintenance.

##### 7. Winter & Summer Vacation.

The winter & summer vacation are provided to the staff as per university norms.

### 8. Loan facility.

Loan facility is available for institute staff through Govind Urban Cooperative Society, Nagpur which is run by Amar Sewa Mandal.

### 9. Transport facility for teaching staff.

The bus facility is available for teaching staff

### 10. Xerox Facility for staff.

### 11. Wi-Fi Campus for Faculty

### 12. Early going and late coming facility to the staff.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 7.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	06	03	08

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 0**

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

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

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

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

**Response: 1.94**

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	00	02	02

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The Institute strictly follows all the basic recruitment and promotional policies as mentioned by AICTE,



Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur as well as Government of Maharashtra.

Each faculty member completes the self-appraisal procedure every year in the format prescribed by Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.

Self-appraisal is done on the basis of the following points:

### **1) Performance appraisal of teaching staff**

In the appraisal format, performance appraisal of Professor / Associate Professor & Assistant Professor is evaluated on following points Session wise:

1. Engaging Theory Lectures
2. Engaging Practical
3. Attendance in Theory Lectures
4. Attendance in Practical
5. Result Analysis of Theory Subjects
6. Marks obtained by students in Theory Subjects
7. Comparison with last 3 years-Average Results
8. Students Feedback of respective session
9. Professional Endeavour
10. Functional Performance

The correct information is filled by the faculty. HoDs submit the self appraisal of each faculty member with remarks to the principal. The HoD also submits annual report of each faculty of respective department to the principal. The Principal takes review in presence of reviewing officer and then it is finally submitted to the Director.

### **2) Performance appraisal of Non-Teaching Staff**

HoD submits annual report of each Non- Teaching staff of respective department to the principal. If there is any adverse remark then it is reported to the concerned Non- Teaching staff member.

The management reviews the performance appraisal for suitable suggestions and remedial actions like regularizing the staff after probation period, deciding the regular increments and deciding promotions are taken.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

**The mechanism for internal and external audit is given below.**

Internal & External Audit

- The internal audit of accounts is carried out. The internal auditor checks fee receipts and payment vouchers & necessary supporting documents.
- The External audit is conducted at the end of financial year. The audit is carried out by the chartered accountant.
- The institute's major sources of receipts/funding are the students' tuition fees and funding made by Amar Seva Mandal. Audited income & expenditure statements of the previous five years are available.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 0**

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

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

#### Response:

At the time of starting of the financial year, the Principal and Heads of Departments prepare the college budget. College budget includes recurring & non-recurring expenses such as salary, maintenance cost, electricity, internet charges, equipment and facilities, stationery and other consumables etc. It includes planned expenses such as purchase of lab equipment, furniture and other development expenses.

Mobilization of fund is done through tuition fee and conduction of various off-line & online examination of competitive nature.

The maximum utilization of fund is as given below:

- Salary & welfare measures.
- For mandatory deposits, annual fee of statutory bodies/university, etc
- Reinvasion and maintenance of academic infrastructure.
- Purchasing new equipments & software.
- Maintenance of old equipments.
- Conduction of Curricular, Co-curricular, Extra-curricular and extension activities.

Like Annual Social Gathering (UTSAV), TECHNOSTORM, VSP etc

- Research and development.

File Description	Document
Any additional information	<a href="#">View Document</a>
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

#### Response:

The institution has formed an Internal Quality Assurance Cell (IQAC). The cell is coordinated by a team of faculty representatives from all the departments. The formation is institutionalized through formal office order of the Institute. The Internal Quality Assurance Cell (IQAC) of the institute has been trying to

develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

IQAC has contributed significantly in the following activities of the Teaching Learning:

- Curriculum and syllabus
- Feedback system
- **Felicitation of students**
- Accreditation
- Internal & External promotion
- Reports for UGC / AICTE Expert Committee Visit
- Preparation of report for EoA.
- Strengthen the teaching learning process.
- **Academic audit of Department.**

Examples of best practices institutionalized as a result of IQAC initiatives as follows.

### **Best Practice – 1**

#### **1) Felicitation of students:**

“Success does not lie in the results but in the efforts. Being best is not important but doing best is all that matters.”

Every year on 26th January and 15th August Institute organized the Felicitation Ceremony for toppers of odd and even semester. After Flag hosting, Students who secure university ranks in RTMNU examination are felicitated and rewarded cash prizes every year. Also, class toppers from different sections and branches are felicitated with certificate by the Chief Guest, Secretary, Director, Principal of college. The class teachers share their thoughts about the students and wish them luck for their future. The ceremony ends with the vote of thanks.

#### **Objective**

- To encourage and motivate the topper students to show the commitment of their goals and dreams.
- To have a healthy amount of self-discipline and will power along with hard-work .
- The felicitated students share their traits which help other students to develop over the course of years and help to attain goals.

#### **2) Academic audit of Department**

IQAC has its objective on the conduction of academic review at department level as well as at institute level at least once in a semester. With IQAC initiative, the academic audit is conducted by all the departments at inter- department level and then at the institute level.

#### **Objective**

- To update the subject file, lab file and other activity as per academic plan.
- To assess the learning level of students and student centric method.
- To assess whether the institution adheres to the academic calendar for conduct of continuous internal evaluation.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

IQAC takes continuous review of teaching learning process in the Institute. The committee consisting of Principal and academic coordinator prepares the academic calendar well in advance before the commencement of the semester. The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule.

#### Review of Teaching-Learning Process and its Outcomes

- Each and every teacher prepares subject file before the commencement of semester.
- Review committees verify the content and completion of subject file and report it to respective HOD.
- In case of any suggestions, it is communicated to the respective teacher and its fulfillment is ensured by HOD.
- Monthly attendance are taken and displayed to the students for improvement.
- Regular review of completion of syllabus is taken and accordingly remedial actions are suggested.
- Teacher feedback is taken time to time by HOD to ensure the quality of teaching.
- Learning levels of the students are assessed based on their performance in sessional, internal examinations and university examination.
- Result analysis of all the semester is done. Action plan for improvement of result in case if the result of subject is poor is submitted to IQAC.

#### Methodologies:

- IQAC regularly conducts the meetings with Head of departments & Academic coordinator.
- Academic audit is a regular taken in the institute for continuous monitoring of the teaching learning process.
- Schedule of each academic activity is mentioned in the academic calendar. Academic Calendar covers the schedules such as classes to begin, Sessional examination-I, Sessional exam II, PUT examination to be conducted, guest lectures and industry visit slots, etc.

**Best Practice - 1****1) Feedback System:****Collection of Feedback from Parent, Student, Teacher, Alumni, and Employers:**

Collecting feedback is very important. One of the most efficient ways to achieve continuous improvement is feedback mechanism. The feedback from students, faculties, alumni, and other stakeholders gives necessary insights into areas of improvement. The Institute follows a continuous review system of the curriculum. The College consists of an IQAC as a Quality sustenance and Quality enhancement measure. The IQAC collects the feedback on curriculum aspects and courses from different stakeholders such as the current students, alumni, Faculty members and Employers. College establishes a committee in order to ensure and analyze the academic excellence at student and faculty levels. Periodical analysis is made by committee for various issues like student performance, faculty performance in every semester, utilization of infrastructure and requirements for quality improvement. Institute collects the feedback physically from stakeholders viz. Students, Parents and Teachers on Curriculum which is prescribed by the university. The college conducts annual Alumni Meet, in which suggestions and feedback are received from Alumni students. Whenever any alumni visit the college, feedback is taken.

The data is analyzed and their suggestions are considered and placed before the Principal and Committee for discussion. After collecting and assessing the feedback from the various stake holders on curriculum aspects, the valuable suggestions if any, are put forth to the university curriculum committee to make the possible changes in the course structure for the next curriculum regulation.

**Objectives:**

- Feedback to be taken, analyzed and result of the feedback to be conveyed to the staff for want of improvement.
- Outcome based Teaching –learning process.

**Best Practice – 2****2) Teaching Learning Process:**

The faculty members of the concerned department gather the lists of courses for the coming semester. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. The faculty members prepare the lesson plan before the commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the one of the senior faculty in the department and approved by the head of the department. It is then, made available to the students. Timetable incharge of each department prepares the time table as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is uploaded on the system and displayed in the respective department notice boards. The institute is committed to adhere to the academic calendar mostly except some tolerance in conducting the extracurricular and co curricular activities.

We believe in the adoption of students centric methods to enhance the students involvement as a part of experiential learning, participative learning and problem solving methodology through the following.

1. Regular Teaching Techniques
2. Experiential learning
3. Participative learning
4. Problem Solving Methods
5. Seminars, Workshops and Guest Lectures
6. Digital Library and Project Cell
7. Aptitude Test
8. Project Work and Case Studies
9. Industrial and Field visits

As per the suggestions of the IQAC, different teaching learning activities like group discussions, technical quiz, student seminars, surprise test, etc. are conducted by the course teachers for the students.

IQAC at GWCET has developed and applied quality parameters for various academic and administrative activities of the institution. It has facilitated the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process. IQAC has arranged for feedback response from students and parents on quality-related institutional processes. It maintains documentation of the various activities leading to quality improvement. It has thus helps in developing a quality Culture in the institution.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 12.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	12	02	10	24

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

#### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

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

**Response:**

Some of the improvements made during the preceding five years are listed below:

##### 1. Academics/Teaching Learning



- Institute assesses the learning levels of students and adopted new strategies for slow and advance learners.
- Institute assesses the feedback and outcome based learning.
- Utilization of NPTEL videos, e-sources and model base learning.
- Departments conduct regular industrial and field visit of students.
- The departmental digital library and project cell presented with live projects, project research work, e-journals, e-books, internal journals and publication.

## 2. Research and development

- Institute has developed the Incubation cell.
- Faculty's research paper publication has been improved.
- The number of MoU's has been increased to develop the academic excellence and research activity in the institute.

## 3. Recognition for the institute

- Institute is ISO 9001-2008 certified.
- Institute is ISO 9001:2016 certified.

## 4. Infrastructure and Learning Resources

- NSS cell has become active and organized social programs like Blood Donation camp, Health checkup camp, road safety, etc.
- Availability of e-sources for academics has increased due to sharing of e-books with the students from digital library, OPAC, DELNET, etc.
- Advanced software tools are made available for students like MATLAB, Language Lab.

File Description	Document
Any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	00	01	01

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

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

**Response:**

##### Safety and Security

- GWCET has made a strong commitment towards gender equality in the workplace. GWCET has led a comprehensive, cross-cutting institutional policy concerning to the entire community: students, faculty and staff members.
- College shows fairness of treatment for women and men, according to their respective needs. Duties and responsibilities are assigned to male and female staff members without any bias.
- At the start of the academic year, recommendations are sent to all faculties to ensure equality in the classroom.
- The Anti-Ragging Committee is formed to ensure the compliance of the provision of anti-ragging regulation as per AICTE notification.
- “TEJASWINI”, a women cell is constituted in the institute to promote safety and security of girl students and ladies staff in the campus. Women’s cell is constituted to offer and maintain dignified,

rewarding working environment for women employees including teaching, non-teaching, workers and students, where they can work, study and explore their potential to the fullest.

- The functions of cell are to purely safeguard the rights of female students and staff. The cell tries to incorporate hygiene habits and fortify a healthy atmosphere in the college.
- It allows students to explore their instinctive talents and utilize them to the maximum for the betterment of the society.
- The cell is also responsible for looking into any complaints filed by students and staff about women grievances at the college. The cell also organises different programs for incorporating hygiene habits and ensure a healthy atmosphere in and around the college, to ensure personality along with academic development of the students. The cell also gives trace to celebrate the social events to inculcate the moral values.
- CCTV Surveillance in sensitive areas is implemented to ensure safe and secured environment.
- Also main motto of women cell is to create awareness amongst students about the problems faced by women due to gender issues and to create an environment of gender justice where males and females work together with a sense of personal security and dignity.
- The college campus has a robust security and safety system with multiple checks at entry points for all persons and vehicles. The students wear ID cards at all times and outsiders are checked by security staff.
- The institute has made wearing helmet obligatory to all the students and employees while riding two wheelers and using seat belts while driving four wheelers. They are not allowed to park the vehicle inside campus on that basis.
- The students are motivated to participate in the awareness campaign organized by NSS regarding road safety.
- For Social programs which are held outside the campus of the institute, the institute provides pick up and drop facility to girls and boys students.

## 2. Counseling

- Under the “MENTOR-MENTEE” scheme, 10-15 students are assigned to each faculty member. Counseling of these mentees is done through the scheme regularly.
- Special counseling cell is formed to take care of every student by providing necessary guidance and assistance time to time. A Counseling Cell is established to support our students and faculties for their comprehensive psychological well being. A counseling cell at GW CET is a facilitator that helps the students to overcome career and social behavioral barriers. In the changing scenario, counseling cell plays a vital role to overcome the hurdles in an overall development of a student. The counseling cell also works in coordination with the training and placement department in order to provide career guidance. For the smooth functioning of the counseling cell the institute has a faculty guardian from each department.
- The girl students counseling is done through ‘Tejaswini’ women cell members.

## 3. Common Room

- The girls common room and boys common room are provided in the institute to facilitate the students for the general purpose and in case of emergency. The common rooms are spacious and

well ventilated. In girls common room physical health and hygiene is maintained. Also privacy for girl student is ensured.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0

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

Response: 000

7.1.3.2 Total annual power requirement (in KWH)

Response: 472320

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 2.39

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

Response: 1667.52

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 69716

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

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

**Response:****Solid waste management:**

- Separate dust-bins are provided for collecting dry and wet garbage. The cleaning services in the campus are outsourced. The garbage is collected by housekeeping personnel everyday and it is properly disposed off into the dustbins.
- The waste is segregated at the source itself by providing separate dustbins for Bio-degradable and plastic waste.
- Vermi compost is produced from biodegradable solid waste which is used as manure for plants in the campus. The total solid waste collected in the campus is 25 Kg/day. Waste generation from tree droppings, lawn management and kitchen waste is a major solid waste generated in the campus. However, it also includes papers and bottles, which is segregated at source by providing separate dustbins for Bio-degradable and plastic waste. Each disposal point is provided with separate dustbins for collection of dry waste and wet waste. The capacity of dustbin is 20 kg. Vermi composting of solid waste is the best and most suitable method for solid waste disposal. Reducing waste at the source is an effective way to implement the main priorities of a waste management system in terms of its economy and its impact on the environment.
- Waste like plastics, papers etc. are collected and sold out to scrap vendor time to time.

**Liquid waste management:**

- The sewage disposal system for entire college building is properly erected and maintained as per architecture design. And it is certified by external consultancy 'Jyoti Associates'.
- All waste water lines from toilets; bathrooms etc. are connected together and it is drained out in the soak pit.

**E-waste management:**

The non-working computer spare parts, electronic scrap components and other non-working equipments are used for practical purpose in order to explain the students the parts of the product which they study in their theory lectures and in the worst condition they are safely disposed off outside .Separate hardware laboratory is formed for the study purpose of all E-waste.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The area in which Nagpur is situated suffers from drought conditions frequently. As this region comes under shadow zone, it faces the problems of low rainfall. It receives average rainfall of 700mm only. The frequent conditions of scarcity of water compels for best management of available water. As a result, Rain Water Harvesting unit is established in the college.

Rain water harvesting (RWH) is a technique of collection and storage of rainwater into natural reservoirs or tanks, or the infiltration of surface water into subsurface aquifers (before it is lost as surface runoff). One method of rainwater harvesting is rooftop harvesting.

In campus, roof water harvesting is carried out. Roof water is collected in horizontal pipes & all the pipes are connected to a large pipe (10 inch) that carries water on ground surface so that it reaches towards chambers. The water collected in these chambers is directly percolated in subsurface of rocks. In this way, groundwater potential & water table of the area is increased. On the days of high rainfall up to 80 to 90 mm per day water is harvested in the Chamber. Also our college premises are having soil surface of about 85% of total area, (non cementised) which also helps to improve the groundwater potential & water table of this area.

Also in our college we are using RO water purifier of 1000 liter capacity. Per day about 1000 liter water is purified and about 2000 liter waste water is generated. This waste water of RO is utilized again for the gardening purpose and for toilet bathroom.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.7 Green Practices

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

#### Response:

Majority of college staff and students come by college bus as well as by car-sharing. Students and non teaching staff residing near the college use bicycles or walk to the college.

Motivational slogans are displayed in campus in favor of green campus and no-plastic zone. Under the banner of NSS the college conducts a plastic free campaign. Paper bags are made by the students and faculty members by using waste drawing sheets and these paper bags are distributed to shop keepers and people of nearby area.

ERP system favors paperless office. Faculty members use one sided papers for office work so as to optimize the use of waste paper.

The campus is located away from the main city and surrounded by green frames. The entire campus has landscaping with green grass, ornamental plants and shady trees making the campus green and beautiful. The garden is maintained through garden maintenance contract.

The college has a pollution-free ambience which has created pleasant environment. Tree plantation programs are conducted which helps in encouraging eco-friendly environment, and which also provides pure oxygen within the institute and awareness among the villagers. The illumination and ventilation in classrooms is adequate considering natural light and air velocity is present. Through NSS, students are encouraged and motivated to plant saplings in the college as well as at the selected places outside the campus. This practice helps to create eco-friendliness amongst the students.

College conducts "GO GREEN GO CLEAN" program on the occasion of remembrance of our founder president Late Shri Govindraoji Wanjari. The main objective of the program is to pursue knowledge and practices that can lead to more environmental friendly and ecologically responsible decisions and lifestyles, which can help to protect the environment and sustain its natural resources for current and future generations.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 0.65

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.25634	0.03085	0.046	3	0

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 5

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



2017-18	2016-17	2015-16	2014-15	2013-14
02	01	02	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	01	00	01

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.12

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

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

<b>Response: Yes</b>	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</b>	
<b>Response: Yes</b>	
<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response: Yes</b>	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

<b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</b>	
<b>Response: Yes</b>	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

<b>7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</b>	
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**Response: 25**

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

2017-18	2016-17	2015-16	2014-15	2013-14
07	06	04	02	06

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The great personalities are ideals of the society. To remember them on their birth and death anniversaries will give motivation to every generations in the society. Their contribution and sacrifice towards the society and nation is a real source of inspiration. To make the students aware of this the institute celebrates national festivals and birth/death anniversaries of the great Indian personalities.

- **Dr. Sarvpalli Radhakrishnan** was an Indian philosopher and statesman who served as the first Vice President of India (1952–1962) and the second President of India (1962-1967). We celebrate his Birth Anniversary as Teachers Day on 05th Sept. every year by declaring self governing for students.
- **Dr.A P J Abdul Kalam** was an aerospace scientist who served as the 11th President of India from 2002 to 2007. His Birth Anniversary is celebrated on 15th October by conducting debate competition.
- **Lokmanya Tilak** was an Indian nationalist, teacher, lawyer and an independence activist. We celebrate his Jayanti (Birth Anniversary) on 23rd July.
- **Swami Vivekanand** was an Indian Hindu monk, a chief disciple of the 19th-century Indian mystic Ramakrishna. The institute celebrates his birth anniversary on 12th Jan by conducting debate competition.
- **International Yoga day** (21 Jan.)- An international day for yoga was declared unanimously by the United Nations General Assembly (UNGA). Yoga is physical, mental and spiritual practice originated in India. The institutes celebrate this Yoga Day every year.
- **Dr. Babasaheb Ambedkar** (14 April)- was an Indian jurist, economist, politician and social reformer who inspired the Dalit Buddhist movement and campaigned against social discrimination towards the untouchables (*Dalits*), while also supporting the rights of women and labour. He was independent India's first law and justice minister, the architect of

the Constitution of India, and a founding father of the Republic of India. In India and elsewhere, he was often called Babasaheb, meaning "respected father" in Marathi and Hindi. The institute celebrates his birth anniversary.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

#### Financial Transparency:

- Before the commencement of every financial year budget from every department is called. On the basis of this budget, institute's annual budget is prepared.
- Every year the annual Audit is done by External Auditor of Amar Sewa Mandal at Sanstha level.
- Salary of the staff members is deposited in bank account of every individual. The salary sheet is also made available to the staff members.

#### Academic Transparency:

- Before the commencement of academic session Academic Quality Policy and Academic Calendar is prepared by Academic Monitoring Incharge and Heads of Department. After the approval of Principal the Academic Quality Policy and Academic Calendar are made available to every department.
- The Academic Calendar is provided to the students at the beginning of the session. All the rules and regulations of college and university regarding attendance, examination pattern and internal marks are clearly made available for the awareness of students at the start of each session.
- Monthly attendance record is displayed for the knowledge of students.
- Mark list of each examination is displayed and checked answer sheets are made available to students for doubt clearing and to keep transparency in valuation.

#### Administrative Transparency:

- The Institute is affiliated to AICTE, DTE, and State Govt. and the RTM Nagpur University. The institute follows all the norms defined by AICTE & RTM Nagpur University.
- A well defined system is developed for conscious, consistent and catalytic improvement in the

overall performance of institution.

- As per the organization tree the responsibilities and duties are well defined.

All the administrative decisions are discussed by Principal in meetings with AMC & Heads of Department to keep transparency.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practice 1:**

**1. Title of the Practice:**

**Vidarbha Student Parliament (VSP).**

**2. Objectives of the Practice:**

The VSP is an event which gives an opportunity to involve and express the positive and effective views of students from all across Vidarbha for the future progressive development of the Vidarbha. Our approach has to be, not "What does a good citizen know?" but "What does a good citizen do, and what must he know to do it?" Education cannot be imparted merely by providing students with factual information. We have to think not only in terms of developing technical competencies in students but also in terms of influencing their attitudes which are essential for inculcating social values on right lines. The VSP can impart and inculcate some real value education with a cause.

**3. The Context**

This parliament is an attempt to engage students from all corners on a common platform to build & foster collaborative thought leadership towards improving the effectiveness & participation of youth in developmental issues of Vidarbha. Students from all 11 districts of Vidarbha participate in this parliament.

**4. The Practice**

Firstly student speaker selection is carried out. Almost 24 best student speakers are selected out of 150 participants through very tough audition process. We select best 24 students from various colleges in

Vidarbha to represent each State and Taluka of Vidarbha. There are four session related to each topic, in each session total 6 students can express their views. To judge each session an eminent personality from that area is invited as a Chairman. The session starts by the topic and audio visual presentation by session in-charge. Student speaker participants express their views on the topic either in the favor or against the topic within 10 min time. After listening to all the students speakers, polling from the participated students is taken online and offline. The result of the session is declared immediately in the session. Session is concluded by the remark of honorable session chairman.

Similarly, all the four session is conducted one by one.

#### **Issues which covered during VSP 2019:**

- Changing trends in Indian Sports: Will it emerge more dynamically or remain neglected?
- Are Religious Sentiments taking Gradual Hold of Indian Democracy?
- Functioning NGO or Government System: More Shades of Gray than Black or White.
- Is Political vendetta a termite eating away Nation's Progress?

#### **Issues which covered during VSP 2018:**

- Ruling government vision-mission for overall development is a fact or fallacy?
- Loan weaver scheme is only the solution for reduces farmer's suicide?
- Is advanced technology crippling or strengthening us virtually?
- Is a GST a game changer or game spoiler?

#### **Issues which covered during VSP 2017:**

- Demonetization and Cashless Economy: Does it affect Vidarbha?
- Does the participation of youth in politics prove helpful for development of Vidarbha?
- Should reservation be Caste-Based or Income- Based?
- Does the separate Vidarbha lead the Vidarbha region towards the progress?
- Does development of MIHAN, industrial parks, entrepreneurship opportunities reduce brain drain from Vidarbha?

### **5. Evidence of Success**

The VSP can impart and inculcate some real value education with cause. Best Speaker Students from different zone of Vidarbha come together and participate by expressing their views on the burning issues of today's era. This unique initiative is to motivate socially & politically active youth of Central India.

## **Best Practice 2:**

### **1. Title of the Practice:**

#### **Scientific Temperament: A Role of an Engineer in the Society - Awareness and Practice**

### **2. Objectives of the Practice:**

One of the important missions of college is 'To achieve excellence in application based research in technology to contribute to the development of the community'. In resonance with this mission, the goals of **Scientific Temperament** are as follows:

- i) Establishing communication between the students and the society to create an awareness of the problems faced by the rural and urban people.
- ii) A National level technical event "TECHNOSTORM" is organized for the students to showcase their presentation and research skills.
- iii) Identifying and solving the problems at different levels through:
  - a) Social service
  - b) Generation of awareness amongst the populace by way of education of adults and students
  - c) Engineering skills/knowledge

### **3. The Context**

Social service has a connotation of giving away things for free. This strategy seldom empowers the beneficiary. Instead, working out and implementing an engineering solution to a social problem enables the beneficiary to stand on their own feet. In the process, the enabler as well as the enabled are empowered; the enabled because they are a part of the solution and the enabler because they have learned engineering practices in a given context. In this case, our engineering students are the enablers and hence at the end of the day they become 'competent engineers with the spirit of professionalism and responsible citizenship'.

#### 4. The Practice

Every year workshops and trainings are conducted for the youth of nearby villages so that they can get employment through this training and can earn their bread and butter. Also the issues of villagers are discussed and report is created through survey. Afterwards, students are assigned with those problems as a small project to provide solution to these problems.

Under this different activities run are listed as follows:

- Sarpanch Visit to college
- Computer literacy/ internet literacy camp
- LED bulb making workshop for villagers
- Machining on Lathe workshop
- Plumbing workshop
- Project Extension activity
- Carrier guidance program for 10th and 12th students
- Awareness rally for “Mobile is Hazardous to health
- “Grass cutting machine” a project of final year mechanical engineering student.
- “Wormy compost” a project done by civil engineering student
- A workshop for School Head Masters “Manthan Ek Mukta Sanwad” is conducted.

Also with support to this “TECHNOSTORM” A National level Technical Event is organized for the students so that they can understand the changes that are taking place in engineering & technology throughout the world. Here students from different colleges participate in this event to present their research paper and to exhibit projects.

#### 5. Evidence of Success:

By giving helping hands to villagers we really prove role of an engineer in the society: awareness and practice through scientific temperament. The tremendous potential of energetic and enthusiastic engineering students backed by inspired faculty could catalyse a transformation in the living standards of villages. Also from last three years “TECHNOSTORM” is providing great platform to students of different colleges to present their skills.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

##### Response:

##### Vision:

“To emerge as a centre of excellence creating research, innovation and entrepreneurial attitude among the technocrats who in turn shall contribute to the development of society and mankind.”

##### Mission:

- To develop a culture of excellence in teaching and learning with accountability from all support activities.
- To promote new ideas leading to emergence of creators, innovators, leaders and entrepreneurs.
- To achieve excellence in application based research in technology to contribute to the development of the community.
- To imbibe the ethical values among the students to make them responsive citizens.

##### Priority:

Our founder president Late Shri. Govindraoji Wanjari was a prominent Educationist; he had an ideology ‘Education for all’. He nurtured the dream of all round excellence in the field of education for middle class society. The institution stands apart from all other colleges by placing greater emphasis on producing professional students by providing value-based education and enabling the students to face challenges in modern life. The institute aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values.

The institution has become pioneer in providing paradigmatic excellence & quality education intertwining tradition with technology & morality with modernizations.

The institute has been catering to the needs of the middle & lower class by providing latest facilities & amenities to all. We also offer different category awards in terms of scholarship to economically backward students such as:

- “Govindrao Wanjari Shikshan Uday Scholarship Award”,
- “Rural Youth Empowerment Scholarship Award,”
- “Women Empowerment Scholarship Award”,

- “Differently Abled Scholarship Award”
- “Wanjari Association Scholarship Award”

**Thrust:**

Our educational group has been continuously exploring meaningful interlace with the world around us through the activities among the students. The institution strives to not only educate the students but also to make them to shine in their life and to pass on that light to others, by enkindling in them a love for learning, discovery and invention.

A wide variety of activities are devised and implemented to help students advance towards the objective of the institution. To identify & nurture each & every student, we organize various events like

- National Level Technical Event “TECHNOSTORM” ,
- Workshops for students & Expert Lectures,
- Annual social gathering “UTSAV”,
- Festival celebration like “GANESH UTSAV”,
- DIWALI CELEBRATION,
- Sports,
- Youth empowerment “VIDARBHA STUDENT PARLEMENT (VSP)”
- Annual college magazine “PRATIBIMB” & many more

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The institute is having the well-equipped and organized infrastructure to provide the quality education. The Institute has adequate facilities of class rooms, laboratories, workshops, seminar halls and tutorial rooms. Also institute has facilities like Smart Class Rooms, Wi-Fi enabled Laboratories and Class rooms. Each class room is equipped with state-of-the-art facilities. The laboratories and workshop have modern equipments, machineries, computer hardware and software.

The institute has acquired number of well qualified and competent teachers to handle all the courses for various departments. The institute also offers certificate courses to the students every year to give them an opportunity to gain a competitive advantage over the other professionals working in the same field. The institute takes care of gender equality and also inculcates ethical values and social responsibilities among faculties and students by conducting various activities. Class tests and sessional examinations are conducted on a regular basis, to ensure that the students grasp the concepts being delivered in the classrooms and laboratory sessions. Extra lectures and guest lectures are conducted for the identified subjects and topics which are difficult to the students to understand. Special classes are conducted for the directly admitted BE second year students. To prepare students for their placements, special programs such as CRT, GD/PI Sessions, Mock Interviews are conducted.

Apart from the above programs, each department conducts several activities to bridge the gap in academics and industry practices. The institute has a policy to identify the slow learners and advanced learners in academics who are mentored by the departmental as well as institutional teams for shaping up their career. The institute organizes a mega event Vidarbha Student Parliament (VSP), annual national level technical event "TECHNOSTORM", the annual social gathering "UTSAV", workshops and seminars for the overall development of the students and also to inculcate leadership qualities among them. The IQAC plans proper conduction of academic and research activities throughout the year. It ensures the quality measures followed by various departments through teaching learning process. The institute is committed to provide the at par facilities to the stakeholder's satisfaction.

### **Concluding Remarks :**

The institute is located in lush green and pollution free environment. An adequate hostel facility is also provided nearby the campus. Various sports facilities are provided to the students which include indoor games like carom, badminton, chess etc. Also the institute is having outdoor sport

facilities such as cricket, volleyball, athletic track etc. along with well-equipped gymnasium and green gym.

The various administrative and academic committees/cells for maintaining the overall quality are formed for the development of students. To bring out the professional competence, faculty members participate in seminars, conferences, workshops to achieve the professional skills. Various Committees are formed every year and their meetings are held regularly for the effective functioning of the institute.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>05</td> <td>05</td> <td>05</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI has included 6/7 days workshops and all activities that were conducted under VET also as certificate/diploma program. Activities such as ROBOFEAST -203915 National Quad Copter Championship Workshop Training Program on MATLAB 3 Day Entrepreneurship Awareness Camp 5 Day workshop on JAVA Programming National Network Security Championship BY ACM IIT DELHI Training Program on AUTO-CAD are not certificate programs nor Add on courses. Similarly Basic skills in MATLAB software Training Program on AUTO-CAD 7 Day Workshop on Oracle DBA Training Program on C-Language 6 Day workshop on Computer Hardware are not eligible.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	06	05	05	05	03	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
06	05	05	05	03																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 177</p> <p>Answer after DVV Verification: 165</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p><b>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>487</td> <td>399</td> <td>428</td> <td>427</td> <td>376</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	487	399	428	427	376	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
487	399	428	427	376																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

00	00	00	00	00
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1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

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

Answer before DVV Verification : 43

Answer after DVV Verification: 0

Remark : The HEI has included 6/7 days workshops and all activities that were conducted under VET also as certificate/diploma program. Activities such as ROBOFEAST -203915 National Quad Copter Championship Workshop Training Program on MATLAB 3 Day Entrepreneurship Awareness Camp 5 Day workshop on JAVA Programming National Network Security Championship BY ACM IIT DELHI Training Program on AUTO-CAD are not certificate programs nor Add on courses. Similarly Basic skills in MATLAB software Training Program on AUTO-CAD 7 Day Workshop on Oracle DBA Training Program on C-Language 6 Day workshop on Computer Hardware are not eligible. The HEI has included BASIC SKILLS IN MATLAB, SOFTWARE (PLC SCADA), Training program ON INDUSTRIAL AUTOMATION, 7 Day workshop on "Oracle DBA" Training Program on Auto-CAD Training Program on C-Language Training Program on MATLAB under VET in 5.1.5 Hence these are not counted here.

2.1.2 Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
808	877	907	894	863

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
852	912	984	984	954

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 84

Answer after DVV Verification: 47

Remark : As per the ppts on the HEI website as per the link provided in the dialogue box.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 83

Answer after DVV Verification: 47

Remark : As per the HEI data attached with Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	0	01

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

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2017-18	2016-17	2015-16	2014-15	2013-14
50	13	24	22	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
29	08	17	18	06

3.3.5

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	09	08	15	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
07	08	04	09	13

3.4.2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
07	05	03	04	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	01	01	00

Remark : The HEI has included thanks letters (appreciation) from non-govt hospitals and blood banks. CARE HOSPITAL, NAGPUR, AYUSH BLOOD BANK & COMPONENT LAB, JIVAN JYOTI BLOOD BANK & COMPONENTS, NGP, LIFELINE BLOOD BANK, NGP, CARE HOSPITAL, NAGPUR not considered. Letters from Police and RFO's have been considered.

3.4.3

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

years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	08	06	07	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	08	06	07	10

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
662	394	292	331	492

Answer After DVV Verification :

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

Remark : The HEI was advised that it had attached the same data, claiming the same activities as 3.4.3. HEI was requested to attach reports signed by the coordinator and the principal for each of these. Attested photographs also to be attached with the response. The report must bear relevance to the Data Serial number and date of the activity. As per the SoP Activities conducted through NSS/ NCC/RC/YRC Cannot be considered here. The final analysis is as per the HEI data attached with the Metric in response,. As per the SoP, Activities common with 3.4.3 and performed through NSS/NCC and Blood Donations are not considered. The HEI input updated.

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

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



Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
08	06	01	03	04

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	05	02	03

Remark : As per the HEI data attached with the Metric in response. The HEI has consider 1/2 years data.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 15

Answer after DVV Verification: 05

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
30	40	55	50	40

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
28.05	10.79	19.00	31.27	30.46

4.2.3 Does the institution have the following:

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

	<p>Answer before DVV Verification : A. Any 4 of the above                      Answer After DVV Verification: A. Any 4 of the above</p>																				
4.2.4	<p>Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p> <p>4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1.39</td> <td>0</td> <td>5.68</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>0.76</td> <td>0.63</td> <td>0.04</td> <td>2.57</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1.39	0	5.68	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	00	0.76	0.63	0.04	2.57
2017-18	2016-17	2015-16	2014-15	2013-14																	
1.39	0	5.68	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	0.76	0.63	0.04	2.57																	
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year                      Answer before DVV Verification : 90                      Answer after DVV Verification: 90</p>																				
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>69.59</td> <td>51.54</td> <td>109.14</td> <td>63.72</td> <td>37.54</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>97.90</td> <td>113.66</td> <td>123.50</td> <td>68.50</td> <td>43.81</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	69.59	51.54	109.14	63.72	37.54	2017-18	2016-17	2015-16	2014-15	2013-14	97.90	113.66	123.50	68.50	43.81
2017-18	2016-17	2015-16	2014-15	2013-14																	
69.59	51.54	109.14	63.72	37.54																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
97.90	113.66	123.50	68.50	43.81																	
5.1.3	<p>Number of capability enhancement and development schemes –</p> <ol style="list-style-type: none"> <li>1. For competitive examinations</li> <li>2. Career counselling</li> <li>3. Soft skill development</li> <li>4. Remedial coaching</li> </ol>																				

5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: E. 3 or less of the above

Remark : The HEI was advised to provide these on the Institutional website and provide specific link to each program/scheme mentioned in the Metric. Self attested copies of circular/ brochure or report of the event/ activity reports were requested to be included. Ref to the Annual report for Pre-Examination Coaching Centres may be linked. HEI was To provide enrollment details and minutes/report of each of the guidance for competitive examinations and career counselling etc offered. The HEI was also requested to provide copy of the time table, certified by the principal, for remedial classes and bridge courses for 2016-17 and 2017-18. However as per the attached data through the link, the HEI has provided supporting documents for Remedial classes and Competitive Exam. The HEI has claimed Internship as Bridge Course which by definition it is not. The HEI website has Yoga Cell <http://www.gwcet.ac.in/Department/Deptindex.aspx?page=a&ItemID=oo&nDeptID=mq> which is considered. The HEI has not provided any supporting documents for Career Counselling not considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
113	115	121	61	30

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
90	76	72	33	30

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 29

Answer after DVV Verification: 05

Remark : The HEI had provided the numbers arbitrarily and was requested to provide details of the program and Inst where the the students had been admitted in each program (for the AY 2017-18

pass out ONLY). As per the HEI data attached with the Metric in response there are 05 students progressing to higher education from the previous graduating batch. As per the HEI attached data.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	4	1	1	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	1	1	4

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
55	62	32	36	49

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
55	62	32	36	49

Remark : Printing Press, Scientific Deptt, Air Inida and GRE in 2013-14, public Works 2014-15, Dept of Post 2015-16 and GATE and Land Survey in 2016-18 considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	4	2	2

Answer After DVV Verification :

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

00	00	00	00	00
----	----	----	----	----

Remark : The HEI was advised that Certificate of Merit, participation, awards at local level and medals in non-recognized events did not qualify. Only Uday's performance in Inter University could have been considered but the certificate was not clear and the HEI was requested to provide clear attested copy of the certificate. the certificate attached is also of representation and not eligible as award/medal for outstanding performance in sports/cultural activities at national/international level.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	09	19	21	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	07	13	11	12

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	13	07	04	13

Answer After DVV Verification :

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

12	10	06	03	08
----	----	----	----	----

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	15	1	8	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	00	02	02

Remark : The HEI has claimed large number of programs of 02 days duration. Course work for PhD is NOT professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs. As per the SoP teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years of duration more than 05 days are considered. As per certificates attached, Dr Wanjari (not claimed by the HEI in data summary) and Vinit Jais in 2013-14 are considered. Ms Nutan in 2014-15 and Mr Yogesh Bais considered in 2015-16. Sh Parate and Chandrakany Khobgade in 2016-17. Mr Khobgade is counted only 01 for the 02 claimed entries in the same year. Agarwal, Leena Yelmule, Ashwini Deshmukh and Madhavi Deshmukh counted in 2017-18.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
49	40	32	38	70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	12	02	10	24

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

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

Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	00	01	01

7.1.3 Alternate Energy initiatives such as:

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

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

Answer before DVV Verification : 207360

Answer after DVV Verification: 000

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 472320

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities

5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	10	7	7	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	02	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	2	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	01	00	01

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	8	5	5	7



Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
07	06	04	02	06

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years            Answer before DVV Verification : 351            Answer after DVV Verification : 165</p>																				
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>404</td> <td>439</td> <td>454</td> <td>447</td> <td>432</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>426</td> <td>456</td> <td>492</td> <td>492</td> <td>477</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	404	439	454	447	432	2017-18	2016-17	2015-16	2014-15	2013-14	426	456	492	492	477
2017-18	2016-17	2015-16	2014-15	2013-14																	
404	439	454	447	432																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
426	456	492	492	477																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>151</td> <td>109</td> <td>116</td> <td>168</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>183</td> <td>180</td> <td>109</td> <td>133</td> <td>157</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	160	151	109	116	168	2017-18	2016-17	2015-16	2014-15	2013-14	183	180	109	133	157
2017-18	2016-17	2015-16	2014-15	2013-14																	
160	151	109	116	168																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
183	180	109	133	157																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>115</td> <td>119</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>115</td> <td>119</td> <td>120</td> <td>120</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	84	115	119	120	120	2017-18	2016-17	2015-16	2014-15	2013-14	86	115	119	120	120
2017-18	2016-17	2015-16	2014-15	2013-14																	
84	115	119	120	120																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
86	115	119	120	120																	

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
84	116	120	120	120

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
86	116	120	120	120

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
125.95	124.45	142.51	99.78	74.27

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
125.95	124.45	142.51	99.78	74.27