



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BAJAJ INSTITUTE OF TECHNOLOGY

**BAJAJ INSTITUTE OF TECHNOLOGY, ARVI ROAD, PIPRI
442001**

www.bitwardha.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

We take pride to introduce ourselves as “Bajaj Institute of Technology (BIT)”, Wardha, a premier educational organization established in 2017 by Shiksha Mandal, Wardha, a Bajaj Educational Trust, with the following broad objectives:

- To ensure that Shiksha Mandal contributes to the technology space and remains relevant to the future.
- To develop industry ready engineers.
- To contribute to the development of Vidarbha region.

In 2017 when engineering colleges were closing down, this investment of Rs. 100 Crores in BIT represents a leap of faith and commitment.

All courses offered by BIT are approved by All India Council for Technical Education, Director of Technical Education and Affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere, Dist. Raigarh. UG Courses run by BIT are: Electrical Engineering, Mechanical Engineering, Civil Engineering and Computer Engineering. Institute has well qualified, energetic, dedicated faculty & supporting staff. State of the art Infrastructure facilities are in existence to cater the need of stake holders.

Shiksha Mandal is a century old Bajaj educational trust, based at Wardha, well known for providing values based, nationalistic, quality education at a reasonable cost. It was founded by Shri Jamnalalji Bajaj. The Nation's first education conference was held in Shiksha Mandal in 1937 and was presided over by Mahatma Gandhiji. It runs 8 colleges with over 11,000 students.

All its institutions are accredited. Its Bajaj College of Science, in 2017 was the first college under RTM Nagpur University to be accorded Autonomous College Status by the UGC. G.S. College of Commerce & Economics, Nagpur has also obtained autonomous status. Bajaj College of Science and G.S. College of Commerce, Wardha figured in the top Colleges of the country in the latest India Today ranking of colleges. Shiksha Mandal was awarded RTM Nagpur University's first “Ideal Educational Institution” award in 2015. Its centenary function in 2014 was graced by the then President of India, Shri Pranab Mukherjee. Shiksha Mandal's Immediate Past President is late Shri Rahul Bajaj, Ex-Chairman, Bajaj Auto Ltd. Its current President is Mr. Shekhar Bajaj, CMD, Bajaj Electricals Ltd. Its eminent alumni include Union Minister Shri Nitin Gadkari, Shri Harish Salve (Renowned Indian Constitutional Lawyer), Shri Ramesh Chandak (ex-MD, KEC International), Shri Jaydeep Shah (ex-President, ICAI), Smt. Nivedita Bhide (Padmashri). Shiksha Mandal is forward looking, but with deep roots. It believes that its students should imbibe sound academic knowledge, complemented with industry exposure, built on a sound character and well-rounded personality. It supports excellence and ensures access to meritorious students, irrespective of their financial status. BIT surrenders all Management /Institute level quota of admissions for the centralized admission process, so that candidates will be admitted only on marks basis, irrespective of their financial capacity.

The Institute has signed MoUs with reputed organizations including Institutes of National repute and with several industries and organizations.

With the motive to make the teaching-learning process effective and for overall development of the students

from rural background, institute implements project based and activity-oriented teaching-learning. Institute always strives for holistic development of the students through practical training, exposure at National competitions platform, Generic Skills improvement program and imparting Universal Human Values.

Vision

To be an institute of national repute in producing industry ready professionals and good human beings who will innovate and deliver their best in the profession.

Mission

- To boost the drive of learning of our students through most practical ways.
- To promote a conducive environment for development by enhancing innovativeness, creativity and productivity of students.
- To foster industry-institute interaction for latest know-how and collaborative projects.
- To do the right for future of our students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength, Policies and Culture:

- A Bajaj group initiative to provide quality engineering education.
- Visionary leadership and professional management.
- Systems and Procedures Manual for guiding various portfolios.
- Teamwork through decentralization and delegation of authority and responsibility
- MoUs with reputed organizations such as NEERI, VNIT, CIPET, and industries for students' development.
- Bajaj Group's support in imparting practical education.
- Students' preferred admissions destination in the region.
- Gender diversity: Around 40 % of the students are girls.
- Safe and secured environment for girl students.
- System based work culture.
- Committed to education as education and hence no advertisement for promotion, no Management quota in admissions.

Faculty:

- Committed, student centric team of experienced and highly qualified faculty members.
- Total 28 faculty members (@50% of the total) have Ph.D. degrees and 16 faculty members are pursuing Ph.D. research.
- Faculty & Staff members are competent, trained and continuously upgrading their skills through Research, participating in conferences, FDPs and STTPs.
- Faculty is involved in the University paper setting work, Board of Studies and evaluation of answer

papers.

Academics:

- Implementation of Outcome-based education.
- Well-equipped laboratories with latest equipment for conduction of practicals.
- Activity oriented and projects-based teaching –learning process and evaluation.
- Use of ICT enabled tools.
- Feedback mechanism

Research and Development:

- Good number of research publications by faculty, in UGC care journals.
- In-house R & D and R & D through Ph.D. work of faculty.
- Latest equipment for conducting research activities.
- Encouraging R & D policy.
- Regional Relevant Consultancy engagement of faculty involving students also for practical exposure.

Social Connect:

- Through NSS and other clubs, social awareness and community activities.
- Active involvement in technology related inputs to Jankidevi Bajaj Gram Vikas Sanstha and Jamnalal Bajaj Seva Trust for rural development projects.
- Unnat Bharat Abhiyan activities in villages.

Infrastructure:

- Designed infrastructure by Architect Christopher Benninger.
- Well-equipped classrooms and laboratories.
- Spacious library facility.
- Spacious Workshop for the projects of students.
- Well-equipped Gymnasium.
- Multipurpose hall.
- Playground and Indoor Sports Facility.
- ICT enabled classrooms and seminar/conference halls.
- Green campus initiatives.
- 100 kW Grid Connected Solar power Plant (Tender published in the Newspaper).
- Uninterrupted Electricity backup (11 KV Express Feeder).
- 62.5 KVA Generator Back-up.
- CCTV cameras all across campus.
- Ample wash rooms on each floor.
- Canteen facility.

Awards & Recognition:

- Till date 9 National Smart India Hackathon Winner Awards.
- Outcome Based Education (OBE) Ranking in 2022: B+ Grade.
- Green Institutions Ranking in 2023: A Grade.

- Times New Magazine recognition.
- Awards and Recognitions for Extension/Outreach activities.

Institutional Weakness

Institutional Weakness

- NIRF ranking is not available (As Institute became just eligible to apply).
- No Post Graduate courses are available.

Faculty, Students and Alumni:

1. Require more focus on quality research publications.
2. Need to focus on patent filing and product development.
3. Need to boost Industry-Institute Interaction and increase placements in core companies.

Academics Flexibility:

Restriction on academic flexibility, as our institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere and the curriculum of the University has to be followed.

Institutional Opportunity

Institutional Opportunities:

- To use technology to add value to villages.
- To enhance consultancy.
- To become an Autonomous Institution.
- To obtain interdisciplinary and sponsored projects.
- To obtain research grants.
- To enhance more networking with other institutes and research organizations.
- To enter in to more MoUs for enhancing the industry-institute interaction.

Institutional Challenge

Institutional Challenges:

- Stringency with respect to curriculum.
- Lack of Awareness of parents about quality technical education in the region.
- Enhancement in Industry-Institute Interaction.
- Improving the Quality of Students to have placements in Core Companies.

- Encouraging Students for Competitive Examinations and Higher Studies.
- Competition due to increased number of Engineering Institutes.
- Maintaining and increasing the inclination of students towards core engineering.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shiksha Mandal's Bajaj Institute of Technology is affiliated to Dr. Babasahb Ambedkar Technological University (DBATU), Lonere, Dist. Raigarh and follows the curriculum provided by the University. The review and revision of the curriculum is carried out once in four to five years and whenever the need for updating arises. During the revision and development, the curriculum is focused with the syllabi contents on options of employability/entrepreneurship/skill development. As per the requirements of industries, curriculum is developed in consultation with subject-experts and various stakeholders. Institute follows CBCS system in which students can opt for courses of their choice as elective subjects from the available options provided in the DBATU scheme. The institute has its well-defined planning for effective implementation of the curriculum delivery. To enhance the skill development and employability of the students, Add-on and Value-Added Programs (VAP) consisting new techniques and software related contents are conducted. The curriculum enrichment is also facilitated with the inclusion of cross cutting issues such as Gender Sensitivity, Environmental and Sustainability, Implications of the Human Values and Professional Ethics. The institute promotes effective Industry-Institute Interaction through various industry visits, contents beyond syllabus incorporating the latest trends and technologies that involve experiential learning through activities, project work, field training, and internship. Institute has feedback system to review and develop the academics of the students. Feedback is taken from various stakeholders like students, teachers, alumni, and employers. Based on the analysis of them, corrective measures are taken and implemented accordingly.

Teaching-learning and Evaluation

The enrollment of students in the Institution is based on regulations and guidelines of AICTE and Government of Maharashtra. Every year, three weeks Induction Program is conducted for newly admitted students. The teachers play a vital role in this process. The Institute has well qualified and experienced faculty to enrich the process effectively through ICT tools, in addition to pedagogical teaching. The faculty identifies slow and advanced learners to impart the knowledge. Remedial classes are also conducted for students who need more facilitation.

To analyze strengths and areas for improvement, feedback is taken from the students, which helps to take necessary measures for strengthening the teaching-learning process. Industrial applicability projects are allotted to the students' groups. Field visits and industrial visits are arranged for students to give practical exposures. Collaborative and multidisciplinary projects are undertaken by students for experimental, participative learning. Students use different methods for solving the problems in such projects.

The Institute follows the Academic Calendar for conducting effective implementation of teaching-learning and other related activities. Two Continuous Assessments (CA1 and CA2), one Mid Semester Examination are conducted. All these tests are conducted in a fair and transparent manner through support of Coordinator, Invigilators, and Squad under the guidance of HODs. The students are informed about the syllabus, well in advance, mentioned in the academic calendar at the start of the session. The continuous assessments evaluation

is conducted on various rubrics and internal marks are allotted on the basis of students' performance.

For all the courses, the course outcomes are linked with the program outcomes and further the evaluation tools are linked with the course outcomes. The quality of the evaluation is maintained by applying the recommendations by AICTE's Examination Reform Policy, mentioned in the policy document of the Institute.

The institution provides various knowledge enhancing & self-learning programs, such as e-learning, digital library, add-on and value added programs courses with certification, technical quiz, projects competition, department forum co-curricular and extra-curricular activities, participation at National level projects competitions. They also participate in University sports activities and college level cultural fests.

Research, Innovations and Extension

Institution encourages the active involvement of teachers in research. All the research activities are coordinated by the R & D Cell in-charge. Research activities are guided at the time of Academic audit conducted by VNIT eminent Professors. In the last 5 years, the Institute faculty members have been awarded 9 patents out of 11 filed and they have also published 28 quality research papers in reputed journals with Institute's affiliation.

The institute provides financial assistance to students and faculty members for attending conferences and publishing papers in the journals, for registering the patents and for attending workshops in IIT and NIT. Students are encouraged to work on research problem statements from Second Year itself. As a result of which the Institution was on number 1 position in India in terms of Number of projects (07) selected for the finals of National Smart India Hackathon in 2020, out of which 2 teams won the first prizes in their respective categories. In 2022, 20 of the student projects were selected for the finals of National Smart India Hackathon and 6 of them won the competitions in different problem statements category. With these many wins, the Institute was on number 4 position in India in terms of Wins in the competition. Recently the Institute won one more award at the SIH and at State level Aavishkar Competitions respectively. Institute was declared the "Champion Institute" for winning maximum awards in projects at DBATU level Aavishkar projects competition among 96 participating Institutes.

The Institute has MoU with 25 Organization/Industries/Institutes including VNIT Nagpur, CIPET Chandrapur and Tata Technologies Centre at GCOE, Chandrapur etc. to establish the linkages/collaborations related to academic and research activities.

For developing sensitivity towards community issues, gender issues, social inequity etc. and to inculcate values and commitment to society, our National Service Scheme (NSS) Unit promotes Extension activities such as Environment Protection, Swachha Bharat, Blood Donation Camp, Awareness programs on technology for under privileged school children, Rural development etc., in the neighboring community. Our faculty and students participate in Jankidevi Bajaj Gram Vikas Sanstha's and Jamnalal bajaj Seva Trust's Rural Development Projects which include construction of Zilha Parishad School Building, Construction of K. T. weirs, Surveying for water shed development, fabrication of K. T. weir gate mechanism etc. Under Unnat Bharat Abhiyan, students conducted village surveys and one project on 1 KV solar system has also been implemented in the adopted village. The Institute has recently developed a website and system for 300 small help groups of Wardha to sell online. This would decrease their online selling cost by 23% and is likely to increase their sales considerably.

Infrastructure and Learning Resources

Institute has state-of the art designed infrastructure and learning resources. Institute has ICT enabled classrooms, smart classrooms, and modern laboratories. For the support of students, a well-equipped computer center has been established. Other facilities include Language lab, Seminar halls, Multi-purpose Hall, Conference Hall, Board Room, Administrative block, Canteen, Girls' & Boys' Common Room, Separate Girls and Boys Hostels, Play Ground, and Gymnasium. Institute has processed the installation of a 100 kW on Grid Solar power System, for which a tender has been published in the newspaper. The institute has 24x7 uninterrupted electric supply through 62.5 KVA Express Feeder. Institute has spent an average 68.57% of its budget allocation excluding salary for infrastructure augmentation during the last five years. In addition to this, through the trust it has mobilized over Rs. 100 Crores from NGOs to fund the Institute's initial infrastructure.

The Central Library of the college holds a special place for learning and research. The library occupies a total carpet area of about 407 Sq.mt. having spacious stack-rooms and reading halls with a seating capacity of 200 students at a time. The library has been automated using 'Softlib' software. In last six years an amount of Rs. 29 lakhs has been spent on purchase of books and Rs 9,.97 lakhs is spent on journals. The average number of library visits per day by faculty members and students is 180 on working day.

Institute has a high-end IT facility including Wi-Fi connectivity throughout the Campus. The institution has adequate licensed legal system softwares and application softwares including open source softwares. An uninterrupted internet connectivity leased line with Bandwidth of 516 MBPS is available in the Campus.

There is a well-organized policy for purchase and maintenance of infrastructure. The purchases are made as per the decisions of the Purchase Committee. The committee ensures transparency and economy in respect of all the purchases. Lab equipment are being maintained by the respective departments. Adequate fire fighting facilities and ample parking space are also available. Barrier free access has been provided all over the campus. Lift facility is also available. For physically challenged persons, a separate wash room is provided in all the wash rooms areas on all the floors.

Student Support and Progression

As per the norms of the Government, College supports to all eligible Students to apply for scholarships within stipulated period of time, 'Leela Poonawala Foundation' scholarship for the needy Girls Students and 'Shiksha Mandal' Scholarship for needy deserving students is also provided by the institution. Since 2018, an average of 89.33% of students has availed scholarships from the government and from the other two sources mentioned. The training for Soft skills, Language and Communication Skills, Life skills and ICT/Computing skills is given to the students for their overall development. 50.71% of students are benefited by Competitive examinations and career related counseling by the college.

Institute has a transparent mechanism for timely Redressal of students' grievances including sexual harassment and ragging. The menace of ragging is viewed very seriously and Anti-Ragging Cell takes all necessary measures to curb the ragging within the campus. The Placement Cell is proactive and has organized several skill development programs, career guidance and campus drives to facilitate the placement of the students. The average placement for last five years (Three batches are passed out) is 66.46%. The representatives of students are the members of various administrative bodies and academic committees. The Sports & Cultural activities at both the College and Inter collegiate levels are held annually. A total of 23 sports and culture events were organized in the last five years. Alumni association, though very young, has contributed to their Alma Mater in

various ways such as interacting with present students and guiding them, sharing their professional experiences, helping the students to get internships and recommending them for employment in their companies, donating books to the library, donating Gymnasium equipment etc.

Governance, Leadership and Management

The vision and mission of the Institute are the cornerstones on which the governance of the institute takes place. It is reflected in the way decision-making takes place with the participation of teachers through various committees formed for the administration of activities of the institute.

For making the system person independent, decentralization and participative management are embedded into the overall operations of the institute. With the help of the guiding document i.e. 'Systems and Procedures Manual', authorities and responsibilities of individuals have been clearly spelt out.

The progress of the institution is well-planned with the help of the Perspective Plan. Based on which, the aspect of infrastructure development has been emphasized upon in the last five years, apart from academics, research and student centric activities.

The Institute has a forward-looking approach and it has been rigorously working on the implementation of ERP systems compatible with the requirements of accreditation of bodies like NBA and NAAC.

The Institution recognizes that its people are the essential pillars and hence provides a number of welfare measures for the teaching and non-teaching staff members, recognizing and rewarding their work and achievements. It provides financial support to its employees to attend academic development related activities like conferences, seminars, registering patents, publishing papers in reputed journals etc. In addition, numbers of training activities are carried out in technical as well as non-technical domains for both the teaching and non-teaching staff members. A number of development programs have been conducted in the last five years. The growth and career enhancement is based on the performance appraisal of teaching and non-teaching staff.

Financial transparency is ensured through statutory audits in the form of external and internal audits through certified Chartered Accountants. Budgeting through the bottom-up approach is the key to optimal utilization of the funds.

The IQAC plays the role of the central quality management watchdog and institutional academic, research and teaching-learning activities are carried out under its aegis, through the meetings of the IQAC cell.

Industry-Institute Interaction cell of the institute has paved the way for initiatives like MoUs with industries, research and academic bodies, Participation in collaborative activities with other institutions etc.

Institutional Values and Best Practices

Best Practice I: Integrated Societal Engagement Institute integrates societal engagement to cultivate civic responsibility and contribute to community welfare. Working for social upliftment by fostering rural development, community services, instilling social responsibility among faculty and students. Institute being in rural area, has understood the importance of societal engagement. In pursuit of social responsibility, institute has actively participated in rural development activities in collaboration with Jankidevi Bajaj Gram Vikas

Sanstha and Jannalal bajaj Seva Trust; Unnat Bharat Abhiyan, in various community services and disaster management during the covid-19 pandemic. It has played a pivotal role in rural infrastructure development and in community services strengthening its commitment to societal well-being. It has participated in rural development activities such as design of K. T. weirs, installation of 1 KV solar system in the adopted village under Unnat Bharat Abhiyan, suggesting technically the proper location of wells in the farms of the farmers, conducting environment protection and awareness activities, Structural audits of the public places, health and hygiene awareness camps, etc. During Covid, it collaborated with the Wardha Collector office to create the 'COVID 19 War ROOM', a solution developed to connect healthcare system; Inspected sufficiency of oxygen supply at government hospitals and Distributed masks and sanitizers to the people in nearby villages to avoid the spread of covid. Through various societal engagement activities, students have developed greater social sensitivity and understood their responsibility of giving back to society. They got to interact with the lesser-privileged, and learned patience and empathy.

Best Practice II: Development through Institution's Innovation Council (IIC) activities : For creating vibrant local innovation ecosystem, to have start-up supporting mechanism in the Institution, to establish functional ecosystem for generating ideas and their Pre- incubation and to develop better cognitive ability of students, IIC was started to systematically foster the culture of innovation and start-up ecosystem in the Institution. Its role is to engage large number of faculty and students in various innovation and entrepreneurship related activities such as ideation, problem solving, proof of concept development, design thinking, IPR, project handling and management at Pre-incubation/incubation stage. Till date through IIC activities, students have excelled in various competitions and brought laurels to the Institute by winning National Smart India Hackathon competition, Aavishkar etc. Till date Institute has bagged 9 wins in the National SIH competition in three years and has bagged prizes in Aavishkar, ARAI and IISF competitions; won Mic's Innovation contest and have received a grant of Rs. 3 lakhs for incubation of a project.

Institutional Distinctiveness: The distinctive feature of the Institute is wide exposure to students in projects competition. A well defined process of implementing the projects is practiced in the Institute, which has given the great exposure to students on National and state level platforms. Till date students have won 9 National Hackathon Winning positions, State level Aavishkar Competition Awards, ARAI championship, prizes in India International Science Festival, represented in IITs by participating in the projects competitions. This exposure on great competitive platforms is the major step contemplated by the Institute in achieving its mission of producing industry ready engineers.

One team has won National Innovation Challenge 2020, organized by MoE's Innovation Council, GoI, and received financial assistance of Rs. 3 lakhs for setting up start-up, NISP Innovation and Start-up policy for the Institute has been framed.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAJAJ INSTITUTE OF TECHNOLOGY
Address	Bajaj Institute of Technology, Arvi Road, Pipri
City	Wardha
State	Maharashtra
Pin	442001
Website	www.bitwardha.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Narendra Kanhe	07152-295473	9823382851	-	principal@bitwardha.ac.in
IQAC / CIQA coordinator	Manish Pasarkar	07152-295468	8830317199	-	iqac@bitwardha.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate - Shiksha Mandal 18.04.2009.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bajaj Institute of Technology, Arvi Road, Pipri	Rural	31.17	20100

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Ug,Civil Engineering	48	HSC	English	60	52
UG	BTech,Ug,Mechanical Engineering	48	HSC	English	60	51
UG	BTech,Ug,Computer Engineering	48	HSC	English	120	120
UG	BTech,Ug,Electrical Engineering	48	HSC	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				9				42			
Recruited	6	1	0	7	8	1	0	9	33	9	0	42
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						15
Recruited	15		0		0	15
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	18	0	0	18
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	0	0	8	1	0	11	2	0	27
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	0	0	0	22	7	0	31
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	170	0	0	0	170
	Female	113	0	0	0	113
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	21	30	17	18
	Female	13	8	9	13
	Others	0	0	0	0
ST	Male	3	3	2	2
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	108	87	70	102
	Female	58	52	35	45
	Others	0	0	0	0
General	Male	40	38	28	16
	Female	24	23	10	13
	Others	0	0	0	0
Others	Male	12	4	12	17
	Female	7	7	5	6
	Others	0	0	0	0
Total		287	252	188	233

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Curriculum integration electives included by the affiliating university will be offered. Multi-disciplinary /Inter disciplinary projects execution is already implemented. Major and Minor degree award
---	---

	<p>is already in place. Environment education, Value Based and Community Service Education are integrated in curriculum as well as in co-curricular and extra-curricular activities. For offering multi-disciplinary flexible curriculum which will enable multiple entry and exits of students, as per the directives from the affiliating university the under graduates will be awarded suitable credits so that they can exit at the end of first, second and third year. Implementation of more information technology applications, AI-ML techniques, IoT etc, students will be engaged in multi-disciplinary research activities to arrive at the solutions to society's pressing issues and challenges. The institute has already marked its niche in the National Smart India competition which has promoted multi/inter disciplinary approach in the projects.</p>
2. Academic bank of credits (ABC):	<p>Registration for Academic Bank of Credits is already implemented. The institute has conducted an awareness program for the students regarding benefits of multiple entry and exit during their four-year course of study. All the students of the institute have registered themselves for the ABC.</p>
3. Skill development:	<p>Technical and Life skills of students are being developed through various ways. VAP/Add-on courses, Project Based Learning, Internship in industries, Hands on training programs are conducted to enhance technical skills. The institute started preparing the professionals in cutting edge areas such as 3-D printing, AI, ML, IoT, Power Systems and different softwares used for all disciplines to make them industry ready. More emphasis on creativity, critical thinking, logical decision making and innovation is given. Certificate Courses such as Creo modeling, ETABs and SAFE softwares for analysis , MongoDB, Cyber Security, Cloud Computing, Machine Learning are offered which can be integrated into main stream education. Ethics and universal human values, constitutional values along with other generic skills such as communication, inclusivity, cooperation, team work and resilience are imparted to students. It is the practice of the institution to involve the students in rural technology applications and rural development activities which increase their skill development in all aspects, which is in alignment of NEP 2020.</p>

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian knowledge System will be incorporated in the scientific manner which will include rural technology awareness and implementation. Appropriate integration of mathematics, philosophy, yoga, agriculture practices etc. is planned. It is thought to provide the students extra hours with credits on presentations on Indian history, scientific contributions, indigenous literature etc as a part of augmenting their knowledge about these areas. Two faculty members have translated engineering books from English to Marathi (Regional Language). Knowledge impartation in regional language will also be thought of.
5. Focus on Outcome based education (OBE):	As envisaged by UGC, all the courses of the program are based on learning outcomes. The institute since its inception has adopted OBE and attainments are calculated based on the data. Course Outcomes (CO) which lead to the achievement of Program Outcomes (PO) and Program outcomes which lead to the attainment of the graduate attributes are more focused. The Teaching Learning process has been designed that enable students to achieve the expected graduate attributes and defined POs and COs. Learning assessment and evaluation process are well defined and framed that help assess the progress of students.
6. Distance education/online education:	Institute has developed all the facilities for conducting distance education programs. Various online platforms are implemented during COVID period, which are in place and can be utilized for imparting distance learning education/online education. ICT tools have been procured in the institute for such implementation.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Institute has established an Electoral Literacy Club (ELC) in the year 2021-22, which was also communicated to concerned Govt. authority. This club aims to cultivate a sense of civic responsibility amongst students commune and promote active participation in the democratic process. Over the past years, this club, under the guidance of faculty and student coordinators of the
--	---

	club have successfully executed various initiatives to achieve its objectives.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes. In the academic year 2021-22, post establishment of the ELC, both student and faculty coordinators of the club were appointed by the Institute. The names of the coordinators for the ELC Team are given below year-wise: The Electoral Club Team for the year 2023-24 is as follows: Sr. No. Name of the Candidate Position 1 Mr. Abhijeet Dehadrai Faculty Coordinator 2 Dr. Naina Jagyasi Faculty Co-coordinator 3 Ms. Nital Sune Student Coordinator 4 Mr. Ninad Lunge Student Co-Coordinator The Electoral Club Team for the year 2022-23 was as follows: Sr. No. Name of the Candidate Position 1 Shri V P Ravekar Nodal Officer 2 Shri Abhishek Kinhekar Nodal Officer 3 Sahil Patil Student Member 4 Taha Student Member 5 Soniya Pashine Student Member The Electoral Club Team for the year 2021-22 was as follows: Sr. No. Name of the Candidate Position 1 Shri P S Kulkarni Nodal Officer 2 Shri V P Ravekar Nodal Officer 3 Sahil Patil Student Member 4 Taha Student Member 5 Soniya Pashine Student Member A consistent pattern of appointing faculty coordinators and active student members for the club clearly reflects from the above tables. The student coordinators of this club have been carefully appointed each year to include active students and this team is changed each year. This inclusion of members from different years and branches contributes a diverse representation, ensuring a broader perspective and better outreach among students. The ELCs are functional. The campaigns and activities planned and executed are given below: Sr. No Campaign Venue Month & Year 1 Bajaj Institute of Technology, Wardha January 2023 2 Bajaj Science College, Wardha January 2023 3 GS College of Commerce, Wardha February 2023 4 Shri Krishnadas Jajoo Gramin Seva Mahavidyalaya March 2023 5 Matoshri Old Age Home, Sindi December 2023 6 Arvi Naka Square, Wardha January 2024 7 Dhuniwale Math, Wardha February 2024 Campaigns and activities planned and executed at different venues, suggest that the ELCs are actively engaged in promoting electoral literacy. The planned dates for campaigns in various institutions indicate ongoing efforts to raise awareness. The ELCs also appear to be representative in character, as the teams</p>

	include both faculty coordinators and student coordinators.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) at Bajaj Institute of Technology, Wardha, have undertaken various innovative programs and initiatives aimed at fostering active participation in the electoral process and promoting civic responsibility. The execution of campaigns and activities reflects the commitment of both student and faculty coordinators in contributing to electoral literacy and community engagement.</p> <ol style="list-style-type: none"> 1. Voter Registration Drives: • ELCs organized campaigns at Bajaj Institute of Technology, Bajaj Science College, GS College of Commerce, and Shri Krishnadas Jajoo Gramin Seva Mahavidyalaya in January and February 2023. The student and faculty coordinators actively participated in encouraging students for voter registration. 2. District-wide Awareness Campaigns: • The ELCs extended their reach beyond the college premises by organizing campaigns in various educational institutions. This approach demonstrates a proactive effort to engage with a broader audience and promote awareness about the significance of participating in the democratic process. 3. Innovative Voter Awareness Initiatives: • Students employed creative approaches to enhance voter awareness. This includes the use of interactive workshops and multimedia presentations to disseminate information about voting rights, election procedures and the importance of ethical voting. 4. Inclusive Participation Initiatives: • The ELCs took steps to enhance the participation of senior citizens in voting. The Institute also has an MOU with Veterans India, New Delhi. 5. Planned Future Initiatives: • The ELCs have demonstrated foresight by planning a campaign in January 2024, indicating a continuous commitment to their objectives. This forward-thinking approach allows for sustained efforts in electoral literacy and community outreach.
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>A students' survey within the Institute, has recently been conducted in 2023 by the ELC to collect information on students who have and do not have voting ID. Post this survey the eligible students who have not registered were guided with the online registration process. Students of the Institute are also members of NGOs and they do work for senior citizens. The ELCs have encouraged these students to</p>

	<p>spread awareness about electoral process during such visits to old age homes etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As per the response obtained from students' survey, 194 students were yet to enroll as voter in the electoral roll. These students were sent to the election commission officers who visited our Institute and they made aware about the registration process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1097	1044	997	770	517
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 67

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	41	34	21

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
139.00	267.83	291.79	353.0	323.75
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute is affiliated to Dr. Babasaheb Ambedkar Technological University, (DBATU) Lonere, Maharashtra and adheres to all the rules and regulations of DBATU. The academic calendar once received from the affiliating university, the institute prepares its own academic calendar (AC) mentioning all the academic activities during that semester. Every department then prepares AC in line with the institution & DBATU.

- According to the area of specialization, skills, experience and course choices submitted by each faculty member, distribution of teaching load is done by HODs in consultation with the Principal
- Academic planning and monitoring are key focused areas in the institute for overall development of students. All the faculty members submit their teaching plan mentioning contents beyond syllabus well before commencement of the semester. The list of all Contents beyond syllabus (CBS) topics is then prepared and discussed in the department meetings. After approval of CBS topics in several deliberations few topics are selected and then mapped with various activities such as guest lecture, industrial visits, NPTEL sessions, Value Added Programme, Add-on Courses etc. Based on the received inputs various activities are planned well in advance and included in Academic Calendar of the department. Department academic action plan of the semester is then approved by the Principal.
- Book bank facility, department libraries, ample journal subscriptions to cope up with cutting edge technologies etc are key features in T-L Process. All the academic processes are well defined based on experiences and approved by the IQAC chairman. (Refer Activity flow/Process flow as mentioned in Fig 1, 2 & 3)
- Regular reviews of syllabus completion, central attendance monitoring, Remedial and make up classes, regular academic audits, regular stakeholders feedback, orientation program, field training and internships, need based projects, self-learning, skill-based education through VAP and add-ons are some academic practices followed in the institute. MOOCS, NPTEL courses and language laboratory resources are made available to all faculty members and students.
- Continuous assessment (CA) activities are planned well in advance and mentioned in the Teaching Plan by the individual faculty members. The faculty can opt for any two evaluation methods out of prescribed six methods. Also, flexibility is given to individual faculty member to add on more evaluation methods for their subjects provided evaluation rubrics are mentioned in advance. The evaluation of all CA activities is based on defined Rubrics for the activities. These rubrics are shared with the students through various platforms. Institute has well defined grievance redressal mechanism for any grievances in CA and mid semester examination.
- Effective use of ICT tools is made in delivering the content of the course. Smart interactive boards are also used in delivering the contents. Learning levels (H-High, M-Moderate and L-

Low) of the students are monitored for effective T-L process.

- CO-PO attainments using direct & indirect tools such as indirect PO, Course Exit Survey, Domain wise analysis etc. are effectively used in analyzing the process.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 57

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

1.2.2

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

Response: 81.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1757	1307	394	143	01

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Various courses are introduced into the curriculum for integrating cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

Gender Equality:

Courses such as Basic Human Rights, Indian Constitution, Indian Traditions and culture etc. are included in the curriculum. In these courses students learn the importance of Gender Equality, women empowerment. Such courses as well as some activities conducted by the Institute related to such issues will help to bring equality in the society. The Institute has implemented the same uniform dress code for both boys and girls. Institute also takes efforts to bring equality by ensuring that at least one woman member is included in various policy making committees. Institute regularly organizes various events on women empowerment, Gender Equality. The Institute comprises about 34% female students and 20% female staff. The internal complaints committee has been constituted in the institute to resolve complaints against any possible misconduct .

Environment and sustainability:

Various courses are included in the curriculum which help to develop the awareness of environment protection and sustainability viz, Environmental Engineering, Solid Waste Management, Air Pollution and Control, Energy and Environment Engineering, Industrial Waste Treatment, Planning for Sustainable Development, Renewable Energy Sources etc. The knowledge gained by students through such subjects will help them to understand the need of environment protection and conservation of natural resources. Institute is taking various initiatives to bring awareness among students and faculty members about the importance of the environment and its conservation, such as Swachchhata Abhiyan, Energy and Environment cell formation, Environment awareness camps, E-waste Management, Solid Waste Management by vermicomposting, conservation of water and fossil fuels energy, tree plantation and nurturing. Institute also conducts energy audit.

Professional Practices and Ethics:

The Bajaj group and Shiksha Mandal are well known for their high ethical standards for over a century. This is well known to students even before they enroll. They absorb these values while in the Institution. Students are imparted professional etiquette and mannerisms and are made aware about the ethical practices through soft skills development workshops. Intellectual Property Rights for Technology Development and Management, Professional Communication, Democracy, Industrial and Quality Management, Principles of Management, Human Resource Management, Business Ethics, Consumer Behaviour & cyber security are the courses included in the curriculum. These courses in the curriculum introduce various aspects of professional practices and ethics.

Universal Human Values :

Various courses enable to visualize meaning of Universal Human values; value of truth, commitments, honesty, sacrifice, care, cooperation, unity, teamwork and inter-personal relationship. Institute takes continuous efforts to develop the culture of human values among students and faculty members by involving them in various community activities such as Unnat Bharat Abhiyan, NSS, Rotaract Club activities, blood donation camp, Old clothes donation, participation in social and cultural events Jankidevi Bajaj Gram Vikas Sanstha's community activities etc. Wardha being called Gandhi City, the 11 principles of Gandhian philosophy are narrated to students by citing stories and some examples. Efforts are continuously made to inculcate the Universal Human values. Some faculty have completed the AICTE training module in UHV.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 26.8

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

Response: 294

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
287	252	188	233	238

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	240	240

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 99.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
224	192	150	204	192

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

2022-23	2021-22	2020-21	2019-20	2018-19
224	192	150	204	193

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.31

2.3 Teaching- Learning Process

2.3.1

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

Response:

In outcome based education, it is expected that the students will apply the knowledge for real time problem solving, to solve industrial problems and for benefitting the community. In imparting professional technical education, the emphasis is on knowledge, skills development and effective teaching-learning. The teaching learning is focused on project based, activity oriented learning, group assignments, participation in competitions like Hackathons etc. which boost the learning drive of students. Besides these, various fora are formed like Start- BIT, Bridge-BIT, Network-BIT, Power-BIT, Make-BIT through which students conduct co-curricular activities. Industry visits and expert lectures are organised to enhance the learning experience of students.

For alleviating the gap between students' level of learning and teachers' expectation of learning outcome, faculty members use different methodologies such as use of animations, power point presentations, interactive smart boards etc. While planning meticulously for course delivery, on the basis of pre-defined learning outcomes, faculty develop the assessment methods on the basis of rubrics defined and then select instructional strategies that engage students in multiple activities .

Experiential learning:- In order to accomplish the mission of producing industry ready engineers, the Institute adopts following practices to enhance experiential learning of its students:

- Project competitions
- VAP/Add on courses
- Internships / Field training
- Industrial visits
- Expert session and hands-on training from Industry persons
- Practicals beyond the syllabus contents
- Virtual labs use
- Hackathon competition
- Application based project
- Use of visual effective mechanisms such as animations, videos and simulators for parametric study
- Practical exposure to students as they accompany faculty members in research activity/consultancy assignments.

Participative Learning:-

- Participative learning starts from the performance of regular and contents beyond syllabus practicals in laboratories, in which students participate in conduction of experiments, analysing and presenting.
- Internal Hackathon and other project competitions participation give an opportunity to students to plan and execute the creative, innovative ideas and finally it lead to participation at university and at National levels (Such as Smart India Hackathon), where students learn many professional skills. Institute Innovation Council (IIC) activities also enhance participative learning.
- During internships, students are given industry projects and they participate in planning, drawing, designing, programming etc. under the guidance of experts.
- Through a respective department forum, students organise various co-curricular activities and imbibe lot many technical and generic traits.
- Extra-curricular activities through various student clubs and in the annual cultural festival, students participate enthusiastically and learn many soft skills.
- Faculty and students participate in various social & community drives, environment awareness,

water & energy conservation, donation activities, village development activities which impart the universal human values .

Problem Solving Methodologies:-

Students are imparted the approach towards solving various problems, during their projects, group assignments. The student centric approach mainly emphasizes on the growth of higher order thinking abilities. Students are facilitated for out of box thinking, critical evaluation and problem solving methodologies which involve defining a problem, researching & brainstorming, finding possible solutions, building an algorithm and prototype, testing & evaluating, improving & redesigning. These methodologies enable the students to solve the problems logically.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	48	36	24

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

2.4.2

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

Response: 46.73

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	19	16	09

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

1. MECHANISM OF INTERNAL & EXTERNAL ASSESSMENT:

Institute has an efficient mechanism of internal and external assessment for undergraduate students which is transparent in the conduct. The students are very well aware of the gradation system as well as internal and external weightages. However at the start of each semester students are informed and reminded about the assessment methodologies.

The institution follows the guidelines of the affiliated university while conducting the assessment components which are Continuous Assessment (CA), Mid Semester and End-Semester Examinations (ESE).

Broadly, there are three assessment components for theory subjects as follows:

- Continuous evaluation (CA)
- Mid Semester Examination (MSE)
- End Semester Examination (ESE)

The assessment components for practical (lab) course/ Project/ Seminar are as follows:

- Continuous evaluation (CA)
- Internal & External Evaluation (IE)

IQAC publishes Activity Calendar at beginning of the semester which includes the planned dates of CA activities. All students come to know the dates of evaluation at the start. CA activities are evaluated based on defined rubrics. These rubrics are published and shared with the students. The internal practical evaluation is based on the performance and test while external evaluation is based on the performance/test/viva-voce.

End Semester Examination (ESE) of theory subjects is conducted and controlled by the affiliating university. ESE for practical subjects/ project/ seminar is conducted by the college as per the schedule and the guidelines of the affiliating university.

2. MECHANISM FOR GRIEVANCE REDRESSAL:

The institution is keen to address grievances related to student assessments/ evaluation. The grievances are solved with utmost priority in a time-bound manner. The objectives of Grievance Redressal System are as follows:

- To ensure fair and time bound redressal of the complaints related to examinations.
- To promote hassle free student-teacher relationship for resolving examination and assessment related issues.
- To create accountability and sensitization among stakeholders for the redressal of grievances.

2.1 COLLEGE LEVEL GRIEVANCES:

The notice regarding submission of grievances, if any is sent to the students with its copy to all subject teachers. The department displays the marks on the notice board & the subject teachers show the answer sheets to the students which provide transparency and accountability in the evaluation process. The subject teacher notes the student grievances, if any, and resolves to the satisfaction of students.

The corrected marks after addressing the grievances are published by the concerned subject teacher on the department notice board for information to the students within 10 days from the date of the examination of his/ her concerned subject.

2.2 UNIVERSITY LEVEL GRIEVANCES:

The grievances related to the assessment in end-semester examinations (ESE) are entertained by the affiliating university. The notice regarding revaluation is published by the affiliating university on their official website and the students having the grievances can obtain the photocopies of their answer sheets for verification. After getting confirmation from the subject teachers regarding possible increase in the marks, students challenge the valuation for its re-assessment. The university notifies the changes in the marks in students' login.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

POs describe what students should know and be able to do at the end of the programme. POs are to be in line with the graduate attributes. POs are to be specific, measurable and achievable. Course outcomes are the statements of what a student should know, understand and/or be able to demonstrate after completion of a course.

The institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere. Programme outcomes (POs) for all programs are defined by it; Course Outcomes (COs) are defined by it for most of the programmes. It is decided to frame the course outcomes (COs) of the courses not defined by the University and complete its mapping with Program Outcomes (POs), if not provided by the respective Board of Studies. These COs and its mapping with POs are also communicated to the university for its approval. All COs and POs are displayed on the institute website www.bitwardha.ac.in.

While addressing the students, HODs create awareness on POs, PSOs and COs. The faculty members, class teachers also inform the students and create awareness and emphasize the need to attain the program outcomes.

Bajaj Institute of Technology believes in outcome-based education since its inception. The first batch is passed out in 2020-21. Due to pandemic and online nature of content delivery, evaluation of CO-PO attainment is started from 2020-21.

The COs and POs are published and disseminated as follows:

S No	How published	Where Published
1	Department Presentations	Meetings/Interactions with Students, Alumni, Parents, Orientation Programs etc
	Course File	Course File
	Laboratory Manual	Laboratory Manual, All Labs
2	Notifications	Department Notice Board
		Class Rooms
		Laboratories
		Department Office
3	E-Media	Web Page of the Department
		WhatsApp Groups
		Google Class Room Page

Institute's Website Links where COs and POs are displayed:

1. Department of Civil Engineering: <https://bitwardha.ac.in/civil-engineering-department/>

2. Department of Computer Engineering: <https://bitwardha.ac.in/computer-engineering-department/>
3. Department of Electrical Engineering: <https://bitwardha.ac.in/electrical-engineering-department/>
4. Department of Mechanical Engineering: <https://bitwardha.ac.in/mechanical-engineering-department/>

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The PO and PSO attainment are calculated year wise and for complete batch of students which progresses through all the courses of a particular program including the project work. The attainment is calculated based upon the correlation level, i.e., low-moderate-high, of a particular course/ CO/ activity with respect to the PO or PSO in the scale of 1-3.

Direct PO attainment is calculated from CO attainment of the courses addressing corresponding PO. CO attainment is calculated from the process already described in 2.6.1.

PO/PSO	Assessment & Evaluation Method	Assessment and Evaluation Tool	Source	Frequency
	Direct Assessment	Internal Assessment (CA)	CO Attainment Level	Throughout the Semester
		Mid Semester & End Semester Examinations		After results declaration
	Indirect Assessment	Course Exit Survey	Attainment Level from the survey form	End of Academic Year
		Indirect PO Attainment		End of Semester
		Parents Feedback		End of Semester
		Domain Analysis		End of Academic Year
		Alumni Survey		End of Academic Year

	Employer Survey	End of Academic Year
--	-----------------	----------------------

Assessment Tools, process, and levels for CO attainment used are given in following table.

S. No	Assessment Tool	Assessment Criterion	Process for data collection
1	Continuous Assessment (CA-I)	CA-I is based on defined assessment parameters. Its assessment is based on defined rubrics for various parameters.	Evaluation of rubrics-based parameters and the score of the students.
2	Continuous Assessment (CA-II)	CA-II is based on defined assessment parameters. Its assessment is based on defined rubrics for various parameters	Evaluation of rubrics-based parameters and the score of the students.
3	Mid Semester Examination (MSE)	MSE is based on first two/three units of the syllabus. Questions are asked based on the syllabus.	Evaluation of the answer sheets and the score of the students out of 20.
4	End Semester Examination (ESE)	ESE is as per affiliating university schedule and on complete syllabus.	Marks scored by the students out of 80.
5	Lab Assessment CA-I & II and Oral Examination	CA-I and II is based on defined assessment parameters for laboratory work. Its assessment is based on defined rubrics for various parameters.	Evaluation of rubrics-based parameters and the score of the students.
		Practical oral examination is as per affiliating university schedule and on complete syllabus.	Evaluation of rubrics-based parameters and the score of the students.
6	Project/Seminar/Mini Project	Review seminars are conducted for continuous assessment and evaluation.	Evaluation by internal and external examiners. Internal evaluation is based on defined rubrics.

After CO attainment levels are tabulated for every course in the semester, corresponding POs are evaluated.

Direct attainments and indirect attainments are evaluated based on the data submitted by the departments.

Indirect PO assessment is done using assessment tools like Indirect PO Assessment Feedback, Parents-Feedback, Domain analysis etc.

80 % weightage is for Direct and 20 % weightage is for Indirect tools. PO and PSO attainments are then measured and monitored.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 97.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
254	281	282	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	282	282	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.69

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 38.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0.5	0	34.909

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institute infrastructure is strengthened for R & D and consultancy activities by procuring research/consultancy-oriented equipment and software. Students accompany and assist the faculty in R & D and consultancy work. They are sent to IITs and to other National Competitions of repute to inculcate the culture of innovation and creativity. Project exhibitions/ competitions is a part of academics, in which students' innovative and creative abilities are fostered.

Promoting Innovation: Institute has Institutional Innovation Council (IIC) for promoting innovation activities. Expert lectures/ Workshops on the theme of Innovation, IPRs, Entrepreneurship etc. are being organized for benefit of the students and faculty members.

The institution has a Research & Development Cell to motivate the faculty members to publish/ present research papers in reputed journals/ conferences. Financial assistance is provided to faculty for

presenting/ publishing the research papers, for attending quality workshops at the National Institutes & for filing the patents. Students are also encouraged and mentored by the faculty members to publish research papers in journals & for presentation in conferences.

The institution is promoting the culture for intellectual property rights and it resulted into filing of patents by faculty & students. The summary of number of patents filed & granted by faculty & students is as follows:

With BIT	Affiliation	Number of Patents Filed/ Published	Number of Patents Granted
		11	09

Students are encouraged to participate in National, State and Zonal level innovation competitions like Smart India Hackathons (SIH), KPIT Sparkle, Avishkar, India International Science Festival (IISF), ARAI, Maharashtra Start up Yatra, Evangelise 23, National Innovation Contest (NIC) etc. to present their innovative ideas and working models. Students also participated in Innovation Design & Entrepreneurship Boot Camp organized by IIT Guwahati under National Innovation Contest YUKTI for entrepreneurship awareness and training. The total number of students participated in major national/ state/ Zonal level innovation events/ competitions till 2022-23 is 325+, and students have bagged 8 (Eight) National Awards as Winners/ Runners in National Hackathon competitions. In terms of Number of wins, the Institute stood on 4th position at National level in SIH 2022.

Technology Incubation: Institution has initiated pre-incubation support & startup initiatives. College has framed an Innovation and Startup Policy to promote the technology incubation and start-ups. It is intended to identify the outstanding project ideas for commercial product development and for submission to relevant agencies for funding.

One of the project ideas “Innovative LPG Burner Head” was shortlisted in National Innovation Contest (NIC) of Ministry of Education (MoE) with financial assistance of Rs. 3.00 Lakhs for technology incubation and startup.

Human Resources: The institute recruits highly qualified faculty to mentor and channelize the young minds. Institute has taken up an initiative to encourage the faculty members to pursue their Ph.D work by granting leave during the course work and seminars & sabbatical leave for the post-doctoral work which has further strengthened the culture of research & innovation.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	14	16	03	02

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	06	02	00

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.4**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	24	14	26

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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Institution encourages the extension activities to be conducted by the students & faculty members. It has made its noteworthy contribution to the society and environment by participating to promote Institution-Neighbourhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to responsible citizenship. The institution has an active NSS wing which coordinates activities with other committees to organise various extension activities. As part of holistic development of the students, credit courses are offered on human values as well as on energy & environmental studies. Extension activities are carried out as follows :

(a) Service & Awareness Activities:-

- Participation in covid vaccination camps organised by parent organisation, the vaccines were received from Bajaj foundation.
- During Covid-19 , the district collector appointed BIT as nodal centre for coordinating the medical facilities in the hospitals of Wardha district.
- Recognizing the insufficient oxygen supply in government hospitals due to the surge in

COVID-19 patients, BIT staff inspected and ensured the integrity of oxygen supply pipeline.

- Road safety awareness program in collaboration with RTO was conducted.
- AIDS awareness program.
- International Yoga day to understand importance of maintaining physical and mental health.

(b) Rural Empowerment Initiatives:-

- Faculty supervised the construction of Pipri ZP school building.
- Extensive survey by faculty and students for converting K T weir into elliptical weir at village Talegaon.
- Mechanism for the lifting/lowering the gate of KT weir was designed and fabricated in workshop for village Moi Bramhani.
- Gravity retaining wall design for K T Weir, Village, Nara.
- Drawing and design for construction of foot bridge over the Nallah at Village, Giroli Dhage
- Appropriate wells locations were scientifically identified for the farmers by the faculty in village Pipri.
- For information dissemination to rural youth and other people a whatsapp group is formed.

(c) Social Responsibility:-

- Blood donation camps conducted.
- Old clothes distribution to orphanage and old age home.
- Masks & sanitizers distribution during covid-19.
- NGO of students, 'Light', conducted various social activities in the community.

(d) Unnat Bharat Abhiyan:-

- Student volunteers conducted survey in 5 villages covering approximately 500 households.
- Project on solar panel installation and lighting for school building was completed through UBA grant.

(e) Environment Protection:-

- Students planted many trees inside & outside the campus and ensure its nurturing.
- "Preserve Planet Earth" program by Rotaractors in the nearby school/College.
- Cleaning of Dham river activity
- Awareness campaign against use of plastics in Wardha on World Environment Day.

(f) Women Oriented activities:-

- Health & hygiene awareness drive
- A haemoglobin check-up camp was organised.
- Adolescence & women problems seminar was conducted.
- Celebration of Women's day.

(g) Education:-

- Faculty imparted science and technology education expertise to Bajaj Science Centre Kids.

- ICT enabled education to school children of Zilha Parishad schools.

(h) Other:-

- Structural audit conducted for two temples in the community and for Saldara Zilha Parishad School.

File Description	Document
Upload Additional information	View Document

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

‘He profits most who serves his best’ is the thought which is percolated in students and faculty for inculcating the spirit of service to community through extension services. Institution encourages the extension activities to be taken up by the students & faculty members to work for the cause of societal help. In conducting activities of rural empowerment, NSS, Unnat Bharat Abhiyan, Environment protection, Clothes donation, Blood donation, Health awareness camps etc., major emphasis is given on the student engagement, service orientation and holistic development of students contributing to responsible citizenship. Organizing such events has created awareness among the students about the society and their social responsibility. It was observed that the students voluntarily involve themselves in participating in the extension activities. The faculty enlighten the young souls for the cause.

It gives sense of fulfilment, when the extension activities conducted by faculty and students receive award, recognition and the society acknowledges the service to the mankind. The value of education becomes meaningful if it is utilised for creating awareness, doing something good for rural upliftment and in short returning back to society, which is obtained from it. The stakeholders are overwhelmed to receive following awards/ recognition/appreciation from different Gram Panchayats and organizations for the services rendered for rural empowerment, environment protection, during and post covid situations. These are the awards and recognitions received / appreciation received till date :

Sr. No.	Title of the Activity	Name of the Body
	AWARDS	
1.	Pipri Gram Award for 2020-2022	Village Pipri (Meghe) Grampanchayat
2.	Gram Panchayat Cooperation Award, for 2022-23	Takli (Chana), Shekapur Grampanchayat
3.	Rotary – ‘Service Above Self Award’, 2022-23	Rotary Club of Gandhi City Wardha
	Recognitions/ Appreciation	
4.	Blood Donation Camp on	Hedgewar Blood Centre, Nagpur

	12/01/2019	
5.	Clothes Donation 2019-20	Anandvan, Visava Aashram, Wardha
6.	Blood Donation Camp on 14/02/2020	Hedgewar Blood Centre, Nagpur
7.	Covid-19 Oxygen Plant Monitoring 2020-21	District Collectorate Office, Wardha
8.	Blood Donation Camp on 10/06/2022	Kasturba Health Societies Blood Centre, MGIMS, Sevagra,
9.	Blood Donation Camp on 10/ 06 / 2022	Govt. General Hospital, Wardha
10.	Appreciation letter for activities in Village Shedgaon 2022-23	Gram Panchayat Shedgaon

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 56

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	16	7	7	4

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Institute has provided state of the art infrastructure. The entire campus has been designed by Architect Christopher Benninger. Infrastructure is built with the entire amount from NGOs, which has been spent on buildings. Total institutional area of 20100 sqm has been provided. The architecture received Best Architecture Award at "Ace of space Architect and Interiors India Design Award 2021". It has following adequate facilities:

Classrooms and laboratories

- 14 classrooms which are ICT enabled, with smart LCD Projectors.
- 2 ICT enabled Seminar halls, one with LCD projector and other with interactive smart board.
- All the rooms are glazed so that sufficient natural light is received.
- All class rooms and laboratories have a provision of evaporative cooling system.
- There are 35 well equipped laboratories with adequate instruments/equipment.
- All adjacent Class rooms and laboratories are placed at least at a distance of 10 meters, so there is no disturbance of noise to each other.
- All class rooms and laboratories have dais, boards, furniture, lights, fans.
- In all, 3 smart boards, 15 smart Projectors and 11 other projectors for ICT enabled teaching-learning are available .

Workshop:- It is the major place where Students are engaged in their project work. Entire workshop area is 1520 sqm. It is well ventilated and spacious. It contains major equipment such as CNC lathe & milling machines, EDM etc.

Library : Central library is a glazed building consisting of three floors with total area of 407 sqm which includes issuing section, reading section, digital library section. A seating capacity of 200 is provided.

Other features of infrastructure:-

- CCTV Cameras 72 No are installed all over campus.
- Disabled friendly ramps and toilets on each floor.
- Administration office, Principal cabin, Students section, Training and placement office, Examination control room, Board room are in the admin building.

- Girls and Boys common room, pantry, maintenance room, central store, sick room etc. with adequate area.
- A language laboratory of 75 sqm area and a Drawing Hall of 172 sqm area are provided.
- A Canteen/Cafeteria with 172 sqm area is available.

Residence facilities-

- Boys hostel of 120 students capacity, 2869 sqm area is available.
- Old Girls hostel has 40 students capacity, the new girls hostel of 120 Capacity, 2869 sqm area construction is near completion.
- Faculty quarters, with 2699 sqm construction area are under construction.

Gym, Sports, cultural activities facilities:

- Yoga and meditation centre with 172 sqm area.
- An open plaza which can accommodate 5000 persons, with big stage for cultural activities.
- Multipurpose hall of 500 seating capacity, 1055.23 sqm area is available for dining, programs and cultural activities.
- Gymnasium consisting of adequate equipment for exercising is available.
- Outdoor sports such as basketball, volleyball and box cricket (multipurpose) courts are available in the campus.
- Indoor games facilities : Table Tennis, Chess, Carrom.
- A cricket ground opposite College campus which is a common facility for institutions under parent 'Shiksha Mandal' organization.

Computing Facilities :

- Total 290 computers (Intel Pentium Core i3 & i5, 8 GB RAM, 1 TB HDD, Windows 11)
- 4 laptops, 3 Smart Boards
- 2 Servers (intel xeon processor)
- 15 Printers
- 516 Mbps internet connection line
- 6 wifi access points for providing wifi connectivity across campus.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 67.95

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
67.46	162.23	242.69	195.31	266.92

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The Central Library occupies a total carpet area of 407 sqm, which is divided in three floors and the separate Library building is completely glazed. It has Books stack room and Books Issuing Section on ground floor, reading room section on first floor and digital library section on second floor.

The Central library holds the rich collection of 8405 Volumes and 1401 titles. The library has 25 Journals and Magazines in hardcopies, e-journals of Delnet. The standard operating procedure for library has been documented and conveyed to all the stakeholders.

Integrated Library Management System: -

It is automated using 'Softlib' Software which provides a single window search and OPAC helps user to search the required books Title / Author wise and it can be issued to the user quickly. The barcode system is implemented for all books in the library. The books are issued by Bar code and manual systems. In the Software, the Library management section consist of following modules:

Acquisition Module: - It is categorized in Regular books. Social Welfare Book Bank etc. and manually for competitive exams. Details for each book are available like book type, accession number, Title of books, Author name, Edition, Volume, Name of publisher etc.

Issue /Return (Circulation)Module : - It has separate search engine to search students' profile and its

transaction from the data by using by scanning barcode/ manually. Softlib software provides update the record of books issue to the student/faculty, issue date, due date of return etc.

OPAC Module :It is used for searching of books; authorwise, publisherwise and Titlewise.

Serial Control Module : It is used for entry of periodicals such as subscription, journal title, publisher, invoice, amount etc.

E-resources :

Central library has separate digital library section equipped with adequate number of computers. Users can access various resources through digital library such as :

- 1.DELNET : <http://delnet.in>
- 2.<https://bitwardha.ac.in/wp-content/uploads/2023/11/E-Resources-Books-Journalsnew.pdf>, which contains e-books, e-journals, IEEE e-journals
- 3.NPTEL Video lectures.

Provision of links to OER Repositories :

Faculty members and Assistant librarian of the institute are registered members of OER commons repository. ‘Team BIT’ is also a registered group on OER Commons. This group shares articles on cutting edge technologies. This group is intended to collaborate with instructors from all over the world.

Amount spent on Purchase of books, journals:

Since Institute inception in 2017 to till 2022-23, an amount of Rs. 29,24,021 are incurred for purchase of books and Rs. 9,97,935 are incurred for the purchase of journals.

Usage of Library :

The library is utilised at optimum by faculty and students. Besides Central library, each department is also equipped with its own department library which can be utilised by faculty and students. The Central library hours are kept for 8 AM to 8 PM for all to study and refer. In last 5 years the average usage of library for reading, issuing, studying and for the use of digital library section visit is 75 persons per day. At the start of every academic session, each department observes Library week to encourage students for utilising the information resources and for knowing the different utilities of Library.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institute frequently updates its IT infrastructure. The current updated information is as follows :

- Internet: The institute's network is linked to the internet via a set of 4 different lines enabling 24 X 7 internet connectivity on the campus. Out of 4, 3 are from BSNL and 1 is from Railwire, in which 3 are of optic fibre link from campus to their hub. This ensures very high quality of bandwidth to the internet. This service provides seamless connectivity across college campus and hostel. Three different service providers have provided 516 Mbps total bandwidth as follows :
 - BSNL- 16 Mbps 1:1 dedicated leased line
 - BSNL- 200 Mbps Optic fiber 2 lines (2 x 200)
 - Railwire- 100 Mbps Optic Fiber
- Institute has 290 high end personal computers, 4 Laptops with i3 and i5 processors and 4 GB & 8 GB RAM connected over the campus through LAN.
- High configured 2 Servers (Powerful intel xeon processor)
- 2.4 MHz Dual band wifi routers for internet connection through LAN.
- The institute has 1 Gbps LAN with fiber optics backbone having 290 nodes connected onto it. All the computer laboratories are connected on LAN through internet and intranet. There are more than 40 manageable layer 2 and layer 3 network switches which handle internal data traffic. The computing facilities are available on different platforms such as windows and Linux.
- Institute has ERP, procured from RSense Technology Solutions Pvt. Ltd. for managing all the students and faculty related information.
- Website: BIT Wardha's website is designed and developed by team of Webakruti, Nagpur and it is continuously updated by institute faculty. All the essential required information is continuously updated on website.
- Mail server and client: The Email facility is managed through Google G Education Suite which provides web based email client. All Education editions have a baseline of 100 TB of pooled storage shared across the institution.

Each faculty, staff and students have been given e-mail id on bitwardha.ac.in domain. Groups are created for faculty and staff based on department and for students based on department and year of admission.

- Campus is under full CCTV surveillance with total 72 HD IP cameras.
- Biometric attendance system for all employees is installed.

- Maintenance of IT infrastructure is done on call basis, as most of the computers are under warranty.

Learning Resources Hardware and Software Facilities

- ICT enabled classrooms for PPTs, animation and sketches presentation.
- 3 Smart boards and 15 smart projectors which can get connected through wifi.
- Language laboratory with smart projector and software for English communication development.
- 15 Printers, 6 with scanners.
- Faculty use MOODLE & GOOGLE Classroom to give assignments to students.
- Digital library facility makes it possible to access online e- journals and e-books.
- Utilization of ZOOM, Google Meet etc. for arranging different webinars of industry experts and renowned academicians.
- Institute infrastructure is also used for conducting Online Examinations, Campus Placements drives, etc. First year and Direct Second year admissions are also done using the IT infrastructure facilities.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 4.25

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

Response: 258

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 15.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.94	63.16	19.5	100.19	10.04

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 89.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1015	947	874	678	438

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 50.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
747	525	473	439	60

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 66.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	213	203	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
254	281	282	0	0

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

5.2.2

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

Response: 6.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	4	0	0

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 2.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	0	2	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services**Response:**

Alumni of the Institute are at the start of their career growth, but still wish to contribute to their Alma mater by various ways. Registered Alumni Association has started contributing to the development of the Institute by different ways.

The alumni association is registered under the office of the Charity Commissioner, Wardha. Its registration number is Wardha/0000148/2023. An Alumni Association of Bajaj Institute of Technology was formed and its executive body was decided by the 1st batch, 2020-21, passed out students in the month of October 2021. Since then, 2 (TWO) Alumni meets have been conducted. The Alumni Association of Bajaj Institute of Technology has contributed by the following ways in the development of the Institute:-

1. Guidance to the students for preparation of the Interviews before campus placements.
2. Sharing the latest technology platforms they are using in their company with undergraduate students of the Institute.
3. Four of the alumni were instrumental in bringing their company for the campus placement at the Institute. They conducted prior training and mock interviews so that students would be able to get placed.
4. The Alumni Association has donated 147 number of books to the library for the use of the students.
5. Some alumni donated their exercise equipment to the gymnasium of the Institute.
6. One alumnus who established his Electric Vehicles business, guided the students on entrepreneurship and shared about his venture.
7. Alumni are also involved in referring their juniors to the HR of the companies where they are working, by submitting their curriculum vitae.
8. Alumni who were winners in the National Smart India Hackathon shared experiences and guided the students of next batches for cracking the competition.
9. Alumni recommend their siblings and cousins to take admission for engineering at the same institute they studied, sometimes come along with them for seeking admissions for the relatives and their friends. This provides the testimony of their faith in the Institute.

As our institute has only 3 passed out batches, the network of Alumni is in the infant stage. They wish to contribute in more development activities as they grow in their profession.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institute has effective governance and leadership. The Governing body consists of Industry persons, renowned academicians who are stalwarts in their respective branches of Engineering. The Governing body meetings are conducted twice a year to review the development of the Institute in academics, internships & placements, faculty and students development and for suggesting suitable measures by keeping the vision and mission of the institute in view. NEP implementation has been started as per procedures of affiliating University. Following steps have been contemplated for accomplishing the mission and vision of the Institute through effective leadership.

Sustained Institutional Growth through Decentralization and Participation:

Governing body and the Chairman of parent organization Shiksha Mandal periodically take the review of progress from the Principal and HODs. The Governing body members being industry Professionals extend their help in making industry contacts so that collaborative projects, internships and placements of students take place. For this purpose, various MOUs are effectively in place with different industries.

Suggestions obtained from College Development Committee are sought by the Management and in consultation with the Principal, development of laboratory facilities and other development activities are executed. In the pursuit of producing industry ready engineers all department Heads plan their academic calendar including the co-curricular and extra-curricular activities. All departments work hand-in-hand in planning and executing Institute level activities. External academic audit is got carried out by VNIT Professors in order to get inputs for the sustained institutional growth.

In governing the Institute, decentralization has been effectively carried out. For this purpose various central portfolios and committees have been formed which look after the assigned tasks and achieve those in stipulated time. The faculty coordinator for each portfolio is made responsible for the activities through that cell/committee. The active participation of all HoDs, faculty and non-teaching staff is ensured in all statutory committees formed. Policies are discussed with IQAC Cell, HODs and Staff. Decentralization is effected by the “System and Procedures Manual”.

Faculty members are encouraged to exercise their own creative and innovative ways, and keeping faith in their abilities, free hand is given to them to execute those in increasing students’ learning productivity, in conducive environment. Periodic review of all development activities is taken and measures to achieve the short-term goals and steps to be taken to achieve the long term goals, mentioned in the Institute’s perspective plan are discussed. All faculty are asked to participate and involve themselves in suggesting the ways and means of achieving the vision and aligning the development activities with the mission of

the institute. This increases the sense of belongingness in them and their involvement in developing the Institute.

NEP Implementation :

- Focus on Outcome based education is already in place.
- Skill development through various VAP/Add-on courses is achieved.
- Major/Minor degree option for students is offered.
- Multidisciplinary/Interdisciplinary projects are carried out by the students.
- Academic bank of Credits registration has been implemented.
- Involvement of faculty and students in rural empowerment activities.
- Indian culture and traditions are practiced.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute consistently upgrades the infrastructure and strategize upon and monitor the development of human resources, for effective deployment of the Institutional perspective plan. It strives hard to upgrade the staff in terms of knowledge and skills enabling and empowering them to match with the dynamic shifts in the educational sphere to meet the challenging needs of the 21st century with NEP implementation in sight.

Effective functioning of Institutional bodies:-

As per directions of Governing body the College Development Committee chalks the plans to meet the long term & short-term goals. The Institute strives hard to take care of academic, overall development of faculty and students through various activities and initiatives. In order to develop students, faculty, infrastructural facilities and enhance the administration, various policies are functional.

- **Academic policy** for implementation for highly effective teaching learning process and continuous overall development of students.
- **Feedback policy** for continuous upgradation of teaching process and facilities.
- **R&D policy** for professional development of faculty & Students.
- **HR policy** Implementation through "Systems and Procedure manual".
- **Innovation and Start-up** policy.

- **Internship Policy**
- **Testing and Consultancy norms** for involvement of faculty in Consultancy projects and industry institute interaction.
- **Purchase policy** for infrastructure development and facilities development.
- **Maintenance policy** for augmentation of infrastructure.
- **E-governance** practices for ease in the processes and reducing the paper work.
- **Students' Grievance Redressal policy.**

Administrative Set-up

- The Board of Governance is the apex body of the Institute. There are mainly industry persons in it and some academicians. Decision making on academic and administrative activities, budget approval, recruitment, purchase and infrastructure development are some of the major functions of the body.
- Other several statutory committees such as college development, academic advisory, R & D committee, AICTE recommended mandatory committees are in existence to take care of academic and administrative decisions.
- The hierarchy is kept simple; Principal is head of the Institute, has all academic & administrative responsibility and authority.
- Head of various departments and IQAC Coordinator frame and execute various academic and co-curricular activities in consultation with Principal.
- Registrar, Accounts & admin officer, establishment section, students section carry out administrative functions.
- Librarian, hostel rectors, and other coordinators of various portfolios are responsible for their respective activities.
- Project Manager is responsible for all infrastructure development and maintenance.

Appointment, Service Rules & Procedures :-

The requirement of staff is assessed before each academic session, as per the AICTE norms. Posts are advertised in the leading newspaper. Prospective Candidates are shortlisted and interviewed by the selection committee constituted as per the guidelines of University. Teaching demonstration and personal interviews are taken and candidates are selected on merit.

The Service rules are made known to all staff members on their induction after joining. Various procedures for career progression, reporting, welfare measures, code of Conduct, increments, leave rules etc. are mentioned in "System and procedures manual" of the Institute are narrated to the employees.

All efforts are taken to effectively implement the activities mentioned in perspective plan and efforts are made to efficiently execute those for development of Institute.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisal for the teaching & non-teaching staff is conducted in every academic year. Period of performance appraisal is from 1st July to 30th June.

In the first week of July, intimation regarding submission of performance appraisal is notified from principal office alongwith the necessary formats to be filled by teaching & non-teaching staff. They submit the performance appraisal forms to the Head of the Department as per the notified schedule. Head of the Department submits the appraisal forms to the principal office alongwith the remarks &

recommendation, after evaluation and verification of the data.

After receipt of the appraisal forms, Principal of the institution verifies and submits these appraisal forms along with his remarks/recommendations to the Chairman of Shiksha Mandal. Chairman conducts discussions on individual basis with teaching-staff to discuss about their appraisal. After the interactive session, Chairman presents his remarks on the performance appraisal forms. This process is completed before 25th July of every year so that the decisions regarding increments/ promotions can be implemented from new academic year commencing from July. The nonteaching staff appraisal forms are also remarked and returned to the Principal office by the Chairman.

Welfare measures for Teaching and NonTeaching Staff

1. National Pension Scheme Implementation for Teaching staff and eligible non teaching staff, in which Management puts the contribution every month.
2. Employees Provident Fund for eligible non-teaching staff.
3. Group Accidental Insurance amounting to 50 lakhs for the teaching, 25 lakhs for the non-teaching staff.
4. Group Mediclaim Insurance of Rs. 2 lakhs for all teaching and non-teaching staff.
5. Gratuity provision for the staff.
6. Maternity leave upto 6 months is given.
7. Affordable housing provision for teaching and non-teaching staff (under construction).
8. Support for relocation is given to faculty by providing guest house till they get accommodation.
9. Fees concession to the wards of the non-teaching staff.
10. Social and recreation activities are conducted for staff family members.

Avenues for Career Development/Progression:

1. Permission is granted to 16 number of faculty for pursuing their Ph.D.
2. For attending progress seminar, outdoor leave is given. For laboratory research works, permission is granted after adjusting the lectures and practical schedule.
3. Reimbursement of expenses for registration at the conference and travel expenses.
4. Patent registration fees are reimbursed.
5. Journal paper publication fees are given.
6. Sabbatical leave for post-doctoral fellowship, industrial projects assignment and for Ph.D. are given to some faculty.
7. Consultancy assignments are encouraged by providing 60% of consultancy amount to staff members.
8. Faculty is permitted to deliver guest lectures outside and permitted on Board of studies of other institutes.
9. Non-teaching staff is also permitted to upgrade their qualification. Till now 4 have upgraded their qualification.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 2.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)

6.3.3

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

Response: 62.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	41	34	31

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	26	28	25

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute has been promoted by "Shiksha Mandal" parent trust/society, a 109 year old non-profit educational trust. Through the trust it mobilized over Rs 100 Crores from NGOs to fund Bajaj Institute of Technology's initial infrastructure. This is quite unprecedented and leads to reduced fees of students in the absence of any interest burden.

As a self-financed private Institute, the main source of funds is from collection of prescribed fees from the students admitted to UG programs. Because of prudent financial management institute was able to come out of a financial deficit situation in the 4th year of its existence. Resources have been utilised with cost effectiveness, quality and speed.

The admissions take place through the centralized admission process of Director of Technical Education, Maharashtra. Fees to be charged to students are fixed by the Fees Regulating Authority of State Government. Other than these fixed fees, no other fees are charged to students. Various types of Govt. Scholarships are received from social welfare departments and are deposited into institute account against fees of students.

Fees are utilized for the development of the Institute and towards recurring expenses. The major funds are allocated for salaries of teaching & non-teaching staff, utilized for development and maintenance of infrastructure viz., Laboratory equipment, furniture, ICT facilities, Computers, workshop fabrication, electricity, insurance, contingencies, payment to regulating authorities for approvals and affiliation etc. Requisite funds are utilised for enhancing library facilities like purchasing books, journals, periodicals, news-papers etc, as well as for students projects and programs.

Optimal Utilization of Resources:-

Effective and efficient use of available financial resources is monitored through the budget.

Lab in-charge of each lab prepares yearly budget of his respective lab. It is forwarded to Head of the department. He combines the budget of all labs and in consultation with faculty, adds the budget of recurring, non-recurring expenditure to prepare final budget of the department. All department budgets are reviewed by the Accounts officer, Registrar and the Principal and after evaluation, the entire Institute's budget is prepared. This is approved by the chairman and finally it is kept for approval in the BOG meeting for final approval. In the process of purchasing, for items above Rs. 20,000/- quotations are obtained, compared and purchase order is given to the competitive vendor. For higher amounts, tenders are floated by parent trust, bids are obtained and on the basis of merit and experience, Contract is awarded. No cash transactions above rupees 2000/- are done.

Internal and External Audit

The audited statements submitted by accounts officer are verified by the Registrar and the Principal for the purpose of internal auditing. They check fee receipts and payments with vouchers and necessary supporting documents, ensure that all payments are duly authorized and purchase policy procedure is followed. The points raised in internal audit are rectified by the accounts officer and then it is sent for the external audit.

Finances are audited externally by a reputed firm of Chartered Accountants and its returns are filed within the stipulated period.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC strives to maintain acceptable standard of Teaching-Learning process through well established quality deployment methods. Role of IQAC is to Plan, Design, Training, Execution, Feedback and then Implement [PDTEFI Model] the processes for betterment and overall development of the institute.

More than 85% students admitted to the Institute are from rural areas. These students lag the new age must skills such as aptitude, logical reasoning, communication and presentation skills, etiquette and other generic skills for grooming their personality. IQAC initiatives therefore are focussed on developing these skills simultaneously along with

- Developing higher and advanced learning skills
- Promotion of inculcating culture of creativity, innovation and research aptitude among students.
- Use of ICT tools to impart the knowledge effectively for better understanding.
- Implementation of outcome based education as this ensures the better learning output and development of abilities of students.
- Transparent continuous assessment methodology defined in the academic policy keep the students alert about the expectations from them to meet the requisites. To review the teaching learning process, structures and methodologies of operations and learning outcomes following measures are initiated:

1. Academic Audit (AAR) and initiation of follow-up action
2. VAP and Add-on Courses and its rubrics-based evaluation methods
3. Domain wise choices and analysis
4. Learning Levels evaluation (H, M, L)
5. Curriculum GAP analysis based on contents beyond syllabus.
6. Seminars for teachers on evaluation and assessment methods
7. Faculty Enablement Program
8. Feedback from all the stakeholders
9. Compile and review the data for rankings and awards along with pre and post ranking analysis.
10. Awareness campaign for all the teachers on T-L process during pandemic.
11. Continuous updating and training

Initiatives:

On the basis of feedback from all the stakeholders: Students, Alumni, Employer, Parents etc :

- Preparation of the Academic Calendar of the Institute at the beginning of each semester in line with University Academic calendar.
- Monitoring the academic activities in the Institute i.e., the regularity of the theory and practical classes.
- Designing, implementation and regular review of all the academic procedures.
- Conduction of Academic Audit

Below Faculty Enablement Sessions were organized in the institute for all the faculty members for implementing the strategies finalized in various meetings.

1. Faculty Enablement Programme on “Tools for Planning, Execution, Evaluation and Assessment in HEI” during 28th February to 5th March 2022.
2. A session on “Mapping and Attainments” was organized on 21/07/2021 in online mode for all the faculty members
3. A session on "Planning & Implementation of Academic Processes" was organized on 27th February 2021 for all the faculty members.

File Description	Document
Upload Additional information	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institute has a culture of ethical practices, respect for all sections of society and it recognizes the dignity and self-respect of women. Around 40 percent of the students are girls and around 20 percent faculty members are women. Institute practices gender audit in all its planning and is using it as tool to assess and check the institutionalization of gender equality into organization, including in its programmes, facilities and proceedings. Institute is committed to creating a healthy environment that enables students and faculty to learn and work without any fear of prejudice, gender bias and gender discrimination. It has continued to remain committed to fostering an inclusive environment and to creating a fair and equitable space for all staff and students, irrespective of their gender.

Measures for the promotion of gender equity :

Institute is taking key efforts to practice gender equity and sensitization in all its proceedings including facilities for women on campus and in curricular and co-curricular activities.

For safety and security

- Various Committees such as internal complaints committee, Grievance redressal committee, anti-sexual harassment committee, anti-ragging committee, SC/ST students welfare committee are formed. There is a robust and fair mechanism to address sexual harassment complaints or any grievance received from students and staff.
- Security guards are appointed to restrict the entry of strangers in the campus.
- The link for online submission of grievance is provided on the Institute website <https://forms.gle/GSYPNFApjnEN8Nur7>
- Anti ragging posters and helpline numbers are displayed all over Campus.
- 24x7 CCTV surveillance cameras, 72 No. are installed all over the Campus with sufficient backup memory.
- Poster of "Police Didi and Polics Kaka" from police department with helpline number is displayed in students section.
- Girls hostel and boys hostel have a lady warden and a gents warden respectively and a 24 x 7 lady caretaker in girls hostel has been appointed.

Other Gender equity and sensitization measures

1. College uniform for boys and girls is kept same (jeans and t-shirt).

2. An online webinar of two days on cross-cutting issues was organized in which seminar on gender equity from an expert was conducted.
3. Equal opportunities of participation in all sports, cultural, NSS, technical & social activities are provided to female students.
4. Various clubs of the Institute have girl students leading it.

Women Empowerment measures

1. Efforts have been taken to bring equality by ensuring that at least one-woman member is included in various policy making committees.
2. Lila Poonawala scholarship is awarded to needy girls students. The donor also conducts various workshops for empowering the girl students.
3. Celebration of International Women's Day to celebrate the spirit of womanhood and to provide platform for discussing women related issues.
4. Health check-up camp / Haemoglobin check-up for girls Students.
5. Yoga session by lady yoga expert for girls and women faculty.

Institute has ensured to keep fair and non-biased approach for men and women. A perfect congenial atmosphere of working for women faculty and a safe and secured learning environment for girls students is ensured by practicing gender equity.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

BIT is committed to upholding harmony with regard to cultural, regional, linguistic, socio-economic and other diversities among students, faculty and staff. Its constituent units encourage students in community services and activities to uphold the sense of civil responsibilities. BIT being a Hindi-linguistic minority Institute in Maharashtra, has 51% of seats reserved for students domiciled in Maharashtra with Hindi as their native language, thus fostering regional and linguistic inclusivity.

Foundation of an inclusive society within Institute walls, is furthered by affiliating University, integrating subjects like 'Basic Human Rights' and 'Constitution of India' in the syllabus. Syllabus of these subjects equips students with an understanding of individual rights, group dynamics, and the interplay between society, religion, and culture. It instils a deep appreciation for democratic values, fundamental rights, and the duties of citizens, directly addressing the need to sensitize students to constitutional obligations.

Recognizing crucial role of language in bridging cultural divides, BIT prioritizes linguistic proficiency. Courses on soft skills, Corporate English Language and Japanese Language Training empower students to communicate effectively across cultural landscapes. Beyond practical communication, learning Japanese offers a fascinating window into a nuanced culture, fostering understanding and acceptance through firsthand insights into customs, values, and artistic expressions.

Being an Institution in Gandhi City, spirit of Gandhian principles permeates our environment. This manifests in diverse ways, such as "Swacchhata hi Sewa" by campus cleaning and beyond the campus cleaning activity such as Dham river cleaning; "Ahimsa Paramo Dharmaha" program which imbibe in students the respect for each other's religion, castes and customs and imbibe in them the values of empathy, tolerance, patience and forbearance; "Satyagrah" convey them about menace of following unethical practices and hiding facts from teachers and parents, transparency in academic and administrative practices reflects our commitment to ethical conduct, reinforcing value-driven educational framework; "Be the change you want to see in the World" seminar conveys them about essence of proverb 'charity begins at home'.

The Institute prioritizes community service, mirroring Gandhiji's dedication to social equality and upliftment, through initiatives like educating lesser privileged, health and hygiene awareness camps, blood donation drives and environmental awareness campaigns such as "Preserve planet Earth" and "Avoid Plastics".

Our vibrant cultural life is nurtured through departments fora and clubs which promote inclusivity and civic awareness. Annual cultural fest amBITo, and forum events provide avenues for students from different backgrounds and communities to bond, fostering tolerance and understanding. Students display India's diverse culture through traditional attire and dances from various states, emphasizing "Unity in Diversity" in cultural events. Celebrating rich traditions of festivals like Ganesh Chaturthi, Navratri, Diwali, Holi, Eid instil pride in heritage and build sense of national unity.

By actively engaging in outreach activities, students imbibe the values of respect, empathy, and understand different perspectives of social issues prevailing in the community.

Electoral Literacy Club is formed and voters' registration program is conducted to educate the students. During constitution day, students are narrated the fundamental rights, duties and responsibilities and how to exercise them in proper way in our conduct.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

1. Title of the Practice: Integrated Societal Engagement

2. Objectives of the Practice

Institute integrates societal engagement to cultivate civic responsibility and contribute to community welfare. Working for social upliftment by fostering rural development, community services, instilling social responsibility among faculty and students, and temporarily also addressing COVID-19 challenges.

3. The Context

Institute being in rural area, has understood the importance of societal engagement. In pursuit of social responsibility, institute has actively participated in Unnat Bharat Abhiyan, emphasizing rural development, community service, and disaster management during the covid-19 pandemic. It has played a pivotal role in rural infrastructure development, in community services strengthening its commitment to societal well-being.

4. The Practice

4.1: RURAL DEVELOPMENT

Working hand in hand with various Gram Panchayats and collaboration with NGO Jankidevi Bajaj Gram Vikas Sanstha, faculty and students carried out following activities:

1. Pipri Gram Panchayat School construction supervision
2. For identifying suitable location of wells in farms of the farmers, Electric Resistivity tests were carried out in Pipri village.
3. Through Unnat Bharat Abhiyan, extensive surveys and awareness campaigns in 5 adopted villages, covering approximately 500 families.
4. 1 kW solar rooftop system was installed under UBA, in the Zilla Parishad School of village-Chana (Takli).
5. Designed and developed a mechanism to open and close KT Weir (Kolhapur Type Bandhara) gates at village Moi Bramhni.

6. For converting K. T. Weir to elliptical arch weir, survey, drawings and designs were done for village Talegaon.
7. Designed gravity retaining wall at K.T. Weir, village, Nara.
8. Provided the drawing and design for construction of foot bridge over the nallah at village Giroli Dhage.
9. Structural audit of Saldara Zilla Parishad School.
10. Conducted ICT training for Zilha Parishad school children at the Institute.
11. Information dissemination for rural youth and citizens by forming the WhatsApp group.

4.2 COMMUNITY ACTIVITIES

1. 'Avoid Plastics' Awareness Campaign by distributing Jute bags at various locations in Wardha
2. Dham River Cleaning Drive was conducted.
3. A tree plantation program, in which a total of 55 trees were planted.
4. Extended its expertise in structural audit of "Motha Maruti Devasthanam", Kanhapur.
5. Rotaract Club activities for community development.

4.3 DISASTER MANAGEMENT DURING COVID

1. Collaborated with the Wardha Collectorate office to create the 'COVID 19 War ROOM', a solution developed to connect healthcare system.
2. Recognizing the insufficient oxygen supply in government hospitals due to the surge in COVID-19 patients, BIT staff inspected and ensured the integrity of oxygen supply pipeline.
3. Distributed masks and sanitizers to the people in nearby villages to avoid the spread of covid.

5. Evidence of Success

Students have developed greater social sensitivity and understood their responsibility of giving back to society. They got to interact with the lesser-privileged, and learned patience and empathy. The beneficiaries have appreciated the efforts of the faculty and student volunteers. Universal human values were practically learned by students. As they saw their faculty also getting involved in societal engagement, they developed interest and willingly come forward in working for the cause of society.

6. Problems Encountered and Resources Required

Challenges included time constraints during the COVID-19 crisis, the urgency of addressing rural development needs, Commuting for school repairs and structural audits. Resources required comprised technological infrastructure, collaboration with Govt. officials, funding for rural development projects, and engagement with NGOs.

Best Practice II

1. Title of the Practice: Development through Institution's Innovation Council (IIC) activities

2. Objectives of the Practice

1. To create vibrant local innovation ecosystem.
2. To have start-up supporting mechanism in the Institution.
3. To prepare the Institution for Atal Ranking on Innovation Achievements Framework.
4. To establish functional ecosystem for generating ideas and their Pre- incubation.
5. To develop better cognitive ability of students.

3. The Context

IIC was started in 2019 with the approval of MoE, to systematically foster the culture of innovation and start-up ecosystem in the Institution. Its role is to engage large number of faculty and students in various innovation and entrepreneurship related activities such as ideation, problem solving, proof of concept development, design thinking, IPR, project handling and management at Pre-incubation/Incubation stage.

4. The Practice

Since inception, IIC has organized 190 events to nurture and develop innovation and Entrepreneurship ecosystem in the Campus. It has executive body to inculcate creativity, logical and design thinking among students' community to work with new ideas and transform them into prototypes. Webinars, workshops, panel discussions and competitions are organized periodically to connect the team with subject matter experts. IIC has varied representation to have an interdisciplinary ecosystem. It was vibrant even at the time of COVID 19 lockdown periods, by pursuing its activities virtually.

5. Evidence of Success

1. Institute was awarded 4.5/5-star rating for IIC 2.0, which was second highest rating.
2. It was on Number 1 position in India with 7 software projects and 2 hardware projects selected for National finals of SIH 2020 out of which 1 project in Software and 1 in Hardware won the prizes of Rs. 1,00,000 each.
3. 3 students who were mentored by IIC members, won prizes at State level competition organized by the affiliating University.
4. One team won National Innovation Challenge 2020, organized by MoE's Innovation Council, GoI, and received financial assistance of Rs. 3 lakhs for setting up start-up.
5. NISP Innovation and Start-up policy for the Institute framed.
6. Three Patents are granted.
7. In 2022, Institute was on 4th position in India with 11 software projects and 9 hardware projects selection at finals of National Smart India Hackathon, out of which 6 projects won the finals, in which 2 projects were in Students' Innovation category.
8. Selected as Mentor Institute amongst 155 selected across India.
9. Institute became part of Governing members for consortium ID C16 consisting of Districts from Vidarbha region.
10. 2 faculty members completed Advanced level Innovation Ambassador training and 8 faculty members completed Basic Innovation Ambassador training.

6. Problems Encountered and Resources Required

The COVID 19 pandemic and accompanied lockdown were negating the fruitful collaboration of students for a vibrant local Innovation system but the IIC members overcame the obstacle and achieved the target. The tight academic schedule without gap in the sessions, post-covid, put up the restrictions on

time sparing for conducting more activities.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Making Students Industry Ready by Involving them in Projects and Participating on Competitive Platforms:

BIT has a vision of producing industry ready engineers who will innovate and deliver their best in the profession.

For achieving this goal, BIT is equipping its students most practically in different ways such as VAP/Add on Courses, Internships, Field and Industry visits, Aptitude training, soft skills development workshops, involving them in co-curricular, extra-curricular, community development activities, so that their overall personality will develop and they will be making themselves industry ready. BIT found that the way of involving students in mini/major projects, projects competitions, preparing working models, participating at state and national level by presenting solutions/models has the most pronounced impact on students' development and therefore it emphasized on a larger scale, involvement of students in projects on various platforms and has achieved wonderful milestones in a span of just 6 years.

The industry looks for students who have capability to work on projects. They should be vibrant, energetic individuals, who have capabilities to solve the problems, analyse, think about solutions, work on possibilities and come out with feasible output. Students should have group dynamics, creativity, out of box thinking, capability to innovate, working ability in a team, presentation and communication skills, logical and analytical reasoning abilities, adaptability, readiness to accept challenges, conflict resolution skills and negotiation skills. Through project activities all these skills are imbibed by the students.

Process of Projects Development :

BIT at the start of session floats the problems to students, mostly on industry applicability or on research and students start working on developing projects. At department level, presentation of models, powerpoint presentation on solutions are made. Students are evaluated and more applicability aspect projects are modified with the help of teachers and then students are sent for participating at several prestigious

competitions such as-

- National Smart India Hackathon
- State level "Aavishkar" projects Competitions of DBATU.
- Maharashtra start-up Yatra
- Indian International Science Festival
- KPIT sparkle
- Automotive Research Association of India Competition
- CISCO Idea-thon
- At Indian Institutes of Technology

1. At the start of academic session, students are encouraged to identify problem statements and start developing ideas of projects.
2. Once the National Smart India Hackathon problem Statements are declared, students start their working, They are allocated mentor faculty. They discuss in team, with mentor and also meet relevant Industry people to develop their projects/solutions.
3. The students are then provided with labs/workshop facilities to work on the solution of problem statement and develop the proposed idea to prototype.
4. Internal Hackathon / Projects Competition is organized in the Institute.
5. Students are first mentored in mentoring round by department faculty, followed by expert panel comprising of Head of the departments / Associate Professors. Suggestions are given to students for further development of the projects.
6. Power judging round is conducted to identify the best teams from the Institute.
7. As per the domain and problem statement requirement, project teams are sent for Initial rounds of National Smart India Hackathon and to several other competitions to provide the students a great platform. This 'projects culture' has yielded great fruits which are evident from the following achievements:-

- In 2019-20, BIT achieved No.1 position in the country with 7 software and 2 hardware projects selected for National finals of Smart India Hackathon(SIH) 2020.
- Two teams, one each from Software and Hardware, won 1st Prize at the National Finals of SIH 2020 & received Rs. 1 lakh prize money each.
- Team Promoner' from Mechanical Engineering Dept. won National Innovation Challenge 2020, organized by Ministry of Education's Innovation Council, GoI and received a grant of Rs. 3 lakhs for setting up start-up.
- Twenty teams of BIT were finalists at the National Smart India Hackathon 2022.
- Six teams, one in Software edition and five in hardware edition, won 1st Prize at the National Finals of the Smart India Hackathon 2022. With these wins, BIT stood on number 4 position in India in terms of wins in SIH.
- Three projects were selected and presented prototypes of their solutions at the grand finale of the ninth edition of KPIT Sparkle 2023, which received more than 1000 ideas from nearly 400 colleges in India.
- Two teams from Electrical Engineering won two prizes in the Science India Festival (SIF) of the 8th edition of the India International Science Festival (IISF) Competition, an initiative of GoI organized by the Ministry of Science and Technology and the Ministry of Earth Science in association with Vijnana Bharati at MANIT Bhopal, January 2023.
- In 2020-21, one of the BIT teams was amongst the top 10 finalists of the "Lost Votes Tech Solutions Challenge." an initiative from The Times of India, GitHub and IBM Technology

Partner. The team was selected from amongst 2000+ teams across India.

- 10 students participated in IIT Kharagpur Techfest, in 2018-19, and 10 students in IIT Chennai Techfest in 2019-20.
- 20 students of Mechanical Engg participated in Go-Kart championship at Bhopal and won a third prize of Rs. 10,000.
- In 2018-19, 27 Students were in top 100 in Nagpur Municipal Corporation's Mayor Innovation Contest.
- In 2020-21, Chattra Vishwakarma Awards, the team AGROBOT secured a place at regional level, but could not get any position at national level. However, it was the only team from Maharashtra that got selected for Nationals.
- In 2021-22 at ARAI Technovuus Mobility Hackathon, "Team Ausories" won first prize.
- One Student cleared all stages of Cisco Ideathon 2021 competition and secured a job in CISCO India with a package of Rs. 11.30 Lakhs.
- Till date 5 patents have been registered by students on their innovative projects, out of which one patent has been granted.
- 10 Teams from the institute participated in Maharashtra Start up Yatra Projects Competition, out of which one team won the first prize.
- In 2023 National Smart India Hackathon 10 teams were shortlisted for finals, out of which one team in the software edition won the competition and bagged Rs. 1 lakh prize.
- In recently conducted "Aavishkar" projects competition at DBATU, BIT was awarded "Champion Institute Award" for winning maximum number of awards in the various category of projects. Later at the State level, one student baaged the second prize for her project.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

GOALS:

- To be an institute promoting students centricity by facilitating them most practically.
- To be an institute in pursuit of continuous value addition in its students.
- To inculcate the culture of creativity, excellence, discipline, hard work, simplicity, social commitment and ethical behavior.

Concluding Remarks :

Bajaj Institute of Technology run by 110 years old 'Shiksha Mandal' trust, started in 2017 is marching ahead to ensure that it contributes to the technology space, remaining relevant for the future. Its mission is to develop industry ready engineers and also achieve the development of Vidarbha region. With a support from Bajaj group, it has invested Rs 100 crores in the development of the institution. In a span of six and half years it has achieved recognitions at National level by winning Nine Awards at National Smart India Hackathon.

The Teaching-Learning process of the institution is well defined with a focus on activity based and project based learning. Students are being nurtured practically so that they will prove their mettle in the profession. Students are offered scholarships from various government and private agencies.

The infrastructure of the institute is well developed. Financial mobilization is properly carried out. The budgeting and expenditure is properly planned and executed. internal and external audits are carried out regularly.

Despite in the rural region Institute has become successful in providing excellent internship and placement opportunities to students. It has well qualified and dedicated faculty members who deliver their best in teaching and research.

The governance of the institution is strategic and works on the guidelines of the perspective plan. The staff members are provided adequate welfare measures and flexibility in day-to-day functioning.

The institute has best practices such as its faculty and students involvement in extension /outreach activities, development of students by nurturing innovation and creativity culture, recognizing the contribution of teaching and non-teaching staff by presenting them annual awards etc. National Smart India Hackathon competition participation and success in it as well as in other projects competitions like Avishkar, Maharashtra Start up Yatra has carved a niche in the success of the institution and has paved the way for students to become industry ready.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :57</p> <p>Remark : Kindly refer to SOP manual that says "Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only".</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1757</td> <td>1307</td> <td>394</td> <td>143</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1757</td> <td>1307</td> <td>394</td> <td>143</td> <td>01</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1757	1307	394	143	01	2022-23	2021-22	2020-21	2019-20	2018-19	1757	1307	394	143	01
2022-23	2021-22	2020-21	2019-20	2018-19																	
1757	1307	394	143	01																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1757	1307	394	143	01																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 295</p> <p>Answer after DVV Verification: 294</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>287</td> <td>252</td> <td>188</td> <td>233</td> <td>239</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	287	252	188	233	239										
2022-23	2021-22	2020-21	2019-20	2018-19																	
287	252	188	233	239																	

2022-23	2021-22	2020-21	2019-20	2018-19
287	252	188	233	238

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	240	240

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	240	240

Remark : As per the provided data.

2.1.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
224	192	150	204	193

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
224	192	150	204	192

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
224	192	150	204	193

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
224	192	150	204	193

Remark : As per the provided data.

2.4.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	48	36	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	51	48	36	24

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	21	18	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	24	19	16	09

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0.5	0	34.92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0.5	0	34.909

Remark : Value updated

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	20	03	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	14	16	03	02

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	07	02	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	06	02	00

Remark : DVV has accepted to exclude one paper, hence, updated.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	24	14	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	24	14	26

Remark : Values updated as per attachment

3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>18</td> <td>8</td> <td>7</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>16</td> <td>7</td> <td>7</td> <td>4</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	27	18	8	7	4	2022-23	2021-22	2020-21	2019-20	2018-19	22	16	7	7	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	18	8	7	4																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
22	16	7	7	4																	
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : HEI has provided only 16 e-copies of MOUs, hence, revised.</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1375 1046 1509"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>68.38</td> <td>163.59</td> <td>242.69</td> <td>198.20</td> <td>270.21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1588 1046 1722"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>67.46</td> <td>162.23</td> <td>242.69</td> <td>195.31</td> <td>266.92</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	68.38	163.59	242.69	198.20	270.21	2022-23	2021-22	2020-21	2019-20	2018-19	67.46	162.23	242.69	195.31	266.92
2022-23	2021-22	2020-21	2019-20	2018-19																	
68.38	163.59	242.69	198.20	270.21																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
67.46	162.23	242.69	195.31	266.92																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 258</p> <p>Answer after DVV Verification: 258</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support</i></p>																				

facilities excluding salary component, during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
137.35	183.50	134.62	193.23	74.35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.94	63.16	19.5	100.19	10.04

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
747	525	473	439	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
747	525	473	439	60

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	4	0	0

5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. <i>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</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3	0	0	5	9	2022-23	2021-22	2020-21	2019-20	2018-19	1	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	0	0	5	9																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	0	0	0	0																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1099 1046 1234"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>0</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1312 1046 1447"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>0</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	5	0	4	5	2022-23	2021-22	2020-21	2019-20	2018-19	7	2	0	2	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	5	0	4	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	2	0	2	2																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	18	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	133	117	44	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	41	34	31

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	26	28	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	26	28	25

Remark : Values updated as per attachment

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 73</p> <p>Answer after DVV Verification : 67</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>52</td> <td>45</td> <td>37</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>49</td> <td>41</td> <td>34</td> <td>21</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	56	52	45	37	24	2022-23	2021-22	2020-21	2019-20	2018-19	54	49	41	34	21
2022-23	2021-22	2020-21	2019-20	2018-19																	
56	52	45	37	24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
54	49	41	34	21																	