



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PROF RAM MEGHE INSTITUTE OF TECHNOLOGY AND RESEARCH

ANJANGAON BARI ROAD, BADNERA, AMRAVATI

444701

<https://mitra.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidarbha Youth Welfare Society's (VYWS) “**Prof. Ram Meghe Institute of Technology and Research**”, (PRMIT&R) is approved by AICTE and DTE, Maharashtra. PRMIT&R is the premier institutions in Central India offering technical education since past 39 years and affiliated to Sant Gadge Baba Amravati University, Amravati. The institute has been NAAC accredited with Grade ‘A’ in first cycle and now is in the process of second cycle of accreditation. Some of its engineering degree programmes are accredited three times by NBA, New Delhi. Also, NIRF has listed PRMIT&R in the rank band of 251-300, 201-250, and 251-300, successively for 3 years in the years 2020, 2021 and 2022 respectively. Institute offers B.E. Degree courses in seven disciplines, namely, Civil Engineering, Computer Science & Engineering, Electronics & Telecommunications Engineering, Mechanical Engineering, Information Technology, Artificial Intelligence and Data Science, and Industrial IOT. Institute also offers M.E. Degree courses in six specializations, namely, Electronics and Telecommunications Engineering, Computer Science and Engineering, Mechanical Engineering (CAD/CAM), Mechanical Engineering (Thermal Engineering), Civil Engineering (Structural Engineering), Civil Engineering (Environmental Engineering), and Information Technology. PRMIT&R also offers PG programs in Management Studies (MBA) and Computer Applications (MCA). Today, under the Chairmanship of Dr. Nitin Dhande, VYWS is managing several institutions of higher education in Vidarbha region. Management and Institute always strive to spread awareness about the research amongst academicians & students, to deal with the local as well as national problems of social value and in order to make the human life better. The Institute seeks to make faculty and students think about research in a more positive way. The Institute inspires and motivates researchers to conduct research in Science, Engineering & Technology for the sustainable development. Institute has more than 25 research guides and over 50 doctorates. Institute has a separate Research Promotion Cell. The Institute has been received many grants from AICTE under RPS and MODROBS schemes for the research and development purposes. The laboratories of all engineering departments are recognized as ‘Research Laboratories’ by parent University. The Institute and faculty members are the recipients of many awards for their best academic performance and contribution to society.

Vision

The Governing body of this institute has an unstinting goal of building the image of this Institute as a great institute of engineering, technology, management and research which will grow as the unique place for engineering and management education that focuses equally on both mind and personality of the students. Also, we, the stakeholders of this Institute shall continue to foster engineers and managers to be this century’s well-rounded leaders in technology, management and innovation. We shall continue to morph the professional degree earned through PRMIT&R into a special key to doorways of great opportunities. With the mission of nurturing responsible techno-citizens, we have focused vision for this institute to make it a Center of Excellence for technical and professional education. In order to accomplish this, we have formally devised the following vision:

“To become a pace-setting Centre of excellence believing in three universal values namely Synergy, Trust and Passion, with zeal to serve the Nation in the global scenario”

Mission

With the above vision, the Institute will continue to rise well above the norms through an outstanding faculty, focused first and foremost on students, as well as through a growing portfolio of high quality research & development both in the field of Engineering and Management. To follow the way to accomplish this, we have formally devised the following mission statement:

- To achieve standard in Technical education through the state of the art pedagogy and enhanced industry Institute linkages
- To inculcate the culture of research in core and emerging areas
- To strive for overall development of students so as to nurture ingenious technocrats as well as responsible citizens

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Premier Self-financed Engineering Institute in the region
2. Young, Progressive and Dynamic management
3. NAAC and NBA accredited
4. Well qualified and dedicated faculty with 55 Ph.Ds. and many more pursuing PhD in various institutes
5. Excellent faculty retention with minimum attrition rate
6. Fully equipped and state of the art laboratories
7. Excellent infrastructure and conducive ambiance for academics
8. Recognized Research Laboratories by SGBAU for Research Scholars
9. Enriched, Resourceful and Digitalized Library
10. Faculty, Staff and students well protected with several welfare schemes
11. Good support by Alumni who are occupying higher positions in various organizations
12. Professional Society Chapters/Activity Clubs in every department
13. Dispensary with a doctor to address health issues of faculty, staff & students on-campus
14. Consistently good results with large number of university rankers
15. Strong on-campus placement of students

Institutional Weakness

1. Geographical disadvantage as Institute located in industrially backward region
2. Non-residential premises
3. Students from rural background weaker in communication skills
4. Comparatively lesser inclination of students towards higher studies after graduation
5. Low industrial consultancy in the branches other than Civil Engineering
6. Deficiency as far as collaborative research leading to start up is concerned

Institutional Opportunity

1. Rapidly growing Indian Economy & distinctively increased demand in IT sector

2. Scope for Tribal, Rural & Agro based projects
3. Scope for Community Services
4. Entrepreneurship Development
5. Scope for promotion of start-ups under the 'Digital India' and 'Make in India' campaign

Institutional Challenge

1. To sustain fluctuations in varying industry demands for engineering graduates
2. Increased trend in migration of students population to metro cities
3. To improve industrial consultancy and funded research projects
4. To incline the students towards entrepreneurship rather than jobs
5. Strengthening Research and Development towards product design

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Prof. Ram Meghe Institute of Technology and Research (PRMITR), Badnera is affiliated to Sant Gadge Baba Amravati University (SGBAU) and follows its designed curriculum. This curriculum is periodically upgraded with the latest developments in technology to meet the requirements of the industry by taking feedback from all stakeholders. Most recently SGBAU has started CBCS based curriculum from AY 2019-20 for all UG Engineering courses.

PRMITR prepares its own Academic Calendar in alignment with the University's calendar and strictly adheres to it. For effective planning and implementation of the curriculum, the entire course faculty prepares curriculum delivery plans and the execution plan is periodically reviewed by the Heads of the department and Institute's Academic Council. As PRMITR follows the SGBAU curriculum, it has limited academic flexibility. Hence, various curriculum enrichment certificate / value added courses are offered to the students which in turn help the students improving their technical and soft skills and also to bridge the gap between the industry and academia.

Institute also addresses "cross-cutting" issues like Gender, Environmental Sustainability, Human Values and Professional Ethics through its curriculum as well as through various activities conducted by different Committees/ Cells. This are addressed through seminars, case studies, awareness drives and projects, in addition to addressing them through certain curricular courses "and effective teaching learning methods" so as to sensitize them.

As a part of curriculum every year large number of mini-projects, Final year projects, field works, Internship etc. are undertaken. The Institute facilitates this to some extent by having MOUs with Industries/Organizations. Lot of these projects address social and day to day issues of the society at large.

Teaching-learning and Evaluation

The Institute strictly follows all the eligibility criteria, rules and regulations for admission, as laid down by Govt. of Maharashtra for admissions to various UG and PG courses. All admissions are through the Centralized

admission process. Certain seats are filled at Institute level as per merit and no capitation fee charged/levied. Part payment facility for fees is allowed as large number of students comes from downtrodden classes situated in rural areas.

Well qualified and dedicated faculty, low attrition rate, rule based recruitment process, are some highlights for maintaining teacher quality. Almost 25 % of the faculty is PhD/ M Phil/ NET-SET qualified. The student Teacher ratio is maintained below 20:1 at all times.

As teaching learning process is not limited to effective curriculum delivery it is structured through various mechanisms. All the courses have well defined Course Outcomes (COs) and are mapped with the Program Outcomes (POs) and Program Specific outcomes (PSOs). The COs and Pos & PSOs are disseminated to the respective stake holders through various means. Thus a well-defined mechanism is in place for assessing the learning levels of the students and for improving their academic performance which includes remedial course and bridge course (need based) for slow learners and skillathons/ hackathons/ incubation /Start up projects for advanced learners. Appropriate help is given to differently-able students.

Professional societies, skill enhancement, training and placement, NSS, co-curricular as well as extra-curricular activities and faculty mentoring together ensure an effective learning ecosystem for students. Institute continuously strives to improve effectiveness in teaching, learning and evaluation process at the same time maintaining desired transparency. Planning, dissemination, implementation and monitoring of various components are carried out in adherence with academic calendar.

A continuous internal evaluation (CIE) process is conducted through planned class tests, assignments, viva-voce etc. The Institute has a suitable mechanism to ensure transparency in the internal evaluation and also to handle related grievances. Semester end examinations are conducted as per University norms. The evaluation scheme is well defined and explained to the students from time to time. There is also a scope for grievance redressal through method of revaluation/re-verification.

Research, Innovations and Extension

The Institute encourages and promotes research, innovation, and extension activities for students and faculty through various mechanisms. The institute has a dedicated Research Promotion (RPC) cell that is responsible for conducting various activities for Research Promotion and Funded Projects. The institute encourages research and is a recipient of grants from AICTE for MODROBS and RPS. Certain Research Projects are funded by the Institute on its own. The institute has also received grants for conduction of FDP/ STTP, Skill & Personality development etc. from AICTE. The faculty from the Institute have filed more than

The Institute has established Institute Innovation Council (IIC) as per the guidelines provided by MHRD Innovation Cell (MIC) and AICTE. It is constituted with a view to provide platform to the innate creativity in the students. It is a small initiative taken by the institute to develop, innovative ecosystem within campus. The Institute has also established Business Incubation Center in association with Ministry for MSME, Govt. of India. The IPR Cell is established to facilitate students and faculty for filing patent and registration of copyright. In the process of conceptualization, solution identification and the realization, the IPR Cell of the institution look into the scope for IP creation. The Institute strongly encourages IP creation. The College has established Fabrication Laboratory to nurture innovative ideas of students and faculties.

Students and faculty are encouraged to publish research papers and participate in project competitions based on

their project outcomes. The Institute offers a research program leading to the Ph.D. Degree in seven engineering disciplines and one applied Sciences. The institute encourages its faculty to pursue their doctoral degree. To upgrade the knowledge of the faculty and encourage industry-academia interaction the institute organizes various AICTE funded, AICTE-ISTE approved Short Term Training Programs and Faculty Development Programs in the domains of recent trends in the technology.

The institution promotes college-neighborhood network community development by conducting regular activities related to social responsibilities of the institute through its NSS Unit.

- Cleaning of villages
- Free health check-up camps
- Tree plantation
- Blood donation camps
- Swachh Bharat Abhiyan

Infrastructure and Learning Resources

The institute fulfils all the norms specified by the statutory bodies in terms of land requirement, instructional area, administrative and various other amenities. All classrooms and laboratories are well equipped with good internet access, projectors, and computers. Various indoor and outdoor sports activities are conducted for the students to keep them physically agile. The buildings are equipped with fire fighting facilities

The Institute has a open air theatre where various cultural are conducted. In addition to this it is used for Yoga activities. The institute has a huge library with a diverse collection of more than 78,000 text books and reference books. PRMIT&R has been using LIBSYS, a Library Automation Software since 1995. The library has OPAC & NDLI Club Membership. Users can issue/return and search the books online through WEBOPAC. The library has more than 3000 e-books and has subscription of more than 1500 national and international journals to cater to the requirements of students, faculty and researchers.

The Institute has a well equipped Server Room which comprises Server, Firewall, Access Points, and Computing facilities. The Institute has 6 state of the art high configuration servers viz, 790 computers of various manufacturers, that are connected through LAN, 54 LaserJet Printers, two high speed heavy duty scanner cum printers, four colour printers, twenty Scanners and one 3D printers. The institute has three lines for Internet facilities totaling to 650 Mbps. All faculties are provided with “@mitra.ac.in” domain for email ids through G suite.

The Maintenance Department of the institute has a designated maintenance head and more than 20 skilled and unskilled staff members. It looks after activities related to building maintenance and repair-work, gardening, electrical maintenance etc. The house-keeping in the institute is outsourced to an outside agency.

Student Support and Progression

The Institute focuses on the holistic development of its students by enhancing their hard and soft skills. To increase opportunities for socially backward and economically weak students, the institute provides various scholarships which are sponsored by the government, non- governmental organizations and the institute.

To make the students corporate ready and enhance the placements, various sessions are conducted by T&P department in terms of Campus Recruitment training program (CRT). Apart from this the departments and T&P organizes lectures by keynote speakers on Personality Development, Presentation Skills, Goal-Setting, Resume Writing, Interviews, Cracking Competitive exams like (TOEFL, GRE, GATE, CAT SET), Civil service exam preparation and Army Recruitment.

Sessions are conducted in Language Lab to sharpen English Communication Skills of students. Also to improve communication and soft-skills of students programs are conducted through outside agencies. Events like Hackathons, IDEATHONS, programs like E-Yantra, NASSCOM Future Skills program, CISCO Net academy promote the usage of ICT to hone the technical skills of students.

Yoga and Meditation sessions are also organized regularly by various departments. Every large number of students participates in cultural and sports activities conducted by the institute, the University etc. The Institute provides them with all necessary equipments and help from time to time. Lot of students have been awarded for their outstanding performance in sports and cultural activities.

The Institution also has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and ragging. Students form part of various committees namely Placement Committee, IEEE, MESA, CESA, CSI and ISTE, College Development Committee, ICC, Discipline Committee etc. thus providing them suitable representation.

The Institute also has robust support of alumni who contribute to ensure smooth learning by delivering guest lectures, giving active feedback for enrichment of curriculum and to promote industry ready students.

Governance, Leadership and Management

PRMIT&R strives for imparting value based education and holistic development of its students. The established policies and procedures in the Institute ensure the integrity and effectiveness in its governance and administration.

The Institute promotes de-centralization and believes in participatory management by involving faculties and other staff in various administrative and academic activities. Perspective plans for five years are framed with goals in adherence to Vision and Mission statements of the Institute thus setting new standards and benchmarks for making itself a center of excellence.

The Institute fosters open and healthy communication between its employees which results in a free, fair, transparent and conducive work environment. Several welfare schemes are in place for the benefit of teaching and non-teaching staff. The Institute encourages the entire workforce to upgrade their technical and soft skills which is evident through their Performance Appraisal form.

Being a self-financed organization, the Institute has laid down processes for effective utilization of financial resources. The system of internal and external financial audit has helped to monitor available financial resources and its optimal utilization.

Since inception, the institute has been applying innovative plans to create a vibrant knowledge- oriented

environment. These plans are executed and evaluated through different committees to ensure quality measures at the institute.

Internal Quality Assurance Cell (IQAC) is established by the Institute and has initiated several quality reforms for academic and administrative excellence. The IQAC had played a major role in conduction of online classes during CORONA-19 pandemic by integrating Webex platform with the Moodle LMS platform for all the institutes of the society. IQAC focuses on improving its teaching-learning processes, brand building, research and innovations, infrastructure and academic developments through various cells so as to ensure the quality culture

As a mark of its quality assurance initiative, the institute has secured NIRF ranking in the bracket of 201-250 once and 251-300 twice in the past three years. The institute has also developed a high end Robotica lab with active funding from Yaskawa, India. Three departments have been accredited by NBA thrice since 2004.

Institutional Values and Best Practices

Prof. Ram Meghe Institute of Technology and Research provides a safe and conducive atmosphere for both genders. The Institute has all the mandatory committees and organizes regular awareness programs for gender sensitization. Separate washrooms and common rooms for girls are in place

The Institute is conscious of its environmental and societal obligations. The institute has Solid, Liquid, E-Waste, Hazard's chemicals waste management systems in place. PRMITR has also taken active steps towards achieving these objectives by provisioning Waste water recycling system, Rainwater harvesting, maintenance of water bodies and Re-use of one sided printed papers. Green campus initiatives like, restricted entry of automobiles, landscaping with trees and plants, tree plantations, Energy, Green and Environment audits, beyond campus environmental promotion activities are carried out actively.

Inclusivity is practiced by celebrating various commemorative days of national and international importance and conducting different cultural activities. Staff and students are periodically sensitized towards their constitutional obligations and are encouraged to exercise the right to vote.

Since its inception the institute has identified and adopted many **best practices**, two of which are Testing & Development of Collaborative **Robotics & Automation Center**.

The institute can boast of its performance in Student campus Placement, one area distinctive to its priority and thrust. For the past five years it has seen a increasing growth and has touched around 800 placements in an year. Thus by providing favorable atmosphere for holistic development and education, PRMITR is known for creating highly competent technocrats with integrity, human values, ethics and social consciousness in the entire Central India.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PROF RAM MEGHE INSTITUTE OF TECHNOLOGY AND RESEARCH
Address	Anjangaon Bari Road, Badnera, Amravati
City	Badnera
State	Maharashtra
Pin	444701
Website	https://mitra.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Gajendra R Bamnote	0721-2681337	9421741516	-	principal@mitra.ac.in
IQAC / CIQA coordinator	Chandrashekar N Deshmukh	0721-2681246	9820004158	-	iqac_prmitr@mitra.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	No

Establishment Details	

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-06-2010	View Document
12B of UGC	24-06-2010	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	08-07-2022	12	Every Year AICTE gives Extension of Approval for one year

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	Anjangaon Bari Road, Badnera, Amravati	Urban	13.24	25032.81

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	Std. XII Pass	English	120	0
UG	BE,Computer Science And Engineering	48	Std. XII Pass	English	60	0
UG	BE,Computer Science And Engineering	48	Std. XII Pass	English	180	0
UG	BE,Electronics And Telecommunication Engineering	48	Std. XII Pass	English	60	0
UG	BE,Electronics And Telecommunication Engineering	48	Std. XII Pass	English	120	0
UG	BE,Information Technology	48	Std. XII Pass	English	120	0
UG	BE,Mechanical Engineering	48	Std. XII Pass	English	120	0
PG	ME,Civil Engineering	24	Graduate in relevant engineering discipline	English	18	0
PG	ME,Civil Engineering	24	Graduate in relevant engineering discipline	English	18	0
PG	ME,Computer Science	24	Graduate in relevant	English	24	0

	And Engineering		engineering discipline			
PG	ME,Electronics And Telecommunication Engineering	24	Graduate in relevant engineering discipline	English	18	0
PG	ME,Information Technology	24	Graduate in relevant engineering discipline	English	9	0
PG	ME,Mechanical Engineering	24	Graduate in relevant engineering discipline	English	18	0
PG	ME,Mechanical Engineering	24	Graduate in relevant engineering discipline	English	9	0
PG	MBA,Post Graduate Department Of Management Studies	24	Graduate in any discipline	English	120	0
PG	MCA,Post Graduate Department Of Computer Application	24	Graduate in relevant discipline	English	60	0
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	72	Post-Graduate in relevant discipline	English	30	0
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	72	Post-Graduate in relevant discipline	English	30	0
Doctoral (Ph.D)	PhD or DPhil,Electronics And Telecommunication	72	Post-Graduate in relevant discipline	English	10	0

	Engineering					
Doctoral (Ph.D)	PhD or DPhil, Electronics And Telecommunication Engineering	72	Post-Graduate in relevant discipline	English	30	0
Doctoral (Ph.D)	PhD or DPhil, Information Technology	72	Post-Graduate in relevant discipline	English	10	0
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering	72	Post-Graduate in relevant discipline	English	20	0
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering	72	Post-Graduate in relevant discipline	English	30	0
Doctoral (Ph.D)	PhD or DPhil, First Year Engineering	72	Post-Graduate in relevant discipline	English	3	0

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	25				50				132			
Recruited	3	0	0	3	4	1	0	5	31	6	0	37
Yet to Recruit	22				45				95			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				162			
Recruited	0	0	0	0	3	1	0	4	109	53	0	162
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				83
Recruited	77	6	0	83
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				72
Recruited	71	1	0	72
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.	3	0	0	4	0	0	22	2	0	31
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	9	4	0	14
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	3	1	0	10	6	0	20
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	98	45	0	143
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	2	0	2	

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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	109	114	108	107
	Female	47	59	61	61
	Others	0	0	0	0
ST	Male	12	4	10	14
	Female	8	7	12	9
	Others	0	0	0	0
OBC	Male	328	322	305	357
	Female	226	237	198	249
	Others	0	0	0	0
General	Male	126	130	125	150
	Female	77	69	61	55
	Others	0	0	0	0
Others	Male	69	81	78	80
	Female	44	48	35	38
	Others	0	0	0	0
Total		1046	1071	993	1120

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute has continuously been striving for multidisciplinary approach within the academic framework of affiliated University. In view of the NEP, Institute is committed to offer multidisciplinary/ interdisciplinary teaching-learning environment. Academic programs have been redesigned to include interdisciplinary courses in the form of open electives. The teaching scheme as designed by affiliated university allows students get necessary flexibility to choose electives based on their academic/ career goals. The institute encourages mini-projects and projects in pre-final year and final year respectively that caters to attainment of a holistic and multidisciplinary education. With a standing of</p>
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	<p>around three decades, the Institute is majorly contributing towards scheme/syllabus framing through highly qualified and experienced teaching faculty nominated/elected in different academic bodies of the affiliating University.</p>
2. Academic bank of credits (ABC):	<p>The Institute understands the benefits of registering in ABC platform. The Institute is planning to register to ABC platform sooner or later. Presently the record of credits is provided by affiliating university and maintained by the Institute in offline mode.</p>
3. Skill development:	<p>The Institute is actively participating in Pradhanmantri Vikas Kaushal Yojna that offers necessary skills to the youth of the region. Many of the certified youths have established their own businesses and doing very well. Institute is striving towards overall development of the graduates through special programs such as soft skills, competitive exams through external agencies and domain specific skills through seminars by eminent industry experts. In addition to this, National Program on Technology Enhanced Learning (NPTEL) and Massive Online Open Courses (MOOC) are helping the students to improve their skills in the domain of their choice.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Presently the courses are taught in the language (English) as specified by the affiliating University. However it's a practice adopted by the Institute to explain the core concepts to the learners in the regional languages such as Hindi and Marathi. Every year Institute hosts a cultural festival known as 'Aashayen' to imbibe the cultural, traditional and ethical values in the student.</p>
5. Focus on Outcome based education (OBE):	<p>Many of the programs offered by Institute have been/were accredited by NBA. The culture of OBE is thus imbibed by Institute since long. The affiliating University has also adopted the CBCS curriculum since AY 2019-20. The OBE is achieved through alignment of program outcome – program specific outcome with the course outcomes keeping the spirit of NEP in view. Each semester the outcomes are analyzed and gaps if any, are overcome through series of lectures by eminent educationalist of the region and industry experts.</p>
6. Distance education/online education:	<p>The Institute has migrated from traditional offline teaching-learning to online/offline hybrid model of teaching-learning. This is carried out through</p>

licensed online platform such as Web-Ex and Zoom. The Institute has a well-developed Moodle platform to cater to the need of students. The students can view online video lectures in their leisure time as per their convenience and download the learning material. The students are examined through online assignments, MCQ based Tests, quiz etc. This model has been developed by the Institute in AY 20-21 to overcome Covid pandemic education hurdle. The students are also encouraged to learn NPTEL and MOOC courses. A special time slot is reserved in the time-table for this activity.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3786	3839	3542	3923	4068

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

2 Teachers

2.1

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

Response: 248

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	254	260	259	239

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
475.96	456.46	564.84	614.20	670.61

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 college ensures effective curriculum delivery and internal assessment through systematic and strategic transparent mechanism:

Preparation of Academic Calendar: At the beginning of each academic year, the academic calendar is prepared at the college level incorporating curricular, co-curricular and extra- curricular activities in alignment with the University academic calendar.

Time Table Preparation: Class-wise time tables are prepared before the start of academic session. Copies of Time table along with detailed workload of teaching faculties are submitted to Dean (Academics). Time-table is displayed on notice boards of every department and also conveyed to the students.

Design and Dissemination of Teaching Plan: Each faculty member prepares a detailed teaching plan and is then disseminated to the concerned students. Every faculty maintains a copy of Execution Plan to record the status of execution of teaching plan during the academic session.

Preparation of Course file: Each faculty member prepares the course file which includes the time table, lecture plan, course outcomes, mapping of course outcomes with program outcomes & program specific outcomes, unit wise notes, and previous question papers. POs and COs are disseminated to students by the course instructor.

Content Delivery: New and innovative teaching techniques, in addition to the traditional lecture method are adopted to deliver the content. Learner-centric techniques such as peer learning, collaborative learning, video lectures, quiz etc., are employed to encourage students' active participation.

Student's Feedback: Online feedback from students on various aspects of content delivery by faculties is taken twice in a semester. Faculties with below par grades are counseled by concerned HODs. Concerned faculty submits a report comprising of probable reason/s of underperformance and the plan of improvement in future to the HOD.

Academic Reviews: Periodical review on coverage of syllabus and regularity of students is taken by the HOD/Dean Academic followed by Principal. Suggestions are invited for the improvement of the teaching-learning process through regular meetings with Class Representatives (CRs) by HODs.

Internal Examinations: Every department conducts two Class Tests in every academic session. Detailed Examination schedule is announced in advance, by Dean (Academics) & respective HODs. The question paper of internal exams is prepared by concerned faculties. To maintain further compliance, answer sheets are checked within a week after the completion of each examination. Evaluated answer sheets are shown to

the students in the classroom for maintaining highest level of transparency in the evaluation system. In case of labs and projects, internal viva are conducted by respective departments before/ after the university examinations.

Assignments: In addition to the tests, assignments are also the part of Continuous Internal Evaluation. Assignments are provided to students as per curriculum and are submitted by students in the stipulated time.

Academic Monitoring: Each Head of the Department monitors course coverage and student attendance for every subject on regular basis. Remedial classes are conducted for weak students in mathematical/conceptual subjects. Academic monitoring is also conducted at institute level wherein each department submits Academic Progress Report twice in an academic session. Review of academic progress is done by Principal in HOD meeting.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 09

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 42.09

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2365	2691	752	1202	1054

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 into the Curriculum

Response:

The Institute follows curriculum prescribed by the Affiliating University and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across UG and PG programs to sensitize the students

Human Values and Professional Ethics:

The Students of First Year UG undergo Student Induction Program (SIP) in which cross-cutting issues like Human Values and Professional Ethics are addressed. The course "Business Ethics " is offered in Semester II in the teaching scheme for the MBA students. It provides insight into the ethical values in business setup apart from acquiring knowledge about corporate governance. A compulsory course is offered in Semester IV of a UG program (Electronics and Telecommunication) with an aim to inculcate a sense of social responsibility in the minds of students. It also helps to appreciate ethical dilemma while discharging duties in professional life. Courses such as IT ethics and practices, Cyber Security and Digital Forensics also address the ethical issues.

Environment and Sustainability:

The course "Environment Science" related to ecosystem, its balance & sustainability is an integral part of the curriculum of the second year (III and IV Semesters) of UG programs. University prescribed this course for creating awareness and developing importance of environment among students. Awareness about Environment is necessary for the protection of the environment and survival of human life. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development. Commitment of institute towards Environment protection and preservation is evident from the implementation of projects like Rainwater harvesting and Waste water treatment. Apart from this certain UG and PG programs run courses specific to Environmental Engineering.

Gender equity:

PRMITR, imparting quality education to shape global leaders has firm belief in gender equity which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, Institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level

committees, curricular and co- curricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect.

Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. **The NSS activities, Swachh Bharath Abhiyan, blood donation and health awareness camps** play vital role in promoting **inclusive environment towards regional and socioeconomic diversities** among students making a **Positive difference** and shaping them into wholesome professionals.

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: 41.57

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

Response: 1574

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 72.29

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1120	993	1071	1046	1267

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1462	1450	1576	1540	1576

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 96.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
455	454	524	489	488

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

2021-22	2020-21	2019-20	2018-19	2017-18
484	484	528	496	496

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

2.2 Student Teacher Ratio

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

Response: 15.27

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 using ICT tools

Response:

1. Experiential Learning

1.1 Project Based Learning:

Final year projects, mini projects and Project Based Learning are important components in our curriculum, allowing the students to undergo active experimentation and learn by doing the things. In project-based learning students solve problems; get hands-on experience of using real world problems, modern tools, equipment, instruments and machineries.

1.2 Industry and Field Visits:

Institute organizes Industrial visits and field visits periodically to make students familiar with industrial working, use of technologies, use of modern tools and equipment's and industrial culture contributing. Few courses in curricula highly recommend such visits for augmenting the subject knowledge.

1.3 Internships:

Provide internships for interested students which significantly improve their problem-solving skills and industry perception as they usually work on small projects, execute few tasks and learn industrial practices and environment.

1.4 Field work:

The vibrant NSS unit of the institute has been playing a vital role in supporting experiential learning by undertaking various field activities to educate the villagers. Students also perform technical surveys to analyze the components confined to Engineering domain.

2. Participated Learning

2.1 Participation in technical, co-curricular events and Competitions:

Institute takes keen interest to motivate and promote the students for participation in various events, competitions and hands on workshops and trainings at various levels.

2.2 Team work and Group Work:

Institute organizes student's activities to promote the spirit of Team work through NSS camps, Tree plantation, Swachha Bharat, Health awareness camp etc. to help the students understand Social problems and work for community welfare. Apart from this activities related to project, Students Chapter etc. help in developing team spirit.

3. Problem solving Methodology

3.1. Analysis and Reasoning

Sufficient questions in examination are based on analysis and reasoning. Mini projects and projects allow the students to formulate problems and provide solutions for the defined problem.

It is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, Institute uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

1. Moodle (LMS) is used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, etc. Course handouts and any other related material is uploaded on the Moodle. Faculty members use various pedagogical methods for effective teaching learning process like citing real world examples for application based courses.
2. The online learning environments are designed to train students in open problem-solving activity. Virtual labs are used to conduct labs through simulations.
3. In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, animations, Video clippings, Audio system, online sources etc. to improve the teaching- learning process.
4. College provides online library facility for faculties as well as student for enhancing their skills by e-consortium. . Digital Library resources (DELNET, NPTEL etc)
5. Wi-Fi facility for internet access is provided for individual laptop and mobile devices throughout the campus premises.

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: 100				
2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:				
2021-22	2020-21	2019-20	2018-19	2017-18
248	254	260	259	239
File Description	Document			
Upload supporting document	View Document			

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 25.08				
2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
62	64	64	62	64
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	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:

According to the academic calendar, every student has to appear in 2 internal tests & need to submit assignments in every semester. Each department conducts class test (internal assessment), which is in the form of written test & assignment in the form of power-point presentation, quiz on subject or other method, as per the norms provided by SGBAU. Seating plan is displayed on the notice board along with the class test time table. In both the class tests the subject teacher sets the question paper on completed portion of the syllabus based on Blooms Taxonomy to assess the holistic understanding of student regarding subject concepts. Subject faculty is provided with the target date within which the evaluation of answer sheets to be done.

Our internal assessment is robust enough to identify fast, average & slow learners from their performance in the class test. We encourage fast learners by appreciating them, displaying their names on notice board and providing them all required study materials & support so as to ensure their rank in university merit list. Average students are motivated to do better & their progress is tracked by their teacher guardian. Slow learners are counseled by the teacher guardian.

Similarly, we follow completely transparent grievances handling mechanism at our institute. Internal examination test schedules are prepared and communicated to student in advance. Paper setting is done by the subject faculty & reviewed by the core academic committee so as to ensure question paper quality.

Internal examination grievances are cleared by showing the checked answer sheet to student. Students many times have grievance after comparison with fellow student's answer sheet. This is satisfied by Evaluator/concerned faculty member by explaining the reason for difference of marks.

Provisional result of the test is declared & displayed on a notice board so that student can check their marks in the test & if they observe any discrepancy in the marks they can approach to subject faculty/exam coordinator within 3 days of the display of provisional result. After resolving all the grievances & disputes the final result of test is declared within 15 days of the conduction of internal test.

University examination result may be challenged by student. Form for scrutiny/re-evaluation is shared by the university after the result Declaration. Students having doubts in marks, fill this form with a nominal Exam fees. Scrutiny process is for checking of total marks and for any unchecked portion in the answer sheet whereas reevaluation process is carried out by reevaluation of answer sheet by another faculty member. This whole process is conducted in such a way so as the student gets updated result within the same semester; hence it is a time-bound process. Further, it is also efficient as its being done with honesty.

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 and attainment of POs and COs are evaluated

Response:

The emphasis of the Teaching Learning Process is on using / applying the knowledge imparted / acquired by a successful student in the course. Course Outcomes state what a student, on successful completion of the course, earning a grade and the credit, can perform / do / demonstrate with what he / she has learnt in the course. Head of the Department along with subject faculties and domain experts discuss and frame the COs based on Blooms' Taxonomy.

Dissemination of CO, PO and PSOs:-

1. Students are educated by teachers with the outcomes of each course before the commencement of the subject.
2. POs and PSOs are displayed at prominent places like HOD office, Seminar Hall, Classroom, Laboratories etc.
3. PO, PSO, CO are included in Lesson Plans file, Lab Manuals, Course files, End of Course Survey, Alumni Survey etc
4. PO, PSO, CO are displayed on the Institution Website
5. Through Alumni Survey and Employer/ Institutes of Higher Education Surveys

CO attainment consists of two parts:

a. External Assessment (80% weightage):- Includes University End-Semester Examination and Oral/Practical Examination.

b. Internal Assessment (20% weightage):- Includes class tests, assignments and practical internal marks.

Step 1. Calculation of Difficulty level and setting target value for various difficulty levels:

First step in CO attainment is calculation of difficulty level of subject. It can be calculated based on average result of last three years as below:

Description of Difficulty Levels	
Low Difficulty Level - I	$\geq 40\%$ students secure $>55\%$ marks.
Medium Difficulty Level -II	20% - 39.99 % students secure $>55\%$ marks.
High Difficulty Level –III	$< 20\%$ students secure $>55\%$ marks.

Low Difficulty Level - I:

Goal based on marks obtained by Students	Number of Students	Attainment
$\geq 55\%$	$< 60\%$ of appeared students	1
$\geq 55\%$	60 % to 79.99% of appeared students	2

>= 55%	>=80% of appeared students	3	
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Medium Difficulty Level -II:

Goal based on marks obtained by Students	Number of Students	Attainment	
>= 50%	< 60% of appeared students	1	
>= 50%	60 % to 79.99% of appeared students	2	
>= 50%	>=80% of appeared students	3	

High Difficulty Level - III:

Goal based on marks obtained by Students	Number of Students	Attainment	
>= 40%	< 60% of appeared students	1	
>= 40%	60 % to 79.99% of appeared students	2	
>= 40%	>=80% of appeared students	3	

For the given course the COs are mapped with POs and PSOs and the attainment value of each PO is calculated by multiplying the achieved CO attainment with mapping value and divided by highest attainment value (3). Finally the average of PO / PSO attainment value is taken as the attainment of the respective PO / PSO.

Step 2: Calculation of Attainment of PO & PSO's

- 1.Direct Attainment (80% weightage) - Includes CO attainment of all courses.
- 2.In-direct Attainment (20% weightage) - Includes attainment of Alumni feedback, senior exit survey, Employer feedback, rubrics and workshops/guest lectures.

File Description	Document
Upload Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 90.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
1020	1151	1061	954	975

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

2021-22	2020-21	2019-20	2018-19	2017-18
1251	1184	1080	1121	1060

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.54

File Description	Document
Upload database of all students on roll	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: 89.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	22.24	25	40.07

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 and has initiatives for creation and transfer of knowledge

Response:

Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research promotion, IPR, entrepreneurship, Incubation etc. RP Cell, IPR Cell, Incubation Center are the key research verticals for innovation, incubation and transfer of knowledge. It has taken major initiatives for development and effective implementation of ecosystem like, Incubation policy SOP and policy for IPR. The students and faculty have an excellent opportunity to share their ideas. The selected ideas which are feasible to implement and have a commercial advantage, get shortlisted.

The college has established institute innovation council (IIC) as per the guidelines provided by MHRD Innovation Cell (MIC) and AICTE. It is constituted with a view to provide platform to the innate creativity in the students. It is a small initiative taken by the institute to develop, innovative ecosystem within campus. The IPR Cell is established to facilitate students and faculty for filing patent and registration of copyright. In the process of conceptualization, solution identification and the realization, the IPR Cell of the institution look into the scope for IP creation. The Institute strongly encourages IP creation. The College has established Fabrication Laboratory to nurture innovative ideas of students and faculties. The departments are having University approved PhD research laboratories for carrying out doctoral research work.

Establishment of the Research Promotion cell: In order to promote the innovation and research among the faculty and students, the institute has established the research promotion cell in the institute. This cell supports the research activities by offering technical as well as financial support to faculty and students.

Role of the Research Promotion Cell is to:

- Motivate the faculty to register for doctoral program
- Encourage all the faculty and students to attend more number of Symposia/ Seminars/ Conferences/ Workshops/ FD programs
- Encourage to improve the number of quality research publications.
- Recommend the institution to allot fund for Faculty & student's research activities.
- Encourage participations of students in intra-collegiate seminars/conferences/tech-fests
- Imbibe culture of research and patent filing

Establishment of the Intellectual Property Right Cell: In order to encourage the patenting activity in institute, a patent cell has been established. The institute offers free of cost patenting services to all its students and faculty.

Establishment of the Business Incubator Center: Our Institute has been approved as a Host Institution for Business Incubator initiative by *Government of India* and entitled to get financial assistance by *Ministry of MSME, New Delhi* up to *Rs. 66.50 Lakhs* for the development of business ideas.

PRMITR Business Incubator Center intended to Nurture ideas about Products, Processes or Procedures from Individuals, Corporations and Business Firms beyond the traditional activities of Micro, Small & Medium Enterprises (MSMEs), foster them in suitable environment, promote and support untapped creativity to generate Technology Based Entrepreneurs.

PRMITR Business Incubator Center has following thrust areas for Innovative Business Ideas

- Agriculture Mechanization & Automation
- Non-Conventional Energy
- Environment Conservation
- Construction Technology
- Mechatronics
- Information Technology
- Communication Technology
- CAD/CAM

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: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	2	2

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: 2.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	52	143	188	108

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 0.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	16	13	8	10

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institution promotes institution-neighborhood community network, student engagement, contributing to good citizenship, service orientation and holistic development of students.

National Social Scheme - NSS coordinator and Director of Sports monitor the student's initiative, participation and performance in various social movements and activities which promote citizenship role among students. The NSS unit of Institute is a very active unit and the financial requirements are met by SGBAU and the Institute as and when the programs are planned. The impact of extension programs on the students, though cannot be directly quantified, there seems a change in attitude towards the under privileged, matured outlook towards life, willingness to share resources and expertise, and an overall personality change for the better.

The institution promotes college-neighborhood network community development by conducting regular activities related to social responsibilities of the institute. NSS Units comprising of 200 students are active in community development activities, like:

- Cleaning of villages
- Free health check-up camps
- Tree plantation
- Adult Education
- Students Education in schools at villages
- Distribution of books, uniforms and other necessary belongings to the poor students
- Blood donation camps
- COVID Vaccination Camp
- Masks and sanitizer distribution program during COVID -19 period.
- Organizing Guest lectures' to address social issues

Following table shows the details of major extension and outreach programmes and their overall

development of the students:

Table: Extension & Outreach programmes with their impact on overall development of students

Event	Organization Level	Frequency	Impact on overall development of students
Blood Donation Camps	Institute	Bi-Annual	Humanity, Social Responsibility
Tree Plantation Camps	NSS Program	Annual	Nature conservation and environment protection
Village Cleaning Programmes	NSS Program	Annual	Humanity, Social Responsibility
Used drawing sheets collection and distribution to Blind students	School	Yearly	Social Awareness towards under privileged
Tech-know Experts	Institution	Annual	Creativity, Presentation Skill, Technical Skill
Social Gathering- 'Aashayein'	Institution	Annual	Personality Development, Presentation Skill, Art & Culture
Inter collegiate	University	Annual	Physical Fitness, Sportsman Spirit
Indoor & Outdoor Games			
Youth Festival	University	Annual	Personality Development, Presentation Skill, Art & Culture

The Institute is conscious of its role in campus cum community connections, well being of its neighborhood as well as build student's attitude for service orientation and good citizenship.

The parent university also gives few marks for extension activities at its level. Recently institute has received an award "Gaurav Sanman Purskar" for the year 2022 from Health Department of Govt. of Maharashtra for valuable contributions in Blood Donation Camp.

File Description	Document
Upload Additional information	View Document

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

Response:

The Institute is conscious of its role in campus cum community connections, well being of its neighborhood as well as build student's attitude for service orientation and good citizenship. The Institute always encourages students and faculty for their participation in extension activities. The institution promotes college-neighborhood network community development by conducting regular activities related to social responsibilities of the institute. NSS Units comprising of 200 students are active in community

development activities like, Cleaning of villages, Free health check-up camps, Adult Education, Students Education in schools at villages, Female Feticide awareness program, Clothes distribution and Shramadan at Matoshri Wrudhashram, Voter Awareness Rally, Distribution of books, uniforms and other necessary belongings to the poor students, conduction of FOSS workshops in various colleges /for other students in the institute under the Spoken Tutorial Project. The events such as Mega Blood Donation Camps, Tree Plantation, Collection of notebooks and Study material and distribution to under privileged students, Awareness of Traffic Rules and road safety, Water Conservation, Cleaning Programs, Energy conservation, Yoga, Women Empowerment, Survey on underprivileged women & self help saving groups etc. are conducted as a part of NSS activities. The workshop was conducted for underprivileged women & self help saving groups and provided them training on “How to start & run business through self help group” & also organized exhibition of their products.

Following are the awards received by the institution for extension activities and contributions to the social/community development:

- 1.State level Blood Donor’s Honor Award on the occasion of ‘World Blood Donation Day’ by Govt. of Maharashtra in 2022 for ‘Excellent Service Towards Humanity’.
- 2.ISTE Bhartiya Vidya Bhavan National Award for an Engineering College having, “Best Overall Performance”, in 2015.
3. Award from Sant Gadge Baba Amravati University, Amravati for “Blood donation” in 2012.
- 4.Received the “Green Campus Award” by Sant Gadge Baba Amravati University, Amravati in 2012.
5. First Prize by Govt. of Maharashtra for Highest Blood donation in the years 2004, 2006, and 2007.
- 6.The institute had participated in the “Clean Campus Award – 2017” on 2nd October, 2017 in the event held at College of Engineering, Pune (MS).

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 71

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	19	11	18	15

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Infrastructure & Physical facilities (Classrooms, Laboratories, etc.):-

- Prof. Ram Meghe Institute of Technology & Research (PRMIT&R), Badnera-Amravati, provides the latest infrastructure and facilities that contribute to the academic growth of students and faculty. There are total 44 ICT enabled classrooms.
- The Institute has 56 laboratories and are equipped with latest state of arts equipments with all necessary software's and most of the classrooms are equipped with ceiling LCD projector.
- College has Wi-Fi services, Open Auditorium (with Seating Capacity of around 500 persons), conference room equipped with LCD projector and 5 Seminar Halls. Student's Cooperative store with Photocopy facility is also available in college campus. The institute has centralized language Laboratory
- The college is having around 750 Computer systems, 50 printers & 10 scanners across all the departments and 6 centralized servers. All the computing labs, classrooms etc. are connected through fiber optic backbone network.
- The Institute uses Moodle as Learning Management platform.
- In Institute, each department having general and digital notice board, dedicated suggestion box and well furnished Boys & Girls Common room (BCR & GCR)
- College is having various cells for overall development of students & institute along with ERP Based Feedback system which is conducted every semester for the continuous academic improvement
- The college library has 78028 reference & textbooks with 3171 e-Books, 140 National Print journals, 1539 e-journals (out of which 1458 are international e-journals and 81 national e-journals), fully automated LIBSYS 4 version 5.7.2 software, NPTEL Video lecture access, OPAC & NDLI Club Membership and 19 numbers of Daily newspapers.
- The college library has total 3 fully facilitated reading halls with 22 Computer systems to

Sports and Cultural facilities:-

- The college has dedicated sports department with full time Director of physical education with supporting staff.
- The College has one multipurpose ground having total area of 4.5 acre (Survey no. 24 & 84). In college ground students can play cricket, football, volleyball, kabaddi, kho-kho, hockey, baseball, badminton, softball etc. Ground is equipped with rough athletic track. Students can play indoor games such as chess, table tennis, and power lifting within college campus.
- The PRMIT&R has open auditorium having capacity of 500+ Persons with inbuilt stage and is used for Yoga and other purposes.
- Sufficient sports equipment's and accessories are available for students to practice during internal and external tournaments. Standard quality and safe sports equipment are provided to prevent

sports related injuries.

File Description	Document
Upload Additional information	View Document

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 5.03

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2.22	4.13	52.94	20.96	59.79

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important part of students life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

LIBSYS is a fully integrated multi-user library management system based on client-server model and supports open system architecture, web-based access and GUI. LIBSYS has seven basic modules – Acquisition; Cataloguing; Circulation; Serials; OPAC; Web-OPAC and Article indexing. It is based on client-server model and TCP/IP for communication and networking. It provides ANSI Z39.50 complaint

web access for making the server accessible through Internet/Intranet and also Supports web OPAC for accessing bibliographic databases through Internet/ Intranet. It includes images and multimedia interfaces with LIBSYS search engine and supports barcode technology for membership card production and circulation. The system is capable of generating membership card for every user. Through OPAC user can search in library / through intranet, the books by author name, title, subject, class number, keywords etc.

The library has around 21820 titles constituting a volume of around 78100 books. Apart from this large number of e-books related to different discipline are also part of library and benefit the students and faculty from time to time. The library has various printed and e-journals form national and international publishers. For the past five years the institute has spend approx. Rs. 58 lakhs on purchase of paper back books, e-books, and national & international journals in print and e- format.

The library is very frequently visited by faculty and students which can be seen from the average weekly visitors percentage. The library also has book bank scheme for SC/ ST students as well as large number of merotorious students. Also, students are allowed to borrow books from library for long duration during examination period as a special case.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

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

Response:

Every department has independent computer laboratory with adequate computing facility. The Institute also has a computer centre as the central computing facility. The class rooms are equipped with LCD projectors and PA systems. The entire campus is wi-fi enabled with broadband internet connectivity. The System Administrator is an overall in-charge for maintenance and upgrading of the IT facilities in the campus. The network system admin and his team regularly inspect the available IT facilities and suggest timely changes and upgrading if required. The existing facilities are upgraded as per the requirement. Also the provision for addition of new IT facilities is made.

The institute regularly updates its internet connectivity and bandwidths. The institute also upgrades its switching systems, Wi-Fi, Cabling etc. for better intranet and internet connectivity.

The separate internet leased line connectivity is available in the campus from JIO and also two separate optic fiber network based internet lines are available from BSNL. The bandwidth of internet connectivity has been consistently enhanced as per the need of the users and applications.

The details of the updates of IT facilities in last five years are as follows:

- Year : 2017-18 (i) BSNL 10 Mbps, (ii) BSNL 50 Mbps, (iii) BSNL 20 Mbps

- Year : 2018-19 (i) BSNL 10 Mbps, (ii) BSNL 50 Mbps, (iii) BSNL 40 Mbps
- Year : 2019-20 (i) JIO 50 Mbps, (ii) BSNL 50 Mbps, (iii) BSNL 40 Mbps
- Year : 2020-21 (i) JIO 50 Mbps, (ii) BSNL 100 Mbps, (iii) BSNL 40 Mbps
- Year : 2021-22 (i) JIO 50 Mbps, (ii) BSNL 300 Mbps, (iii) BSNL 40 Mbps
- Year : 2022-23 (i) JIO 50 Mbps, (ii) BSNL 300 Mbps, (iii) BSNL 300 Mbps

Currently the total bandwidth of internet available in the campus for students, faculty and staff is 650 Mbps. Apart from the above, the bandwidth enhancement of 120 Mbps will be made in the year 2022-23.

File Description	Document
Upload Additional information	View Document

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

Response: 5.63

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

Response: 672

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 71.25

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)

2021-22	2020-21	2019-20	2018-19	2017-18
390.17	360.47	390.98	394.06	446.58

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 87.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
3210	3186	3254	3525	3518

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

File Description	Document
Upload supporting document	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: 65.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
2068	2310	2573	2768	2767

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

5.1.4 The Institution has a transparent mechanism for timely 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: B. Any 3 of the above

File Description	Document
Upload supporting document	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: 53.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
809	598	590	500	269

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

2021-22	2020-21	2019-20	2018-19	2017-18
1020	1151	1061	954	975

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 4.43

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	18	23	17	13

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

2021-22	2020-21	2019-20	2018-19	2017-18
247	119	439	517	462

File Description	Document
Upload supporting document	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: 33

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	08	05	09

File Description	Document
Upload supporting document	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: 35.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	0	43	55	47

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:

Prof. Ram Meghe Institute of Technology & Research, Badnera - Amravati has a registered alumni association under the Societies Registration Act, 1860(XII of 1860) on 3rd July 2018 with the Registration number **Amravati/0000277/2018**.

Prof. Ram Meghe Institute of Technology & Research, Badnera-Amravati also has an Institute Alumni Council (IAC) to assist its Alumni Association. IAC is a non-registered body, constituted in 2018 and has a

total Alumni membership of more than 4000 as on date. The membership includes alumni from the very first batch (1983-87) of the institute to the latest pass-out batch. The IAC is in contact with all of its Alumni members through emails. It has its webpage with link given on the Institute website. The web page of the council consists of Photo Gallery, Directory of all registered Alumni, Distinguished Alumni, Alumni in news, Alumni Events, and Articles of Alumni.

Our esteemed Alumni Mr. Ajay Gurjar of 1992 batch, from YASAKAVA Technology, has facilitated a ROBOTIC laboratory in Mechanical Engineering department costing around Rs. 25 Lakh under CSR. The lab is being regularly utilized for students in the institute.

Another major contribution by Alumni is Late Mr. Dinesh Aggrawal Scholarship, awarded to Second and Third year toppers from Electronics and Telecommunication Engineering department. The award includes letter of appreciation and scholarship amount of Rs. 11000 /- each to two students. This scholarship is awarded every year in the memory of Late Mr. Dinesh Aggrawal, Alumni of 1993-97 batch.

The Institute Alumni council organizes various events of Alumni, by Alumni and for Alumni. The major events includes Scholarship to students, guest lectures, Interaction with students, assessment in student's placement, assessment in internship of students etc. as listed below.

1. Get together of 1997 and 1998 pass-out batch at PRMIT&R, Badnera in April 2018.
2. Alumni meet of Mechanical Engineering at PRMIT&R, Badnera in April 2018.
3. Alumni meet at Pune in September 2018.
4. Reunion of 1989 Mechanical Engineering Alumni in October 2018.
5. Get together of 1990 batch at in December 2018.
6. Alumni get together of Mechanical engineering at Gurgaon, New Delhi in August 2019.
7. Reunion of 1989 batch at Nagpur in Jan 2020.
8. Get together of 1990 pass out EXTC batch at Prayagraj in February 2020.
9. Guest Lecture on "Internet of Things" by Dr. S. S. Agrawal on 03.08.2018.
10. Guest Lecture on 'Abroad Education Awareness and opportunity', by Mr. Ashwin Alsi and Ms. Gauri Alsi, Founder of Proficient Test Prep on 25.07.2019.
11. Guest lecture on "Cyber Awareness", by Prof. Abhijeet R. Raipurkar, on 01.09.2022.
12. Guest lectures by Alumni (12 nos.) for Mechanical Engineering Students on topics like Root Map for Successful Carrier in Engineering, GATE Exam and career opportunities, Opportunities for Mechanical Engineers in Public sector & competitive exam preparation strategies, Opportunities in Merchant Navy, IOT & its Significance in Mech. Engineering, Applications of Arduino & its applications in Mechanical. Engineering.
13. Campus placement through Alumni.
14. Implant training for students by Alumni.

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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Prof. Ram Meghe Institute of Technology & Research follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration to deliver value based education which brings significant benefits to the society. Vision and Mission statement defines the institute's divergent characteristics in fulfilling the needs of all stakeholders involved.

In adherence to vision and mission and norms of AICTE and UGC, College Development Council (CDC) is constituted to contribute to the overall growth of institution. It comprises of distinguished administrators, academicians and faculty representatives. CDC delegates authority to the Principal who, in turn shares it with the different levels of functionaries in the college. The Heads of Departments, Deans and the coordinators of various committees play significant role in framing the institutional policies and its implementation. Institute strikes balance between compliance with regulatory matters and keeping a strong pulse on improving the college's performance along with long term sustainability by forming a strategic direction towards Centre of excellence.

The institute provides Research Oriented environment with best practices to serve as benchmark which enables it to evolve into an epitome of values, culture to nurture not only quintessential technocrats but also responsible citizens in tune with its mission.

Also, the institution promotes and practices decentralization in all academic and administrative activities, through various committees to monitor, plan and execute for smooth functioning of the Institute.

Administrative Decentralization:

CDC comprises of Management Representatives, Industry Experts, Eminent Educationists, Representatives of statutory bodies, Principal and other Faculty who are responsible for planning and policy development, institutional budget, academic and research growth of the institute and other extension activities. It is formed to deal with development plan of the college regarding academic, administrative and infrastructural growth and to enable college for addition of curricular, co-curricular and extra-curricular activities.

The Principal formulates rules and regulations under the guidance of Management and CDC of institution. He ensures right logistical and academic atmosphere to assist learners to become globally competitive and employable. For the acquisition of goods and services, including requisition preparation, funds approval, payments to suppliers, and follow-up inquiries, college practices decentralization by providing operational autonomy to the departments.

Academic Decentralization:

The CDC and IQAC administer academic planning, feedback, result analysis, research, infrastructural

requirements, maintenance and placements, etc. Feedback and ideas are invited from alumni through Institute Alumni Council (IAC) and other stakeholders for innovation and improvement in various activities.

There are different committees with well-defined functions that give academic and administrative leadership to the institution. A committee comprising of senior faculty members i.e Academic Council is responsible for holistic development of the college and to recommend on the enhancement of student facilities, students' life and experiences at the Institute. Dean Academics is nominated to take care of all academic activities.

Senior Faculty acts as conveners of Statutory & Non-statutory committees assisting Principal in developing and implementing the decisions. The Principal is provided with financial resources to modernize facilities, implement R&D projects, library, classrooms, ICT and sports facilities according to the annual plan.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

There is a well-defined governance mechanism that ensures the implementation, monitoring and evaluation of policies and plans for smooth running of the Institute. Prominently, the College Development Committee is the governing body of the Institute responsible for framing and evaluating the policies. The plans are effectively implemented by the Principal and his team. The Institution has well framed and published rules, procedures and policies.

The leadership and governance of the organization include management, Principal, Deans, Heads of departments and senior faculty members representing various academic bodies of the Institute. The institute has occupied a niche position in this region as a result of the leadership's active participation in policy design and implementation.

This leadership jointly formulates the action plan for achieving its vision of becoming center of excellence in technical education in Central India. The various committees like IQAC, CDC, Purchase Committee, College Council etc. having well defined functionalities, have been formed in order to inculcate transparency in the decision making process and effective governance. The administration takes care of the key attributes, i.e., Budget, Financial support, Infrastructure, Resource planning, Manpower for smooth functioning of the Institute.

The rules and regulations of the institution are well set for decentralized and participatory administration, effective governance and transparency in administration. Principal sets goals and motivates the faculty and

staff for attainment of the institute's vision and mission.

All academic and administrative activities are decentralized and operational management decisions are taken based on discussion and deliberations in Principal's meetings department meetings and various committee meetings comprising of faculty, staff & students. This participatory management culture gives members the flexibility to voice their ideas, weigh the benefits and drawbacks of a proposed course of action, allows collaboration & cooperation between departments and functionaries thereby improving the quality of accomplishment of assigned tasks.

Institution has its well defined perspective plan with the following identified key areas:

1. Academic perspective
2. Stakeholders perspective
3. Research & Development.

(i) As an outcome, the Academic perspective of the Institute has been partially accomplished as the institute has secured NIRF ranking for three consecutive years from 2020 in the rank bands 251-300, 201-250 and 251-300. Secondly, the institute has applied to UGC and Parent University for grant of autonomy. Also, the curriculum scheme and contents are being designed by keeping the National Education Policy 2020 in focus and the directives of AICTE.

(ii) The Stakeholders perspective has been partially met by placing the highest number of students in the reputed companies through campus interviews. In the academic year 2021-22 more than 70% students of the institute are placed in-campus.

(iii) With reference to the third key area of a perspective plan, the Institute has a formally stated quality policy. "Striving for Excellence in the Quality Engineering Education", is the Institute's quality policy. The Institute has more than 25 research guides, 55 doctorate faculty, and recognized 'Research Laboratories' by Parent University. The Institute has a separate Research Promotion Cell, Intellectual Property Right Cell and Industry-Institute interaction cell to augment research.

File Description	Document
Upload Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Institute has Group Health Insurance Plan for all teaching and non-teaching employees and can claim up to Rs. 1, 50,000 per year. Under this Scheme four members of the family are covered and medical claims for all diseases as per IRDA rule is reimbursed. Employee Provident Fund to all employees is given as per Government rule. Moreover Institute offers scholarship to wards of non-teaching staff studying in the institute.

Institute has well equipped Medical Dispensary unit for employees and students. Under this facility, full time doctor is appointed at Institute campus so as to provide primary medical services immediately. Further there is a provision of Ambulance at Institute campus to hospitalize patient to nearby hospitals. Institute also conducts Health Awareness Program specially addressing life style diseases like Hypertension, Diabetes, and Obesity etc.

Pregnant ladies and lactating mothers are given necessary concessions in their day to day work and they are given flexible timings as per their requirements.

Appraisal for teaching staff: The Institute has devised the Performance Based Appraisal System (PBAS) for teaching staff in line with the AICTE guidelines. PBAS is an instrument to assess the overall performance of a teacher for his/her holistic academic and personal development and a fair academic competition among the teachers. This form consists of Part A, B, C and D. Teaching staff is required to submit PBAS at the end of each academic year by e-mail to respective Head of the Department (HOD). The department consolidates the PBAS of all teachers as single document and forwards the same in pdf format to the Principal by email along with form D in printed form.

Part A: This part comprises of general information such as name, highest qualification, experience, details of the teaching load and the exam results. As the exam result of the current semester is not available immediately at the end of the academic session, result of immediate past two semesters is sought from the teachers.

Part B: This consists of two categories (i) Academic performance and (ii) Co-curricular, extension and professional development related activities

Part C: There are many other significant duties/ activities a teacher carries out in campus but generally goes unnoticed as not accounted in PBAS. This part takes care of contribution of teachers in all such activities not mentioned in Part A and Part B.

Part D: This is a confidential evaluation sheet filled up by respective HOD based on the data furnished by teaching staff in part A, B and C. After assessment and remarks, HOD forwards hard copy of Part D to the Principal for further consideration.

Appraisal for Non-Teaching Staff: Performance appraisal in the form of yearly confidential report is carried out by the HOD on the basis of his/her physical fitness, technical abilities, character, and relation with higher authorities/ colleagues, punctuality, special achievements and awards gained if any. The signed confidential report is then forwarded by HOD to Principal in printed form for further consideration.

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: 3.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	15	0	34

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

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

Response: 40.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	125	231	65	44

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	12	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 a sound policy and strategies for mobilization of funds and optimum utilization of the resources. The major source of institutional funding is tuition fees. The institute has adequate financial resources to meet the developmental necessities like maintenance of infrastructure, acquiring of new equipments, devices and inventory and to meet the daily operational expenses. The financial resources are sufficient for assuring maintenance of overall quality and continuity of the academic programmes. It also provides the adequate infrastructure for smooth functioning of teaching-learning process.

The College Development Committee (CDC) is the Recommendatory body for development proposals, Approving body for audited statements and budget for recurring and non-recurring expenditure. Based on the fees approved by State Government's competent authority, i.e. Shikshan Shulk Samiti, the Institute decides its annual budget allocation and is reflective of needs and priorities of relevant academic departments.

There is also the purchase committee for giving approvals to purchases and development of infrastructure. Utmost care is taken during budget allocation, considering financial resources, for providing the maintenance of infrastructure and academic facilities. Considering the department-wise priorities and also to fulfill the academic needs the budgeted amount is utilized consciously. In the beginning of every academic year, the provision of about 0.75 % of the institute's budget is allocated for research activity.

The major components of the budget are as follows:

1. Infrastructure development
2. Salary of the employees

3. Laboratory equipment and consumables
4. Library books and journals
5. Research and development
6. Travel expenses
7. Miscellaneous expenses for academic activities

In the last five years, the additional grants of rupees One Crore Thirty lakhs Twenty Two Thousand Seven Hundred Fifty Nine have been received from the AICTE through various schemes like, MODROBS, RPS, FDP and STTP to promote research, innovation and entrepreneurship quality among students and for faculty development.

Institute's internal and external financial audits are conducted regularly through a well set process.

Internal Audit: The institute carries out the internal audit on daily basis. The fees and other amount collected through cash, cheques, DD are deposited in the college accounts. The details of these and online transactions are verified by the Finance Officer who scrutinizes and verifies the financial data. All the records are maintained in Tally, an accounting software program. An established procedure for purchases is adopted by the purchase committee with the support of Store Officer. Income/ Expenditure are closely monitored by the Finance officer, Principal and the Treasurer at the Society's office.

External Audit: The external audit takes place annually after the completion of every financial year. The external auditing involves performing procedures to obtain evidence about the

amount and disclosures in the financial statement. The bills and vouchers of the income - expenditure and other files/ registers are checked. Chartered Accountant, who works as an

auditor is appointed by the VYWS Management. The VYWS Management ensures the funds are utilized both effectively and efficiently. The audit objections/compliance, if any, is handled by the Accounts Section of the administrative office.

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:

After establishing the IQAC in the college, it started working towards quality education and inculcating quality culture among the students and staff. The IQAC has contributed significantly towards institutionalizing the quality assurance strategies and developed various processes as mentioned below:

- 1.Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
- 2.Implementation of Outcome-based learning education in each program.
- 3.Introduces the aptitude classes and soft skill classes for students to enhance personality and employability.
- 4.Participation of college in NIRF, NBA, AISHE, and various other quality audits recognized by the state, national and international agencies.
- 5.Establishing Research and Development cell to promote Research and Development activities.
- 6.Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
- 7.Establishment of various processes to take feedback/surveys from various stakeholders.
- 8.To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
- 9.Establishment of the Mentor-mentee process (Teacher Guardian Scheme) and its effective implementation.

Other than these initiatives IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs of college gradually. The Program outcomes are adapted from NBA, program-specific outcomes and course outcomes prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. A result-oriented, performance-based model is adopted in the institute that emphasizes accountability based on student learning. Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training.

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:

1 Curriculum enrichment and review: In view of introduction of Choice Based Credit System (CBCS) by affiliating university from academic session 2019-20, faculties from our institute contributed immensely in curricular framing and syllabi designing. Since majority of members of Board of Studies (Faculty of Engineering & Technology) for the program offered by college are from our institute, they could organize curriculum development workshops of various programs at PRMITR. IQAC played a vital role in initializing and facilitating curriculum enrichment.

2 Development of Hybrid mode of Teaching Learning Pedagogy: In the period of COVID 19 pandemic, IQAC played a huge role in developing a hybrid mode (Online and Offline) of teaching learning pedagogy for effective delivery of quality content to learners. This mode of learning benefited the students immensely who are located at remote places. Development of study material in the form of video lectures, PPTs, animations etc greatly improved overall Quality of study material.

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); Feedback collected, analysed and used for improvements**

2. Collaborative quality initiatives with other institution(s)/ membership of international networks

3. Participation in NIRF

4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

People of all genders should have equal chances, rights, and responsibilities. It not only promotes women's empowerment but also fights against early or forced marriage, unfair pay discrepancies, keeping girls at home, and violence against women.

College strives to complete education and place girls and women in jobs that will provide a variety of benefits, including:

- 1) Girls' placement for women's empowerment (figures indicate the rise in girls placement)
- 2) Capacity to exercise rights: The College has a women's grievance committee and a complaint box facility.
- 3) Access to unlimited potential on an equal basis: Girls participating in sports, technical competitions, social activities, etc.
- 4) Appointment of gathering representatives, key committees such discipline committee, academic committee, and cultural committee;
- 5) Encouraging Women's political involvement, employment, economic stability and safety and freedom from gender-based abuse.

The Institute conducts various workshops and guest lectures on this matter from time to time. The IIC cell of the institute plans all the activities to be conducted so as to address gender equity.

College makes sure that the young females lose the perception that their gender is their major achievement impediment. With a decent profession, a greater income, and improved wellness, an educated young lady can accomplish more than she ever imagined possible and take on the world. This decreases the likelihood of poverty among women by ensuring that every girl has the right to obtain a high-quality education, regardless of her family's financial situation. Through improved health, higher incomes, and economic growth, education helps to reduce poverty while also empowering women and girls. Students are more motivated and more likely to assume ownership of both i.e. their own and their peers' education in a collaborative working environment. The mere perception of gender equality at work is insufficient.

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
Upload supporting document	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: B. Any 3 of the above

File Description	Document
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**Response:**

Institutions provide an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities are organized in the institute for promoting the harmony and tolerance towards each other. The institute celebrates commemorative days like YOGA Day, International Women Day, Engineers Day, Teachers Days, etc for promoting harmony towards culture. On the occasion of International Women's day speakers are invited, where they delve on topics such as Gender Equity, Women's Rights, Education to Girl Child etc. NSS also organizes various programs to disseminate community and socioeconomic messages.

The institute also organizes Annual cultural festival named "AASHAYEIN" and technical festival "ESPERENZA" for promoting cultural, regional, communal and linguistic harmony and tolerance. Student activities conducted by various students chapters also helps in promoting harmony with respect to regional, socioeconomic and other diversities. All these activities help the institute in establishing positive vibes amongst student of different racial and cultural background. The institute also has student grievance

redressal cell, Womens grievance redressal cell to take care of any grievances irrespective of caste, race, community or cultural background.

Institute Sensitizes its students and employees towards the Constitutional obligations through awareness program such as Constitution Day, Voter awareness, Swatch Bharat Abhiyan, etc. Orientation program based on Constitution of India forms part of curriculum for the student's which in turn helps in nurturing the spirit of constitution and obligation towards the nation amongst the students.

Apart from these, courses like Cyber Security, IPR, Ethical values, etc are part of curriculum which allows the students to understand their obligation and rights. Subject such as Cyber Security teaches the students various aspects related to Cyber crime, cyber space, Indian IT Act, etc. ICC Cell of the institute enlightens the lady faculty and girl students about their constitutional rights through appropriate programs and activities. The institution encourages participation of students in Sports and Games, and NSS at University/ State/ National level to strengthen human bond and relations irrespective of caste, creed, community, religion, region etc.

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:

I. Title of the Practice: Testing, Consultancy & Other Aspects

1. Objectives of the Practice:

- To expose faculty and students to design and consultancy work
- To empower and encourage faculty to interact with the private industry and government organizations.
- To improve quality of education through exposure to field/ industry.
- To expose students to R&D activities.
- To develop laboratories beyond the curricular requirement.

3. The Context:

The Institute is located in rural area of backward Vidarbha Region. The area has no big industry or construction projects. The students and faculty therefore lacked exposure to industry/ field. This being private college government organizations were apprehensive. Special efforts were therefore required to improve interaction of the Institute with the industry and organizations.

4. The Practice:

The Institute encourages interaction of the faculty with the outside world. This is achieved through personal level interaction with the organizations and practicing engineers. The faculty is also encouraged to participate in the activities of professional bodies like IE(I), IWWA, ISTE, ICI etc. This keeps faculty in touch with the developments in the field and the requirements of industry. Efforts are made to equip laboratories with the best equipment, beyond the curricular requirements. This makes the Institute capable of providing quality services, and also exposes faculty and students to latest instruments and equipment. Financial incentives are used as empowerment and rewarding mechanism to encourage participation in R&D activities.

A third-party assessment, is an in-depth examination. This assessment looks to identify possible security risks. The Institute has done the work of third-party assessment of Jalyukta Shivar Abhiyan (JSA) under Unnat Maharashtra Abhiyan (UMA). The Institute is impanelled with UMA. Engineering consultants may provide inclusive engineering services but there are consultants who are specialized in specific engineering areas for instance structural, geotechnical, and environmental. Generally, the necessity for engineering services is based on the nature of the project. Engineering services provided by consultant add value to the project and improve its quality.

Sr. No.	Year	Geotech. Lab.	Trans. Lab.	C.T. & R.C.C. Lab.	Env. Lab.	SOM Lab.	Sur. Lab.	Consulta ncy	Total Rs.
1	2017-2018	1802982	147904	354644	3900	41394	0	84700	2435524
2	2018-2019	3964197	343076	1751048	7727	254814	0	326912	6647774
3	2019-2020	1913622	106574	304556	2587	408804	0	680733	3416876
4	2019-2020	JSA WORK						1,00,00,000	1,00,00,000
5	2020-2021	1098280	257607	1301211	21851	237396	0	565210	3481555
6	2021-2022	397114	95034	599412	6486	191450	0	450046	1739542
7	2022-2023								2068951

II. Title of the Practice: To develop state-of-the art manufacturing facility through Industry-Institute-Interaction by developing Robotics & Automation Center.

Objectives of the Practice:

Following are the objectives of the said practice -

- To create research facility
- To perform UG & PG projects based on advance manufacturing
- To develop Training Center for programming and advance manufacturing techniques
- To conduct certificate courses based on advance manufacturing.

The Context:

All engineering students hope to land a dream job on completion of the programme. But curriculum syllabus may not suffice for reaching the goal. In this context, the institution has taken an initiative to provide additional certification or training courses and prepare the students to be industry ready endowed with right attributes of an engineer.

In view of creating the proposed facility following efforts were made by the institute:

- Communication with eminent alumni from various organizations/industries
- Submitting proposals to authorities like AICTE for grant-in-aid
- Pursuing with the management of the institute for the budgetary provision and its approval

The Practice:

As a result of healthy rapport with the alumni, Institute succeeded in getting Welding Robot & Programming Software from the industry Yaskawa India Pvt. Ltd. under Corporate Social Responsibility (CSR) Scheme. Management of the institute made provision for the installation, transportation, electrification etc. Also, couples of facilities were created by getting grant-in-aid from AICTE. The details of the facilities available in the Robotics and Automation Laboratory are as under:

Facility	Source of Finance	Approximate Cost
YASKAWA Robot 'Moto man AR1440 Slim, Thru- Arm Arc Welding Robot & Programming Software	Yaskawa India Pvt. Ltd	Rs. 15.00
Rapid Prototyping Machine u- PRINT 3D Printer	AICTE under MODROB Scheme	Rs. 21.41
CNC Vertical Milling Machine 'FEXMILL'	AICTE under MODROB Scheme	Rs. 15.04
PLC Trainer M-1400	Existing facility	-

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

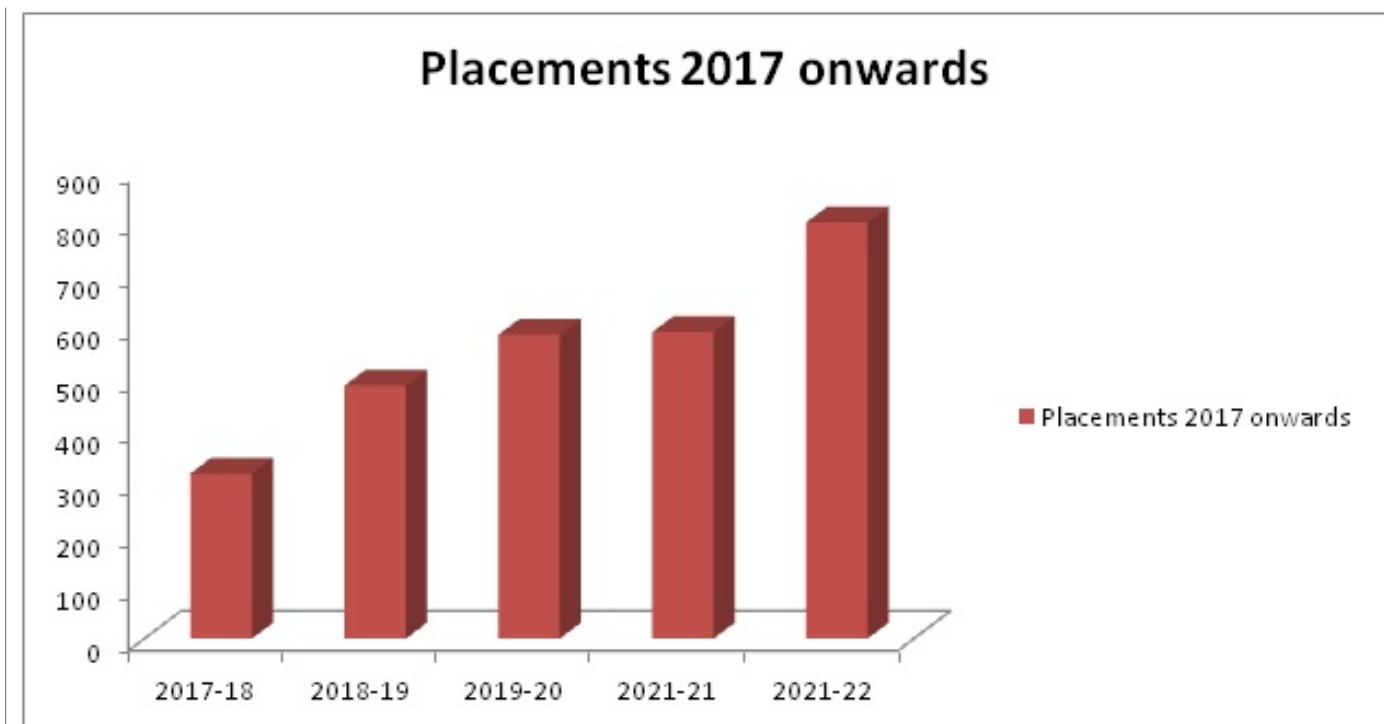
Response:

The prime motive of the Institution is to mould and empower students in the pursuit of knowledge, values and social responsibility and help them achieve excellence in various fields, thereby also preparing them to

face global challenges by recruiting them in top-notch companies. Our Institution has never faltered in stimulating the students in the pursuit of knowledge, ethics, and citizenship. Established in the academic year 1983, Prof. Ram Meghe Institute of Technology Research, Badnera has an enviable record in placement of rural students. Affiliated to Sant Gadge Baba Amravati University, the institute has been influential in updating the skill sets of the rural students and makes them “Industry Ready”. “To be become Pace setting Centre of Excellence” has been identified as the first and foremost distinctive feature in the vision of the institute. The institute has high brand recall because of its quality of education. Top Multi-National companies like TCS, IBM, Cognizant, Capgemini, Wipro, Accenture etc. are visiting the institute year after year for recruitment because of highly employable quality of graduates. The institute focuses on improving the industrial acceptability of our students by seeking meaningful interaction between Industry and Institute. The institute provides enough opportunities to the students to acquire firsthand knowledge of industrial practices and recent trends by way numerous thoughtfully designed training activities. The institute is acting as a pace setting Centre to provide best talent to Industry. With Professionalism as one of its core values, the institute strives to shape the rural talents through diverse innovative approaches. The institution has extensively practiced outcome based training methodologies by tying up with renowned training agencies and Institutions such as NASCOM, CISCO, Cognizant’s Digital Nurture Program 2.0 and Amazon Web Services to increase knowledge and skills of the rural students.

This Student centric experimental participative and problem solving methodologies have given the students, the confidence to deal with corporate competition. Placement process is constantly tuned based on Industrial needs and feedback encompassing every dimension of the Placement Process like- Understanding the dynamically changing needs of the corporate through formal structured interactions with Alumni and Industry Personnel

- Detailed Profiling of the students to identify their aspirations, strengths, weaknesses and potentials
- Embarking upon a Full Enablement Format that will address every issue from Competency to Career
- Involvement of Students at every step of the Process such that both their Expectations and Responsibilities are enriched



- Students exposure to corporate expectations by enabling direct contact in every stage. This resulted in the placement of **801** students in esteemed and top notched Industries in academic year 2021-22.

Internship: Earn While Learn

Our institute organizes various workshops and training session to enhance the student's skill based on the industrial needs such as Personality enrichment, Employability skill development, Entrepreneurial development, Language skill development etc., The students studying UG courses many times take up their projects through internship in industries or that give the hand on experience in their area of interest.

The provision for students to avail the Paid internship during final year either for industrial project based on their interest or for the industry offers prior placement is made available. Students can start working from the final year onwards by utilizing above said provisions. This is one of the privileges for the students to have the industrial exposure and the earlier career settlement. Department of Training and Placement motivates the students from the Second year onwards for the final year internship. They are motivated to do the required courses in the NPTEL/ Swayam/ NASSCOM/ other sources. Without compromises in the regular academic attainment, the student would make optimum use of the advanced opportunities to get their career settled at the end of the course.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

Institute has well defined mechanisms for effective planning and implementation of curriculum that provides diverse learning opportunities and multiple avenues for continuous staff and student development. The Research Promotion cell, IPR Cell and III-cell is well equipped to handle research, patents and industry interaction. The Institute promotes rule based transparent and participative administrative practices. The Institute exhibits good welfare measures for its staff and also provides scholarships to needy students. The Institution also has a transparent mechanism for timely redressal of staff and student grievances, prevention of sexual harassment and ragging. The institute has a highest placement record in engineering discipline in the entire SGB Amravati University.

All this makes PRMIT&R a most sought after destination for Engineering, MBA and MCA courses in Vidarbha region. We are proud of our Alumni, who are also working as our ambassadors across the world.

In our mission for working towards excellence in chosen fields we are reminded of thoughts of our great leader and Father of our nation, Mahatma Gandhi “**The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems.**”

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :09</p> <p>Remark : DVV has made the changes as per shared report of add on programs.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4605</td> <td>3892</td> <td>859</td> <td>1975</td> <td>2067</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2365</td> <td>2691</td> <td>752</td> <td>1202</td> <td>1054</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report of total admitted students.(enrolled students in these programs can't be more than total admitted students.)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4605	3892	859	1975	2067	2021-22	2020-21	2019-20	2018-19	2017-18	2365	2691	752	1202	1054
2021-22	2020-21	2019-20	2018-19	2017-18																	
4605	3892	859	1975	2067																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2365	2691	752	1202	1054																	
1.4.1	<p>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 (Yes or No)</p> <p>Answer before DVV Verification : No</p> <p>Answer After DVV Verification: Yes</p> <p>Remark : DVV has made the changes as per shared feedback report by HEI.</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>22.24</td> <td>25</td> <td>40.07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	22.24	25	40.07										
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	22.24	25	40.07																	

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	22.24	25	40.07

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:

2021-22	2020-21	2019-20	2018-19	2017-18
32	20	47	19	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	16	13	8	10

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	19	12	18	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	19	11	18	15

Remark : DVV has not considered days 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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	11	9	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	08	05	09

Remark : DVV has made the changes as excluded Inter-collegiate awards for sports and culture from the certificates.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
59	175	238	87	53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	125	231	65	44

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	12	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	12	0	0

Remark : DVV has made the changes as Multiple participation of the faculty in the same academic year to be considered as ONE only.

2.Extended Profile Deviations

ID	Extended Questions

1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 291 Answer after DVV Verification : 248
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