



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**PANKAJ LADDHAD INSTITUTE OF TECHNOLOGY AND
MANAGEMENT STUDIES**

**CHIKHLI ROAD, YELGAON, BULDANA
443002**

<https://plit.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vision Buldana Educational & Welfare Society, Buldana has been established in the year 2008 by the philanthropists of this region having varied professional background, with an objective of providing quality professional education to all sections of society in and around the region of Vidarbha in the state of Maharashtra. Established in the year 2009 by Vision Buldana Educational & Welfare Society, Buldana, the institute titled as Pankaj Laddhad Institute of Technology & Management Studies, Yelgaon- Buldana is in its 15th year of educational services. The institution is located 7 kilometers off main city of Buldana at the Chikhli Road in the amiable and well developed college campus sprawling over 7.5 acres of land, well connected with road. The eco-friendly environment and lush green campus are beautifully maintained to refresh the minds of the learners and the teachers.

Objective/Quality Policy

“Striving for Excellence in the Quality Professional Education”

Core Values

P-Professionalism

L-Leadership

I-Innovation

T-Transparency

M-Moral

S- Students & Staff.

Vision

Excellence in Professional Education and Research for shaping “Gen Next”.

Mission

*To educate students with strong fundamentals and sense of life-long learning

*To achieve excellence in professional education by adapting innovative teaching and learning.

*To inculcate research with creativity & innovation, professional ethics, leadership quality and entrepreneurship skills to meet the societal needs.

*To promote product development and Industry Institution Interaction.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Progressive Management with a prudent approach.
- Adequately Equipped Laboratories as per University Syllabus

- Mentorship Practice adapted for the Students
- Reward System for High performing Students
- Eco-Friendly and amicable working atmosphere
- Well Stacked library with good number of national and e-journals
- Student participation in various co-curricular and extra-curricular activities
- Use of advanced teaching learning aids
- Internal Quality Assurance Cell (IQAC) is in place
- Participative management and administration of the institute activities.
- Special coaching classes / special courses and industry relevant skill development courses conducted for enhancing the employability.
- Initiatives undertaken for supporting slow learners /diverse backgrounds.
- Institute level financial assistance to the meritorious students.
- Financial assistance to faculty and students for development of project.
- Financial support to attend Symposiums /Conferences/ Workshops etc..
- Social activities conducted by NSS in nearby Villages every year
- Industrial visits, internship and in-plant training
- Free book bank facility for each student for all the subjects.

Institutional Weakness

- Majority of the students are from rural background needing more emphasis to groom on professional and communication skill sets.
- Geographically at disadvantage as the region lacks core industrial sector.
- Lack of strong alumni base, qualified faculties and trained supporting staff.
- Limited academic freedom, being an affiliated institute.
- Lack of entrepreneurial attitude.

Institutional Opportunity

- Resource generation through testing, consultancy & extension activities.
- Funding from AICTE, DST, various industries & Institutions.
- Developing gateway for technology and research in the region
- Academic freedom through autonomy
- Collaborative projects with industries and other institutions for better exposure to the state-of art technologies.
- Establishing centre of excellence in association with research organizations

Institutional Challenge

- Rapid changes in technology and the industrial requirements.
- Enhancing the employability of the students.
- Industrial recession and shrinking placement opportunities.
- Promoting the entrepreneurship.
- Unplanned growth of Engineering colleges in the region.
- Geographical Location

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. The academic calendar is developed at Institute & Department level in line with the university notified academic calendar and deployed as action plan for effective implementation of the curriculum.
2. Lesson plans, syllabi, files, power point presentations, textbooks, reference books and Internet connectivity like supports are prepared by the faculty for effective curriculum delivery and transaction so as to enrich the teaching practices.
3. The Institution has an Academic Board to ensure that the stated objectives of curriculum are achieved in the course of implementation.
4. The institution offers following options for Diploma,UG, PG and PhD programmes leading to Diploma in Engineering, B.E., M.E. , MBA and PhD degrees. The institution offers UG courses namely Civil Engineering, Mechanical Engineering, Electrical (Electronics & Power) Engineering, Computer Science & Engineering and Electronics & Telecommunication Engineering and PG courses disciplines namely Civil Engineering-Structural Engineering, Mechanical Engineering-CAD/CAM, Electrical Power Systems, Computer Science & Engineering, Master of Business Administration, PhD in Computer Science & Engineering & Civil Engineering.
5. The institution follows a semester system and the curriculum offers a number of free /professional elective options through Choice Based Credit System (CBCS).
6. Options are available to students for acquiring additional skills and enrichment Certificate courses along with their regular curricula. All learners have access to value-added programmes, including communication skills / soft skills.
7. Institution through Academic Board monitors and evaluates the quality of the enrichment programmes being offered. Structured feedback from stakeholders, faculty and students is obtained for enriching the curriculum.

Teaching-learning and Evaluation

1. The Orientation-cum induction programmes are organized for fresher's. The learning levels of the students are assessed and teaching learning process is paced accordingly for advanced learners and slow learners.
2. Latest technologies, e-learning resources like NPTEL, SWAYAM etc. are used by the faculty for effective teaching.
3. The institution meticulously plans and organizes its teaching schedule. Projects / field experiences are integrated into the learning programmes. Student centered methods are an integral part of the pedagogy adopted by the faculty.
4. Experiential learning, participative learning, problem solving methodologies are used for enhancing learning experiences.
5. Feedback on the evaluation of teachers is leveraged for improvement of the quality of teachinglearning process. The institution gives due recognition to innovative and creative contributions of its faculty and students.
6. The induction and in-service academic development programmes are integral part of faculty training. The faculty are encouraged to demonstrate creativity and innovation in teaching.
7. The institution adheres to the academic calendar for conduct of examinations. Transparency and security of evaluation system is ensured. The institution follows an effective mechanism for redressal of grievances pertaining to examinations.
8. The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the

university. The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.

Research, Innovations and Extension

1. An independent R&D Cell facilitates the faculty to undertake research indigenously or through collaboration with other research organizations/ industry with provisions for funds and facilities in terms of laboratory equipment, research journals and research incentives.
2. The institution has a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes. Each PG department has infrastructure to facilitate research.
3. A significant number of research articles are published in reputed/ refereed journals as evidenced by metrics such as Citation Index, Impact Factor, h-index. The institution has an official Code of Ethics to check malpractices and plagiarism in research.
4. The institution has an official policy for structured consultancy rendered to Government / Non-Government organizations/ community/industry/ public.
5. An independent NSS Cell promotes the conduction of extension services. Partnerships with industry, community and NGOs for extension activities have been established. State level/university level awards and recognitions have been received for extension activities.
6. The institution has MoUs with institutions of national/ international importance/other universities/ industries/ corporate houses etc.
7. An independent industry-institute interaction cell facilitates the interaction with industries and other institutions resulting in the establishment of highly specialized facilities.
8. PLITMS has University approved research lab for Computer Science & Engineering and Civil Engineering.

Infrastructure and Learning Resources

1. The institution has adequate physical infrastructure and facilities for teaching learning as prescribed by the AICTE norms like laboratories Furniture, fixtures, equipment and good laboratory practices.
2. The state-of-art computers, Internet connectivity with the high speed and campus wide Wi-Fi facility are in place.
3. The library has adequate physical facilities such as reading room, reprography and internet bandwidth. The library operations (issue of books, getting the necessary references, etc) are all IT-enabled and user-friendly.
4. The library is computerized and networked with other libraries like NDL, NPTEL. The Library Advisory Committee is responsible for the effective functioning of the library.
5. The library is stocked with adequate number of journals (national + international) and other library resources (i.e. CDs, NPTEL Videos, etc.) along with e Journals.
6. Budget provision is made for purchase, upgrading and maintenance of computers.
7. The institution frequently upgrades its IT facility and has latest computing facilities – hardware and software. The faculties are provided with the requisite facilities for preparation of computer aided teaching learning material.
8. An independent Operation & Maintenance Cell is in place with established procedures and systems for maintaining and utilizing physical and academic support facilities, buildings, laboratories, equipments etc.
9. The institution has a separate budget head for maintenance of the facilities available on the campus – physical facilities and academic support facilities.

Student Support and Progression

1. An independent Student Welfare Cell facilitates student welfare measures (scholarships, freeship, insurance, etc.) are provided by the institution. Specific student support is provided for SC, ST, OBC, PWD and economically weaker sections of society.
2. Personal enhancement and development schemes – coaching classes for competitive examinations, career counseling, soft skill development etc. are available to the students.
3. Information about the institution is publicly accessible through its very dynamic and timely updated web site <https://plit.ac.in>
4. The institution has an independent Training & Placement cell which helps to identify job opportunities and also caters to the training needs of the students.
5. An independent Innovation & Entrepreneurship Cell facilitates business startup culture and develops entrepreneurship skills.
6. The institution has an independent Women Development cell which looks after the women welfare and security with clearly defined policy for prevention of sexual (gender) harassment.
7. The institution has a mechanism for timely redressal of student grievances. An anti-ragging committee monitors student interactions effectively.
8. The progression of students in various programmes of the institution is regularly monitored with special efforts to reduce dropout rate and increase pass percentage.
9. An independent Games & Sports Cell looks after the facilitation of all indoor and outdoor games supported by the university. Student participation in state, national and international level sports events is evident from the facts that there are prize winners at the university level tournaments.

Governance, Leadership and Management

1. All decisions of the institution are governed by management of facts, information and objectives. The institution practices decentralization and participative management which is evident from the cellular organizational structure which grooms leadership at various levels.
2. Perspective plan document is an important component of the institution's strategy development and deployment process. The institution has a well-defined Quality Policy and deployed with a systems perspective.
3. The institution has an effective Grievance Redressal Cell in place.
4. The institution adheres to AICTE norms and State Govt. policies on recruitment (access, equity, gender sensitivity and physically disabled) with an effective welfare mechanism for teaching and non-teaching staff.
5. The institution conducts programmes to enhance the competency of its faculty and non-teaching staff.
6. Effective welfare mechanisms of the institutions are available to its teaching and non-teaching staff.
7. Performance budgeting is a core planning activity used by the institution for informed decision making. The institution ensures transparent use of Performance Appraisal Reports.
8. The institution has adequate budgetary provisions for academic and administrative activities. The internal and external audits are regularly conducted.
9. Internal Quality Assurance Cell (IQAC) has significant contribution to institutionalizing quality assurance strategies and processes. External members contribute significantly in the functioning of the IQAC.
10. Academic audit of departments and its impact is an important quality initiative of the institution. The institution reviews its teaching learning process, structure, methodologies of operations and learning outcomes semester wise.

Institutional Values and Best Practices

1. One of the best practices is a system of Teacher Guardian /mentor-mentee to meet the academic and personal needs of students. .
2. Another best practice is Green and Clean Campus. The campus has been made eco-friendly by tree plantation, effective recycling of the waste for compost and a mechanism for rain water harvesting. Solar power has been the major area of renewable energy system at the campus. A grid connected 25KW solar power system is in operation.
3. One of the best practices is cellular organizational structure. Looking at the various activities, operations and processes in the institutes, there are various cells. Each cell has a precisely defined set of functions. Each cell is headed by the Cell Coordinator. Each cell has few members preferably one from each of the five departments resulted into following benefits.
 - i. The academic and administrative operations are optimized in terms of efficiency.
 - ii. Participative management has lead to better sense of responsibility.
 - iii. Team work culture has been induced.
 - iv. Decentralization of authority has intensified the individual involvement.
4. Another best practices is the free book bank facility to all the students for all the semesters. Each and every student is issued a set of all the textbooks required during a semester free of cost resulted into following benefits.
 - i. Improved academic performance.
 - ii. Enhanced reading habits among students.
 - iii. Enriched library services.
 - iv. Fulfillment of institutional social responsibility
5. Rewarded Meritorious Students with Cash Prize.
6. Rewarded Toppers Students of Classes with certificates.
7. Code of Conduct for faculty members, staff and students.
8. Feedback on the performance of faculty Members from students.
9. Securing ISO Certifications for Quality in the Working of the institution.
10. Students Induction Programs for Fresh students and necessary steps to maintain discipline in the campus.
11. Extra classes for students who do not pass examination in one attempt.
12. Introduction of uniforms and biometrics for faculties and staff.
13. Providing help to students when students take answer books from university who intend to apply for revaluation.
14. Inspiring quotation well displayed in corridors, classroom and laboratories.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANKAJ LADDHAD INSTITUTE OF TECHNOLOGY AND MANAGEMENT STUDIES
Address	Chikhli Road, Yelgaon, Buldana
City	Yelgaon
State	Maharashtra
Pin	443002
Website	https://plit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pradip M. Jawandhiya	07262-243434	9422880399	-	principal_plit@rediffmail.com
IQAC / CIQA coordinator	Ashish V. Harkut	-	9420562870	-	harkut.ashish@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	28-06-2023	13	FOR ONE SESSION AS PER DOCUMENT
AICTE	View Document	28-06-2023	13	FOR ONE SESSION AS PER DOCUMENT
AICTE	View Document	28-06-2023	13	FOR ONE SESSION AS PER DOCUMENT
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AICTE	View Document	28-06-2023	13	FOR ONE SESSION AS PER DOCUMENT

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	Chikhli Road, Yelgaon, Buldana	Rural	7.5	12288

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	HSC	English	30	19
UG	BE,Computer Science And Engineering,	48	HSC	English	60	53
UG	BE,Electronics And Telecommunication Engineering,	48	HSC	English	30	23
UG	BE,Mechanical Engineering,	48	HSC	English	30	6
UG	BE,Electrical Engineering Electronics And Power,	48	HSC	English	30	10
PG	ME,Civil Engineering,STRUCTURAL ENGINEERING	24	BE	English	13	12
PG	ME,Computer Science And Engineering,COMPUTER	24	BE	English	6	2

	SCIENCE AND ENGI NEERING					
PG	ME,Mechani cal Engineeri ng,CADCA M	24	BE	English	6	1
PG	ME,Electrica l Engineering Electronics And Power,E LECTRICAL POWER SYSTEM	24	BE	English	6	1
PG	MBA,Master Of Business Administrati on,	24	BE	English	60	6
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,	36	PG	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering,	36	PG	English	6	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	4				8				27			
Recruited	0	0	0	0	4	0	0	4	22	5	0	27
Yet to Recruit	4				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				8				27			
Recruited	0	0	0	0	4	0	0	4	22	5	0	27
Yet to Recruit	4				4				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						26
Recruited	15		8		0	23
Yet to Recruit						3
Sanctioned by the Management/Society or Other Authorized Bodies						26
Recruited	15		8		0	23
Yet to Recruit						3

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	4	0	0	4
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.	0	0	0	4	0	0	0	1	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	24	10	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	302	0	0	0	302
	Female	139	0	0	0	139
	Others	0	0	0	0	0
PG	Male	21	0	0	0	21
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Diploma	Male	50	0	0	0	50
	Female	17	0	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	18	11	5
	Female	9	10	11	9
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	36	26	28	11
	Female	16	19	12	7
	Others	0	0	0	0
General	Male	30	58	36	21
	Female	12	17	11	8
	Others	0	0	0	0
Others	Male	7	7	5	7
	Female	5	1	4	2
	Others	0	0	0	0
Total		131	157	118	70

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In view with the current changing trends in technology, the institute incorporated interdisciplinary/multi-disciplinary courses into the curriculum. As proposed by the model curriculum of AICTE, the institute integrates various interdisciplinary courses into the curriculum via basic science courses, humanities and social science courses, engineering science courses and management courses. students are extensively trained in new age skills through various skill development activities.
2. Academic bank of credits (ABC):	“Academic Bank of Credits (ABC)” is an academic service mechanism as a digital/virtual/online entity

	<p>established and managed by MOE/UGC to facilitate students to become its academic account holders and paving the way for seamless student mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching?learning. our college has registered in NAD academic credits deposited in Academic Bank of Credits in NAD. “Academic Flexibility” is the provision for innovative and interchangeable curricular structures to enable creative combinations of Courses/Programmes in Disciplines of study leading to Degree/Diploma/PG Diploma/Certificate of Study offering multiple entry and multiple exit facilities in tune with National Education Policy-2020, while removing the rigid curricular boundaries and creating new possibilities of life-long learning . “Affiliated college” means any higher education institution approved by the affiliating university on the basis of the stipulated norms and guidelines by virtue of which it provides for a course/programme of study for obtaining any qualification from a university. “Credit redemption” means the process of commuting the accrued ‘credits’ in the ‘Academic Bank Account’ of the students maintained in ABC for the purpose of fulfilling the ‘credits requirements’ for the award of Degrees/Diplomas/Certificates etc.,by the degree awarding. ABC, as envisaged in the National Educational Policy-2020, shall be a national-level facility to promote flexibility of curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the Higher Education Institutions in the country with appropriate “credit transfer”mechanism created through these Regulations. It shall be a mechanism to facilitate the students to choose their own learning path to attain a Degree/Diploma/PG-diploma etc., working on the principle of multiple entry multiple exit as well as anytime, anywhere, and any level learning.</p>
3. Skill development:	<p>Our institute offers various Soft Skills and Industrial Skills Programmes for our students .We have introduced Communication training, campus Recruitment Training Programmes for each and every students for their Skill Development. Skill Development is the process of identification of the</p>

	<p>skills gap in youth and providing skilling training & employment benefits to them. Skill development programs aim to acknowledge the ability of the youth and extend their support by serving them with the proper guidance, infrastructure, opportunities and encouragement that help them achieve their ambitions. Education and skills are essential for everyone and they both walk hand in hand in everyone's career journey. They are the roots behind the economic growth and community development of a country. Therefore, both central & state governments are continuously making efforts to provide skill development to the youth with their skilling partners around the country. The benefits of Skill Development include increased business profits, improved performance, improved accuracy & quality, improved communication, complies with rules & regulations, improved recruitment & career opportunities and development of good customer relations. Challenges Low intrinsic "aspiration quotient" resulting in low demand for vocational skilling programs. Employers cite the shortage of skilled employees as a constraint Skill development scenario is still evolving with different agencies handling the same agenda, absence of standards, lack of training capacity.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian knowledge system is ancient, yet it is with a contemporary significance. It encapsulates all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. It is an institutionalized pointer of culture and traditional values of different times and generations. The diversity in the present form is swiftly transferred from the cultural seeds spanning over many ages. The country known as the origin of one of the earliest developed civilizations, such as Indus Valley and Harappan, is no less than an ancient miracle when most of the learning philosophy was based on attaining a higher self through rightful knowledge. It is unfair to call it a promotion of the Indian knowledge system because it is the foundation of Indian Civilization. The knowledge system, which was founded on the recognized disciplines of Nyaya (logic), Vyakarana (language), and Mimansa (hermeneutics), unfortunately, lost its virtue before the modernized western system. This is the right time when we should consider what happened that even</p>

	<p>after being so developed, the glimpse of ancient Indian knowledge is rarely seen in today's knowledge system. Our College Follows the curriculum designed by Sant Gadge Baba Amravati University Amravati offering Professional Ethics and Human Values, Intellectual Property Rights courses to students.</p>
5. Focus on Outcome based education (OBE):	<p>Our Institute is implementing OBE Since last four years and revised our Course Outcomes and Programme Specific Outcomes and map them and trying to get best possible attainment with all this CO's and PO's with continuous Effort. We are organizing Workshops on OBE both offline and Online in regular basis for faculty. Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit of learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes. Benefits of Outcome-Based Education (OBE) for Students Brings clarity among the teachers and students Every student has the flexibility and freedom of learning in their ways. There is more than one method of learning Reduces comparison among the students as everyone has a different target Completely involves students taking responsibility for their goals.</p>
6. Distance education/online education:	<p>The institute participated extensively in MOOC's through NPTEL courses. Students and faculty are encouraged to complete various certification courses offered by SWAYAM, Coursera. Students are offered flexibility to complete two elective courses through NPTEL. The institute is recognised as a valuable local chapter. The institute is also recognised as a remote centre for IITBombay Spoken Tutorial project funded by the National Mission on Education through Information and Communication Technology (ICT). Students and staff are extensively trained in various courses through spoken tutorial. Other Online courses through various options are available for students and faculties.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Pankaj Laddhad Institute of Technology & Management Studies, Yelgaon, Buldhana with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We conduct various events and other Programs which create awareness regarding electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following office bearers 1. Mr. B.G.Pawar (ELC Coordinator) 2. Ms. P.A.Wange (ELC Additional Coordinator) 3 Miss Achal J. Yadav (Student Representative) 4 Mr. Omraj S. Gunjkar (Student Representative)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3.To educate the targeted populations about voter registration, electoral process, and related matters through hands ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	There are several socially relevant projects/initiatives taken by colleges in electoral related issues. Our college conduct research projects and surveys to understand the electoral process and create awareness among students. Awareness drives and campaigns were also organized to encourage participation in elections and promote democratic values. College also created content development and publications to highlight their contribution for advancing democratic values and participation in electoral processes. These initiatives help in creating a better understanding of the electoral system and encourage young people to actively participate in the democratic process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	The extent of students above 18 years who are yet to be enrolled as voters in the electoral roll varies in the

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

college on yearly basis. Every year after the new enrollment of the students through admission process in BE first year and direct second year; all the students who have completed/attained the age of 18 years and are eligible for exercising their voting right are sorted out. Then, Electoral Literacy Clubs (ELCs) and college take initiatives to institutionalize mechanisms to register eligible students as voters. This includes organizing voter registration camps, conducting awareness drives etc. These efforts aim to ensure that every eligible student has the opportunity to exercise their right to vote and participate in the democratic process. While there may still be some students who are not enrolled, the efforts made by ELCs, and college is always instrumental in increasing voter registration among the potential eligible voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
383	409	426	325	445
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 79

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	39	42	55	71

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
87.75097	123.23358	88.25238	103.38814	91.32582
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The institute follows the curriculum and academic calendar prescribed by the university. The printed copies of curriculum and syllabi/handbook are distributed among students and faculty members and uploaded on website.
- The action plan is decided by all HoDs and Principal.
- Principal proposes the academic calendar in line with universities academic calendar.
- HOD proposes the departmental academic calendar in line with University and Institute academic calendar
- Workload is prepared by individual head of department referring university syllabi.
- Subjects are allocated to faculties taking into consideration their qualification, their subject specialization, experience and his/her willingness.
- Time table is prepared by the department, its formal approval is obtained from the Principal and it is notified.
- Individual faculty prepares lesson plan in line with academic calendar. Course file containing notes, transparencies, soft power point presentations, laboratory manuals, frequently asked questions, are prepared by individual faculties. These course files are reviewed by respective head of departments.
- All the course material is made available to students by uploading it on faculty webpage along with the lesson plan.
- Timely feedback is taken by academic coordinator to monitor the effective implementation of academic calendar.
- Mid-term, assessment examinations such as unit tests are conducted by department as per schedule in academic calendar as a continuous internal Assessment.
- Students are encouraged to refer/utilize the resources such as NPTEL videos, syllabus, question papers, dissertation reports etc available in library.
- Mid Term feedback, mid-term evaluation and mid-term review meetings with HoDs and the Principal are conducted to monitor the academic progress and to observe effective execution of the academic plan
- Institution provides well maintained class rooms with a LCD projector, and internet connectivity for effective curriculum delivery.
- During COVID-19 pandemic, lectures were conducted online using the Google meet/Zoom meet platform.
- The subject teacher monitors the performance of each student and conducts remedial classes for the improvement of slow learners.
- Institution encourages and sponsors faculty members to organize and attend faculty development programs for enriching their subject knowledge.

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

1.2 Academic Flexibility

1.2.1

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

Response: 9

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 1.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	27	3	2	5

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute has taken initiatives

- Tree plantations
- Rain water Harvesting
- Solid waste Management
- Water harvesting for recharging the earth and well
- 25 KW solar panels are installed for making green campus
- Plastic free campus
- Blood donation camp
- Tobacco/smoke free campus

Professional Ethics & Human Values

- **Induction Program:** Newly admitted students a “**Student Induction Program**” is conducted common to all branches which covers issues such as ethics and values
- A course on human values, "**Values & Ethics (4ETC05)** " is offered as Subject to create an awareness on Engineering Ethics and Human Values, to understand social responsibility of an engineer & to appreciate ethical dilemma while discharging duties in professional life.
- A course on “**Professional Ethics & Management (8KS02)**” is included as a course to create an awareness of engineering and professional ethics and to instil moral, social values and appreciate the rights of others.
- The course “**Indian Ethos and Business Ethics (MBA104)**” is included to acquaint the students with the fundamentals of Indian ethos and to find remedies for ethical issues being faced by organizations, employees, managers, and policy makers. The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars, and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations which enables them to act as a responsible citizen.

Environment and Sustainability:

- A course “**Environment studies (4ES06)**” related to ecosystem, its balance & sustainability is an integral part of the curriculum. University prescribed this course for creating awareness and developing the importance of environment and the importance of ecosystem to human life among students.
- A courses on “**Disaster Management(5CE05), Environmental Engg-I & II(6CE02 & 6CE05),Solid & Hazardous Waste Management (6CE04), Environmental Management (6CE05), Environmental Impact Assessment & Life Cycle (7CE05), Advanced Water Treatment(8CE03), Industrial Waste Water Treatment & Advanced Wastewater Engineering(8CE03)**” is introduced in the curriculum of Civil which are also related to ecosystem, its balance & sustainability.

- A course on “**Non-Conventional Energy Sources(6ME04)**” is offered to understand renewable and non-renewable resources of energy.

Human rights and Social awareness

A course on “**Social Sciences & Engineering Economics (7KS01)**” is introduced as a Course to understand the importance of economics to engineers and to let them know about the Indian Parliament and to enhance their knowledge about culture and civilization.

The various committees for maintaining the favourable ambience, harmony among the different class of stake holders are as below

- Women Development & Grievance Cell
- Anti-Ragging Cell
- National Service Scheme Cell
- Public Relationship and Outreach Cell
- Reservation Cell
- Enrollment and Student Welfare Cell
- Unnat Bharat Abhiyan Cell
- Equal Opportunity Cell

ICT Applications for curriculum enrichment

- Leased line Wi-Fi enabled campus
- Promoting E-Resources such as ERP, Android APPs utilization for processing and management
- E-Messaging Services such as WhatsApp
- NPTEL videos
- Open Source courseware
- Class rooms with LCD projectors

Gender Issues

- Anti-Ragging Cell
- Grievance Redressal Cell
- Women Development & Grievance Cell monitoring issues related to gender inequality.
- Girls Common Rooms are in Campus.
- Representations of both gender in student councils & various committees.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 20.89

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

Response: 80

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 27.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	62	51	31	59

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
183	181	191	222	252

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 23.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	21	26	11	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	99	109	135	151

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.19

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response:

Institute teaching-learning approach is built to encourage a learning atmosphere where students take an active role in their education. Our goal is to help students establish lifetime learning habits, critical thinking abilities, and problem-solving techniques by emphasizing student-centric methodologies. Many student-centric strategies used at our institute are described in the sections that follow.

Lecture Method:

This conventional method is commonly adopted by all the teachers. This method facilitates the teacher to interpret, explain and revise the content of a text only for better understanding of the subject by the learners. To enrich the students learning following activities are adapted:

- Open book Test
- Surprise Test
- Quiz
- Group Discussion
- Regular assignment

Information and Communication Technology (ICT) Enabled Teaching:

ICT enabled teaching methods have been made available in the institute. With Wi-Fi facilities in college campus and software support for arranging virtual class rooms ICT enabled class room facility is made available by the Institute to a limited extent. The Teaching-Learning Process is supported with Regular Practical Sessions, access of Digital Library, Online Courses (NPTEL), online journals, Use of LCD projectors for seminars and workshops, productive use of educational videos, Accessibility of non-print material for students of Computer studies. Communication skills training facility make the students to acquire proficiency in listening, speaking, reading and writing.

Case Study Analysis and Discussion:

Case study analysis involves examining real-life scenarios which encourages critical thinking, problem-solving, and application of theoretical knowledge. This method bridges the gap between theory and practice, enhancing student's analytical and decision-making skills. Appropriate integration of case studies in chosen subjects are arranged by all departments.

Project-based Learning:

Project work is mandatory for all the courses offered at the institute. The period of implementation spans from one to two semesters. The effective phases of survey, case study, implementation, testing and report writing ensure the required project-based learning among the students. Some subjects are augmented with learning through:

- Presentation
- Seminar
- Mini Project
- Short Project

Experiential Learning:

Our institute conducts add-on programs to support students in their experiential learning. The institution imparts the following experiential learning practices to enhance creativity and cognitive levels of the students.

- New Experimental Development and Testing
- Field visits are conducted by departments.
- Industrial Visits to engage students in experiential learning.
- Add-on Courses on latest technologies with NPTEL, SWAYAM etc.
- Experiential learning through Virtual Laboratory.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	39	42	55	73

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 8.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	3	4	4

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

Response:

Institute is committed to maintaining a transparent and robust assessment system. The evaluation process, internal is designed to be fair, transparent, and comprehensive.

Internal Assessment:

- Theory:

We do follow the assessment procedure as per the norms of the Sant Gadge Baba Amravati University. 20 marks are allocated for theory subject internal. Internal marks for each course are evaluated considering Attendance, Class Test I and Class Test II, Teacher Evaluation Component (TEC).

Total Internal Marks = Attendance + (Class Test I and Class Test II) + (TEC)

$$= 5 + 10 + 5$$

$$= 20 \text{ Marks}$$

- Laboratory/ Practical:

Institution conducts a robust internal continuous assessment mechanism for practical subjects, ensuring a comprehensive evaluation of student performance. Each practical session is assigned a weightage of 3 marks, and a total of 8 practical are conducted per subject. This provides a cumulative score of 24 marks, which is then rounded up to a total of 25 marks for the internal assessment.

Some subjects have 50 marks for practical. Its assessment is done on the basis of Report and Presentation.

- Project and Seminar:

Internal marks for Project and Seminar is 75. It is evaluated through continuous assessment process in three Phases (Phase-I, Phase-II, Phase-III) having 25 marks for each.

External Assessment:

- Theory:
- Theory & Practical examinations are conducted by the Sant Gadge baba Amravati University (SGBAU).
- The marks allocated for each subject are as per the syllabus structure.
- The University prepares and shares examination schedules to affiliated colleges.
- Theory examination paper is of 80 marks, conducted by the Sant Gadge baba Amravati University.
- Setting is done through the subject Chairman, subject experts as paper setters appointed by the university.
- Evaluation is done through the subject faculties listed in the University.

- Laboratory/Practical:

The final examination for the laboratory of 25 marks and Projects seminar of 75 marks shall be conducted with internal and external examiner from the other institute appointed by the University.

Mechanism to deal with internal/external examination related grievances:

Redressal of grievances related to internal examinations:

- The answer books of the class test are evaluated for students so as to address their grievances immediately if any, by showing them Answer Book and taking their signature on Answer book.
- The format and marks of the evaluation process are communicated to students well in advance, through student's Handbook on Code of Ethics and Conduct.
- The Academic Monitoring cell monitors the evaluation of the students carried out by the department and in case of any ambiguity concerned are informed.
- The mentor also supports the student for proper guidance in case of grievance.
- The students can meet HOD in case of grievances.

Redressal of grievances related to External examinations:

- After the declaration of university results students can apply for photocopy/revaluation/ Recounting of Answer Book through Department to the University, within specific interval.
- The photo copies are issued to the student's login by the University.
- The faculty members of respective subject check the papers and student can forward their queries/claim to the University.
- The University appoints evaluators for the grievances received and the grievances cases are reassessed.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

The institute has clearly stated learning outcomes of the Programs and Courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

- The HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.
- Cos are stated by the course coordinators which are verified and validated by the Head of the Department and Academic Committee.
- Hard Copy of syllabi and POs, PSOs and COs are available in the departments for ready reference to the teachers and students.
- The importance of the learning outcomes has been communicated to the teachers in department and College meetings.
- The students are also made aware of the same through classroom interactions.
- Program Outcomes and Program Specific Outcomes are displayed on College Website, Departmental notice boards, departmental newsletters, Laboratories notice boards, departmental entrance gate for student's access.
- The detailed guidelines of Program Outcomes and Program Specific Outcomes are given to students through mails and communicated through whatsapp group of classes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Response:

Attainment of Cos:

Attainments of COs are calculated by using internal exam result and external (university) exam result. Attainment levels are finalized in faculty meeting at institute level.

1. Attainment Level 1: 51% to 60% students scoring more than 40 percentage marks in university/internal examination.
2. Attainment Level 2: 61% to 70% students scoring more than 40 percentage marks in university/internal examination.
3. Attainment Level 3: 71% to 100% students scoring more than 40 percentage marks in university/internal examination.

Attainment is measured in terms of actual percentage of students getting set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved the program should put in place an action plan to attain the target in subsequent years. An example of COs attainment of Final Year B.E (Computer Science and Engineering) courses for AY 2022-23 is presented below:

Total Attainment for AY 2022 – 23			
	University Attainment	Internal Attainment	Total Attainment
Course	2022-23	2022-23	2022-23
7KS01	2	3	2.2
7KS02	1	3	1.4
7KS03	1	3	1.4
7KS04	3	3	3
7KS05	1	3	1.4
8KS01	3	3	3
8KS02	3	3	3
8KS03	3	3	3
8KS04	1	3	1.4

For example:

Attainment through University Examination: moderate i.e., 2

Attainment through Internal Assessment: substantial i.e., 3

Assuming 80% weightage to University examination and 20% weightage to Internal assessment, the attainment calculations will be (80% of University Attainment) + (20% of Internal Attainment).

$$80\% \text{ of } 2 + 20\% \text{ of } 3 = 1.6 + 0.6 = 2.2$$

Attainment of Program Outcomes

Program Outcomes are evaluated by the different academic assessment tool.

The Institute is affiliated to the Sant Gadge Baba Amravati University and follows the syllabus

prescribed by the University. Each course faculty defines the course objectives and course outcomes, (unless mentioned by affiliating University) which are made available to the students by the course faculty at the beginning of each semester. Graduate attributes identified by NBA for engineering program are used as Program Outcomes. Course faculty correlates each Course Outcome with each Program Outcome. Program Outcomes are evaluated by the different academic assessment tool.

Evaluation tools for the direct attainment:

- 1.University (External body) conducts exams at the end of each semester. University exam results of each class and each course are then used to evaluate the attainment of POs.
- 2.The Department conducts two internal exams i.e. sessional exams. The average of these two sessional exam results are used to calculate the attainment of POs as per the NBA guidelines.
- 3.The process of evaluation of attainment of POs by direct tool is carried out per semester.

Evaluation tools for the indirect Attainment:

Department conducts different co-curricular, extracurricular, and technical activities to meet the target attainment of the POs. For indirect assessment of POs following indirect tool are used:

- Alumni Survey
- Employer Survey
- Exit Survey

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

2.6.3

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

Response: 84.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	94	182	125	119

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	137	192	125	150

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.47

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institute has created an ecosystem for Research and Innovation by recruiting and developing desirable human resource, taking initiative for creation and dissemination of knowledge .

Institution Innovation Cell: The college has established institute innovation council (IIC) as per the guidelines provided by AICTE. It is thus envisaged to network people, ideas, experience, and resources to motivate the innovation community in the college. This cell helps to nurture the students' ideas and encourages them to bring up business proposals. The main aim of this cell is, thus, to create intuition in terms of creative design ideas in various fields of engineering in an aesthetic approach. Innovation Cell will assist students and also encourage young talented minds by providing them with a perfect platform for showcasing their talents, working together as teams, and participating in various competitions.

Research & Development Cell: It encourages students and faculty to carry on with their research. In this regard, it conducts seminars and workshops to motivate the students and faculty fraternity by eminent academicians and industry representatives to enrich the knowledge in the concerned area. It also

encourages student visits to research-oriented Labs. The institution has two research centres for Ph.D. programme recognized by Sant Gadge Baba Amravati University, Amravati under subjects: Computer Science & Engineering and Civil Engineering.

Our institute has following thrust areas for Innovative Projects or Business ideas:

- Agricultural Mechanization & Automation
- Non-Conventional Energy
- Environment Conservation
- Construction Technology
- CAD/CAM
- Communication Technology
- Power Electronics
- Education Technology

The institute has been encouraging students and faculty to innovate through research work such that, it qualifies for patenting and protection through Intellectual Property Rights Cell. To sustain the focus and to support of these goals, Institute is providing policy guidelines for inventions, copyrightable works, trademark, and other related intellectual property rights arising from the activities of faculty, staff, students and other who use institute internal as well as external resources.

Entrepreneurship Development Cell: The institute has created an Entrepreneurship Development Cell (ED) for promoting innovation & entrepreneurship activities. The ED Cell of the College conducts various awareness programmes such as Seminars, Workshops, Industrial Visits and Interaction with young Entrepreneurs etc. These programmes are aimed at making the student community more enthusiastic towards entrepreneurial activity. With motivation and support of ED Cell number of students has established their start-ups.

Collaborations:Our institute collaborates with diverse organizations to facilitate knowledge creation and transfer, enhancing our understanding and impact in various fields. The Institute has a tie-up with many industries as well as educational institute to exchange knowledge in the form of guest lectures, workshops, seminars, internships, certificate training and industry visits.

Student Chapters:The student associations, including Institution of Electronics & Telecommunication Engineers (IETE) Students’ Forum, Computer Society of India (CSI) Student Branch, Institution of Engineers (IEI) and Indian Society for Technical Education (ISTE) Students’ Chapters to cultivate their professional skills.

Indian Knowledge System (IKS):The institute has created an ecosystem for Indian Knowledge System through which students and staff can access the different manuscripts /knowledge repository of IKS through the institute website.

File Description	Document
Provide Link for 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: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	1	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: 0.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	10	5	5	18

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.03**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

The college organizes a number of extension activities to promote institute-neighbourhood community to sensitize the students towards community needs. The students actively participate in social service activities leading to their overall development. The college runs National Service Scheme, Unnat Bharat Abhiyan, and Women Development Cell (WDC) actively and effectively. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven day camp in nearby adopted village. Several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, Environmental awareness, Women empowerment, National Integrity, Blood donation camp etc.

The NSS unit at the institute is setup with as strength of 100 students. The Institute promotes institute–neighbourhood community network and student engagement through this unit. A number of bustle are carried out by this unit contributing to good citizenship, service orientation and holistic development. Social operatives like blood donation camps, tree plantation, and road safety camps are

organized now and then so that the students remain in touch with the nearby social issues, being aware with the nature and various problems people come while moving onto roads. This develops the quality of social responsibility and humanity within the students and the faculties. Faculty and students actively participate in Swachh Bharat Abhiyan in campus so as to keep the premises of the college and the surrounding area clean and in fine fettle. Tree plantation is done in the college premises to make the environment green and fresh.

A few of the Extension activities are listed below:

- Blood Donation Program– Under NSS.
- Campus cleaning programs “Swachha Bharat Abhiyaan”.
- Swachhata Pakhawada –
- Free Vaccination Camp
- Mazi Vasundhara Abhiyan.
- Tree Plantation – Under NSS.
- Har Ghar Tiranga Abhiyan
- Swachhata Abhiyan
- Lokshahi Pandharwada
- Blood Donation Camp
- Tree Plantation
- National Voters Day Celebration
- Stri Bhrun Hatya Jan Jagruti
- Interantional Yoga Day
- Every Friday Cycle day
- Self defence for girls
- Cleanliness Camp at Sav
- Fuel Conservation
- Clean Beaches
- Say Yes to Life, No to Drugs Pledge
- Read The Preamble
- Swachh Bharat Harit Bharat Green Pledge
- RASHTRIYA EKTA DIWAS PLEDGE
- Young Warriors Pledge
- Integrate and Encourage Yoga through Life Pledge
- Save and Restore Our Beloved Mother Earth Pledge
- Catch the Rain Pledge
- Road Safety Pledge
- Aatma Nirbhar Bharat (ABC) Pledge
- Fit India Freedom Run Pledge
- My resolve for Dekho Apna Desh
- Youth Pledge
- Quiz Competition on World Population Day
- Celebration of National Unity Day
- Quiz Competition on National Voters Day
- Quiz Competition on Computer Security Day
- Quiz Competition on Wildlife Conservation Day
- Quiz Competition on World Water Day
- Quiz Competition on World Forest Day

- Quiz Competition on World Environmental Day
- Meri Mati Mera Desh Abhiyan

A few of the Extension activities organized by Women Development & Grievance Cell are :

- Poster Making Competition: Guest lecture on topic “Gender Equality and Rangoli from Waste Competition” was organized at the institute.
- Musical Chair, Antakshari and Discussion on Women Problem on Women’s Day Celebration
- Cultural Activities under Women Grievance Cell like Mehandi Competition, Rangoli Competition etc.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Pankaj Laddhad Institute of Technology and Management Studies ,Buldana, received the following awards and recognitions:

Swachha Bharat Awards

The National Service Scheme Unit of Pankaj Laddhad Institute of Technology and Management Studies ,Buldana, participated in the Government of India, Swachha Bharat Mission by organising programmes such as Swachha Bharat Abhiyan under Swachhta Pakhwada.

Recognition:

Pankaj Laddhad Institute of Technology and Management Studies , Buldana received recognition and appreciation from various agencies for its active participation in various activities as listed below:

Sr No	Activity	Recognition
1	Blood Donation Camp on Late. Pankajji Laddhad sir Death Anniversary	Blood Bank
2	Contribution in Swachh Bharat Abhiyan	Collector office , Buldana
3	National Vote Day Celebration	Collector office , Buldana
4	CBCS Workshop	SGBAU Amravati
5	Azadi Ka Amrut Mahostav “Katare Se Sambandh”- 75 Freedom Fighters Falicitation	Government of India
6	River Cleaning at Sao	Collector office , Buldana
7	Internshala Annual Ranking 2021	Government of India

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	1	8	3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 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: 13

File Description	Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Institute has adequate infrastructure facilities for conducting Graduation & Post Graduation courses for Engineering & Post Graduate Management Course with spacious furnished classrooms, laboratories and other physical infrastructure as per norms to continue with any academic activity & Administration.

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

- Pankaj Laddhad Institute of Technology and Management Studies, Buldana provides the latest infrastructure and facilities that contribute to the academic growth of students and faculty.
- There are total ICT enabled classrooms.
- All department of the college are fully equipped with latest state-of-the-art technology equipment as mentioned in the curriculum. Every department has got their own computing facility with latest software to meet their own requirements of major project/mini projects and research activity along with department library as well as central library. The classrooms are equipped with LCD projector.
- College has Wi-Fi services, Auditorium (with Seating Capacity of around 700 persons), conference room and seminar hall equipped with LCD projector. Photocopy facility is also available in college campus for students. The institute has language Laboratory with language software.
- The college is having around 550+ Computer systems, 20+ printers and scanners across all the departments and centralized server. All the computing labs, classrooms etc. are connected through Local Area Network(LAN).
- In Institute, each department having general Notice Board, dedicated suggestion box and well furnished Boys & Girls Common room.
- College is having various cells for overall development of students & institute along with ERP software through which the data is maintained for each of the department.
- The college library has reference & textbooks with e-Books, National Journals, International Journals NPTEL Video lecture access, OPAC & NDLI Club Membership.
- Digital Library is an additional advantage for the college.
- Institute has a rooftop solar system of 25 KW capacity.
- Entire campus is equipped with fire safety facilities at every floor in each building.

Sports and Cultural facilities:-

- The College has one multipurpose ground. In college ground students can play cricket, football, volleyball, kabaddi, kho-kho, etc. Ground is equipped with rough athletic track. Students can play indoor games such as chess, carom within college campus.
- The PLITMS has auditorium having capacity of 700+ 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

In addition to the regular curriculum, students are encouraged to pursue their study/project work in the emerging areas of Research. The college has established advanced Research laboratory facilities in specific areas to inculcate research habits among the student fraternity.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1.61093	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library is the 'Heart' of institute. Teaching and learning system is supported by library by providing reading material and easy access to get online information about different subjects. The college library stands as a cornerstone of our intellectual prowess, enriching our academic landscape immensely. The Central Library has a rich collection of Text Books, Reference Books and National / International Journals. Institute's Central Library plays an important role in acquiring, organizing, and disseminating of information. It is spread up in having a carpet area 443.86 Sqm. Library have subscribed for DELNET database and the National Digital Library, which covers full text e-Journals, e-books, e-Thesis & Dissertation and many other online databases. IP based access and User ID/ Password based access of Delnet database is available at the institute. Institute's Delnet membership number is IM-7349. The Central Library is fully automated with Sack Info 2.6ERP, which is a local area network (LAN) based software as well as an open network as it is installed on the local server with static IP address. The Sack Info 2.6 ERP consists of the following modules such as, Administration, Acquisition, Catalogue, Circulation, OPAC.

Our extensive collection comprises a remarkable array of resources, including books spanning various disciplines for diploma , Under Graduate , Post graduate and Doctoral program, E-books, social welfare books, national journals, project reports , exam papers, multimedia packages encompassing CDs and News Papers. Our digital library services unit, equipped with computers boasting high-speed Internet connections, serves as a hub for electronic resources.

Library is automated using Integrated Library Management System (ILMS)

Library automation refers to the use of computer to **automate** the typical procedures of **libraries** such as cataloguing and circulation. **Automation** is a process of using the machinery for easily working and saving the human power and time.

Name of the ILMS Software: Synchronic ILMS Software Sack Info 2.6 ERP

Nature of Automation: Fully Automated with Barcode

Version Sack Info: 2.6ERP

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

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

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

Response:

The IT infrastructure of the college is maintained by trained and experienced professionals well supported by an experienced team. The objective of IT Infrastructure is to provide state-of-the-art and robust hardware facility, softwares and networking support for securely running the College Academics, Administration, Examinations and Research related activities.

- There are total 550+ computer systems across the campus in all department. More than 20 systems are available for administrative, HOD's Offices, staff Rooms and exam branch needs. All systems have optical mouse's. More than 20 printers are available in the campus. The examination cell has a high speed multi tray scanner cum printer.

- There is a central Computer centre of 175.8 Sqm with 80 computer systems. These computer systems are in LAN connected.

- Wi-Fi routers are fixed at strategic locations to enhance connectivity. Currently the entire campus is Wi-Fi enabled. Campus is covered with access points with 24x7-internet availability.

- Campus has been enabled with 300 Mbps of Leased Line connection and 250 Mbps capacity from Broadband internet service. All classes and laboratories are enabled with LAN connectivity so that students can access internet in the classrooms and laboratories.

- The institute has all required softwares as per the curriculum and AICTE. As recommended by AICTE, the use of free and open source software's is encouraged.

- LCD Projectors are placed in classrooms used for teaching purpose. Every department is provided with Public Address System.

- Every building in the Campus is under Surveillance with CCTV cameras.

The students and the teachers can avail the facility of wi-fi. These facilities of the college are regularly maintained and the college ensures that the benefit of the facility is available to all the students enrolled and the staff members of the college.

File Description	Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 0.66**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 578

File Description**Document**

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 17.78**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
13.29002	30.89295	13.55347	21.90111	8.17950

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
315	337	314	240	343

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 36.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	104	105	0	520

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: C. 2 of the above

File Description**Document**

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.2 Student Progression**5.2.1**

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

Response: 16.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	36	7	26

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	94	185	92	98

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 1.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	03	01	00

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 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: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 1.6

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

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

File Description**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:

The Alumni Association is under registration process. We are having Alumina Association contributes significantly to the development of the institute through various activities.

The alumni community's gatherings serve as an occasion to exchange the real-world encounters they encountered after departing from the institution. This meeting also establishes a platform for recognizing the most exceptional alumni. The core aim is to nurture and amplify the bond among alumni and between them and the institution. Through the Alumni Association we meticulously monitor our alumni's progress and apprise them of the institute's recent milestones.

Among our accomplished alumni, a few number have forged their paths as thriving entrepreneurs. They actively orchestrate initiatives aimed at procuring internships and placements for our current students. During alumni meet, the interaction of alumni with students helps students to get insight into the industry requirement and corporate culture. At regular intervals, our alumni deliver technical sessions that furnish insights into the contemporary developments and practices within their respective industries. Engagements with the heads of departments and students afford them the opportunity to divulge information about prevailing trends.

Upon visiting the campus, these alumni assume the role of motivators, encouraging students to emulate their trajectories for the betterment of society. Drawing from their corporate experiences, they offer valuable guidance to the present cohort of students, urging them to maintain continuous communication. Constructive feedback is also tendered, thereby suggesting enhancements to the infrastructure facilities.

The Following are the activities carried out with the help of Alumni.

Curriculum Enrichment: Alumni are involved for curricular gap identification and development of value added course module.

Interactive Sessions: The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities. They share their opinions in social networks, blogs and forums.

Industry connect: Alumni helps in establishing MoUs with industries. The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internship.

Research and consultancy: To encourage the students of the college & members of the Association for research & consultancy works in various fields like Engineering, Computers, Industrialization, etc. Alumni helps the departments by directing the entrepreneurs to carry out consultancy works in various sectors of the engineering stream.

Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs.

Placements/ References: The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students in referring to companies and get placed at their respective organizations. The Alumni conduct mock personal interviews and job oriented training.

Administration: Alumni are members in IQAC and provides inputs for imparting quality system adaptive to recent trends and requirements of industry

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

To achieve excellence and diversity in technical education and to achieve rapid and inclusive growth, Vision and Mission of our Institute are follows:

Vision:- Excellence in Professional Education & Research for shaping "Gen-Next"

Mission:-

- To educate students with strong fundamentals and sense of lifelong learning.
- To achieve excellence in professional education by adapting innovative teaching & learning
- To inculcate research with creativity & innovation, professional ethics, leadership quality, entrepreneurship skills to meet the social needs.
- To promote product development & industry-institute interaction.

Nature of Governance:

The confluent approach of the Institute Management, Principal and Faculty develop and implement the quality policy and plans to uphold the mission and vision of the Institute. The Governing Body (GB) is formed as per the rules and ordinance of UGC/AICTE. It is the supreme body, it makes decisions based on the feedback taken from all the Stakeholders. The Governing Council along with the College Development Committee (CDC) guides the effective functioning of the institute as per the guidelines given by various statutory bodies. It works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose.

Institute Practices Decentralization and Participative Management:

All the teaching, administrative & sport departments of the college works under the supervision of Principal. HOD's monitors day-to-day activities of the departments. Principal conduct the meeting with HODs of respective department timely & wherever necessary. Many times Faculty members along with HOD interact with principal & decide the strategies for smooth conduction of work. Similarly Incharges of various committees along with committee members conducts the meeting with principal & decide the course of action. After the meeting, minutes of the meeting are conveyed through appropriate mechanism with the approval of Principal for implementation. Various cells are in existence to decentralize the academic and administrative activities.

National Education Policy (NEP):

In tune with the National Education Policy, the governance of the institute gives emphasis on the development of the creative potential of each individual. The Vision & Mission of the institute is based on the principle that; fundamentals and sense of lifelong learning. innovative teaching & learning, professional ethics, leadership quality, entrepreneurship skills to meet the social needs, institute interaction.

Perspective Plans:

A 360-degree perspective plan is developed by the IQAC which considers important factors i.e. structure, mechanisms and stakeholders within the system and their capacity to act, their creativity, the collaboration between them, their confidence, and the coherence of the action with other initiatives. The objective is to ensure the quality and imbibe the culture of excellence and focus on the time-bound goals set for academic, administrative, research and development activities. The entire process is based on a participative approach wherein the faculty members and other stakeholders are involved in the development of plans and their efficient execution.

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

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

Pankaj Laddhad Institute of Technology & Management Studies (PLITMS) was established by the Vision Buldana Educational and Social Welfare Society, Buldana in a serene and tranquil atmosphere at Buldana and has grown rapidly, since its inception in 2009. The lush green campus of PLITMS is spread over 7.5 acres of pleasant landscape.

VBEWS was established by the great visionary and educationalist Dr. Deepak Laddhad. The primary objective of this Educational Society is to create temples of knowledge. The atmosphere is conducive for imparting essential technical & wide gamut of requisite skills that groom students into responsible global citizens, ready for success. PLITMS is approved by AICTE, New Delhi, and affiliated by Sant Gadge Baba Amaravti University, Amaravti

The college offers courses in 3 Diploma in Engineering (Civil Engineering, Computer Science and

Engineering, Electronics & Telecommunication Engineering), 5 Undergraduate Programs (Civil Engineering, Computer Science and Engineering, Electrical (E&P)Engineering, Electronics & Telecommunication Engineering, Mechanical Engineering, 5 Postgraduate Programs (Master of Business Administration, Master of Engineering, Structural Engineering, Computer Science and Engineering, Electrical Power System, CAD/CAM).

Vision

Vision of Institute: Excellence in Professional Education & Research for shaping "Gen-Next"

Mission

- To educate students with strong fundamentals and sense of lifelong learning.
- To achieve excellence in professional education by adapting innovative teaching & learning
- To inculcate research with creativity & innovation, professional ethics, leadership quality, entrepreneurship skills to meet the social needs.
- To promote product development & industry-institute interaction.

Core Values

The core values are a set of principles that are aligned with PLITMS Institute's Mission and Vision. PLITMS engages in a process of self and community reflection that would lead us to recognize and heighten awareness of the core values. We have already practiced and articulated to develop an institutional culture that holds itself accountable to those values.

P - Professionalism

L - Leadership

I – Innovation

M – Moral

S – Student and Staff

PERSPECTIVE PLAN 2023-28

FOCUS AREAS

The institute shall focus its work in the following areas to ensure it imparts quality education and the graduates are industry-ready.

1. To promote self-learning, and improve skill and leadership development.
2. Provide an effective personality and professional development mechanism.

3. Establish industry-centric laboratories.
4. Transform its classrooms with the latest pedagogical and ICT tools.
5. Improve the Alumni Networking and interaction with their organizations for collaborative programs.
6. Promote Effective and experiential learning.
7. Promote quality research and improve IPR among the faculty
8. Introduce new courses in Emerging Technologies.
9. Have visible Community Outreach programs.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The institution understands and appreciates the efforts of its staff. It recognizes their hard work and acknowledges their needs and requirements. As a result the institution has a very strong welfare policy for its teaching and non-teaching staff. Following are the welfare schemes available for teaching and non-teaching staff of the college:

Continuing Education Programme (CEP)

- Facility of Duty leave and on duty leave is provided to the faculties for attending the faculty development programs and conferences.
- Special leave is provided for pursuing research, Ph. D. and higher education.
- Facilities are provided for consultancy projects.
- Recognition of faculty members for achievements
- Conduction of conference/STTP/FDP for teaching staff.
- Conducting specialized computer awareness workshops, training workshop for non-teaching staff.

Financial Aids

- Financial assistance for attending seminar, conferences and publications of research papers in reputed journal.
- Under the Institutional Social responsibility, college provides the fee concession to the wards of employee.

Welfare schemes

- Group Insurance and Employee provident fund facility is provided to staff.
- Various types of leaves for staff.
- Centralize Xerox and canteen facility in subsidies rate.

Recreation facility for the staff

- Annual Social Gathering and Sports meet for teaching and non-teaching staff

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

The institute has set procedure for Performance appraisal and Annual confidential reports. The head of

the administration /registrar initiates the process at least 15 days before the end of current academic session. The faculty members submit the duly filled performance appraisal forms to the verification committee at college level to verify the contents. The committee may suggest the modifications if required which may result in better appraisal. The forms are then submitted to reporting officer which are Heads of respective

departments. After the evaluation of the forms by HODs with proper remarks the forms are forwarded to reviewing officer i.e. Principal of the College. The Principal has the authority to make some corrections if required in the HODs evaluation for betterment of faculty appraisal and makes final approval. The remark of reviewed appraisal is communicated to the concerned person by head of the institute. The Principal and HODs guide the concerned person on improvement in the areas identified for improvement. A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision.

The Institute is following the appraisal scheme suggested by AICTE viz. Performance Based Appraisal System (PBAS). In PBAS, the performances are classified into three categories (i)Teaching, Learning and Evaluation related activities (ii) Co-Curricular, Extension and Professional Development related activities (iii) Research Publications and Academic Contributions. Further, at the end of each semester, feedback forms are issued to the students in the form of questionnaire and non- Teaching Staff are also assessed through annual confidential reports.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 5.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	12	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 20.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	15	36	1

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

Response:

Pankaj Laddhad Institute of Technology & Management Studies is a self-financed institution, where the funds are generated through the fees paid by the students. Deficit is managed by taking advance from the parent trust. These funds are utilized for the salary, infrastructure, maintenance, and research & development. The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructural developments.

1. Institutional budget is prepared by Accounts Department every year taking into consideration of recurring and non-recurring expenditures.
2. Accordingly all the administrative and academic heads are requested to submit the budget required for the subsequent financial year.
3. All the major financial decisions are taken by the Principal and Accounts & Finance Officer with Management of college.
4. As and when urgent requirements arise it is given after sanctioned received from Accounts Office.

All the major financial transactions are analyzed and verified under following sections.

- Research and Development
- Training and Placement
- Software and Internet Charges
- Library Books and Journals
- Repairs and Maintenance
- Printing and Stationary
- Equipment and Consumables
- Furniture and Fixtures

Financial Audit is conducted by the Chartered Accountant to verify the compliance. Vouching of all bank and cash transactions, Ledger scrutiny, analysis of fixed assets register, cash book, advance register, checking of bank reconciliation statement, scrutiny of all documents relating to purchase of fixed assets. Checking of TDS payment, EPF payment in due dates. TDS Profession tax return filing in due dates. Digital payment facility. Maintenance of Dead Stok Register, Verification of Cash in Hand, Consultancy Income Payments. Verification of monthly Salary Register including properly deduction of Profession tax, Income Tax and EPF. Reconciliation of Students Fee with Ledger. Timely payments of government authorities such as University, DTE, ARA, FRA, AICTE, Income Tax, Profession Tax, EPF, etc.

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

Response:

Pankaj Laddhad Institute of Technology & Management Studies, Yelgaon Dist. Buldhana has embraced quality culture in Institutional functioning since its inception in the year 2009. To establish the standards in academics as well as in administration, it is essential to monitor functioning of various areas. IQAC of the college has been established since **03/07/2017**.

The quality assurance mechanisms are framed in accordance with the requirements of National Assessment and Accreditation Council (NAAC). A qualitative methodological approach is included in the Internal Quality Assurance Cell (IQAC) of the institute to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

In general, IQAC monitors and mentors all the academic and administrative activities. IQAC in the college, work towards imparting quality education and culture among the students. It reviews and continuously takes appropriate steps toward improving the quality of the teaching and learning process.

The main areas and responsibilities of IQAC are

- Realizing the vision and mission of the institution
- Academic monitoring to ensure quality
- Academic results
- Students training in both technical and soft skills.
- Placement support
- Faculty development programme
- Research and development
- Industry interaction
- Arranging industrial visits and internship training to students.
- Redefining the goals and observing the attainment level.
- Collaborative initiatives

Quality Assurance Strategies and Processes:

- Outcome based education, Course Outcomes and their refinement.
- Implementation of NEP from Academic year 2024-2025
- Collaboration with Industries and Institute
- Established Institution Innovation Council (IIC) for enriching Innovation and entrepreneurship development.
- Installation of various professional student chapter at college level like IEI, ISTE, CSI, IETE, Electoral Literacy club, etc
- Feedback collection from stakeholders, Analysis, and action-taken reports are prepared every year for continuous improvement
- Assessing the quality parameters and providing required suggestions for the improvement.
- Continuous monitoring of academics throughout the session
- Conduction of remedial classes and crash courses for slow learners
- Conduction of bridge courses, value added courses and certificate courses for students skill development
- Conduction of Induction and Orientation Programme for newly admitted students.
- Conducting seminars / workshops, FDPs on emerging technologies.
- Conducting Guest Lectures from Industry/Experts.
- Arranging regular training programs/workshops for students.
- Encouraging R&D and Consultancy.
- Action plan for enhancing quality of student projects (outcome based approach)
- IQAC holds regular meetings to discuss quality initiatives, procedures, evaluation, and offer suggestions to the institute at various levels.
- Conduction of Academic Audit, Green Audit, Electric Audit and Environment Audit and inputs are given for further improvement.
- Efforts for Holistic Development of Students and Social Extension activities.
- Conduction of various co-curricular and extracurricular activities for overall development of students.

Under the student mentoring scheme around 15 to 20 students are allotted per teacher mentor, to review the academic performance of the student as well as for moral support.

File Description	Document
Provide Link for Additional information	View Document

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**

- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute has maintained a healthy working environment for faculties, staff and students and has taken important initiatives to promote gender equity so that there is no gender discrimination. This is revealed from the fact that many of our committees are headed by lady faculties. Students' committees and forums also have girl student representation. The NSS, Sports and other co-curricular and extracurricular units of institute provide equal chance to all girl students to participate in all the activities conducted under these units. Gender Audit also carried out in the institute. Institution shows gender sensitivity by providing facilities such as:

1. Safety and Social Security:

For security and safety purposes, the institute has CCTV system for surveillance. The entire campus is covered with CCTV camera network system at various locations.

2. Counseling:

The girls are encouraged through counseling to participate in various activities like Annual Social Gathering, NSS, Sports, Youth Festival etc. as per their comfort and interests. The Teacher-Guardian Scheme plays an important role in counseling the students. Internal Complaints Committee and Women's empowerment programs develop the courage and confidence amongst the female students.

3. Common Room for Girls & Boys:

Separate common room facility for girls and boys are available with relevant facilities. The common room is designed to offer them a place to relax, study and for informal discussion during recess period.

4. Hostel for Girls & Boys:

Believing in imparting the best housing facilities along with a homely stay for our girl and boys students; keeping all safety and security measures intact; institute has sign the MOU with Buldhana Urban Girls Hostel for girls students and institute having separate boys hostel facility in the college premises. These Girls hostel have shared accommodation with twin/three beds in every room with study table, cupboard, mirror, chair, etc.

5. Dispensary:

Dispensary with lady doctor and nurse services are available within the campus for the girls' students. The dispensary has a consulting chamber equipped with BP apparatus, emergency medicines, weighing machine etc. For Dispensary Services we have sign the MOU with Laddhad Hospital Buldana.

6. Internal Complaints Committee (ICC):

As per the guidelines of Supreme Court, UGC, Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013, an Internal Complaints Committee (Anti-Sexual Harassment Cell) has been established by the institute to create awareness of the Women's right and to empower Women. Grievances of lady faculties, staff and students are redressed through ICC.

To maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage, the National/International commemorative days like Republic day, Independence Day, Women's Day, AID's Day, Constitution Day, International Yoga day, Voters Day, National Youth Day along with Savitribai Phule Jayanti, Rashtramata Maa Jijau Jayanti, Ahilayabai Holkar Jayanti, Rani Laxmi Bai Jayanti, Mahatma Gandhi Jayanti, Dr. Babasaheb Ambedkar Jayanti, etc., are regularly being celebrated and observed in the institute with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

To build a nation of youth , who are noble in their attitude and morally responsible, the institute organizes and conducted several activities to build and promote an environment for ethical , cultural and spiritual value as among the staff and students.

- The Institute celebrates Republic Day and Independence Day with great enthusiasm to foster spirit of brotherhood amongst students.
- To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management to generate the feeling of oneness and social harmony.
- Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.
- The college and its teacher and staff jointly celebrate the cultural and regional festivals.
- Convocation ceremony is conducted every year, where the convocation address is delivered to inspire and motivate the students for future journey by some expert or eminent person.
- NSS cell regularly organizes programs such as Swaccha Bharath Abhiyan, Tree Plantation Program, Blood donation camps.
- The institute implements the central & State Government schemes like TFWS, EBC and other category scholarships/ free ship for admitted students. The institute also provides Meritorious Scholarship to the students for their academic excellence at University exams and at college level.
- For divyang students , Institute provides barrier free facilities and assign staff for assistant and provides scribes during the examination.

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities.

- The college establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules. The document of code of conduct is available on the Institute website and it is explained to all students through Induction Program. All Heads of Department send the code of conduct to individual students through the mail and whatsapp group.
- The institution encourages participation of students in Sports and Games at national level to strengthen nationwide bond and relation. The students have enthusiastically participated in various activities like seminar, conferences, expert talks, poster making competition, competition on various contemporary legal issues.
- The institute has an active NSS unit where students proactively engaged in community service programs. Various departments of the institution and NSS unit are actively involved in conducting several activities for inculcating values for being responsible citizens.
- The institution takes many initiatives like conducting awareness campaigns, organizing orientation programs, training programs, seminars and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations.
- Faculty Participated in AICTE's "Universal Human Value Program (UHV)". The Faculty members who are completed UHV can engage the session on UHV in First year Induction Program and subject defined in university curriculum.
- Vidyapeeth Geet, Maharashtra Geet was played at the start of every program and ends with the National Anthem.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title: Teacher Guardian Scheme

1. Objectives of the practice

- To strengthen bonds of appreciation and affection that exists between staff and students.
- To provide guidance to students in their study habits and help those to be more focused to set academic target and reduce their grievances.

2.The Context:

A significant decline in enthusiasm to attend lectures was observed by teachers which they thought could be attributed to general indiscipline among students. However, the results of survey revealed shows majority of our students lacked requisite motivation to pursue the courses with kind of seriousness they deserved. Students just by having opportunity to talk with about their problems get helped and feel less stressed.

3.The Practice:

Every faculty is entrusted with task of mentoring 15-20 students. Initially questionnaire is used to elicit information from students with regard to their personal details. Each student meets his/her Teacher Guardian regularly. Issues which arise are looked into with an adequate level of seriousness. After each month Teacher Guardian session is held to monitor progress in implementation of goal. Finally report is prepared by each department which is tabled and submitted for necessary action.

4.Evidence of Success:

Students are counseled to become better human beings and advised. Academically weak students are given special attention and guided. Socially and economically disadvantaged students are supported with scholarships, fee reimbursement and concession facilities.

5.Problem encountered and resources required:

- Continuous workshops and Expert counseling needed to orient student and parents
- Time and commitment of the faculty.

6. Teacher Guardian Scheme:

- One guardian teacher for 15 to 20 students.
- To introduce him/her to senior students
- To campaign against ragging.
- To enlighten the students on professional ethics and conduct.
- To ease the trauma of transfer to a new place.
- Teacher guardian monitors academic performance of students.
- Poor performance of students is improved by way of counseling.
- If required, teacher guardian calls the parents by phone on the basis of monthly monitoring.
- Direct telephone lines in the office and SMS system through cell phone is made available. Mobile number facility has been provided by the college to have free communication from parental end to college end.
- Progress letters are generated and informed to parents every month to have the awareness of their wards related to academic performances.
- In addition to this there is a facility to have immediate communication to the students through emerging technology through social media like Whatsapp etc.
- Teacher guardian solves the domestic problems of students.
- In consultation with HOD, teacher guardian gives academic work/assignments to student for improvement of academic performance of student.
- Health Checkup
- Yoga Meditation.
- Extracurricular activities.

Best Practice 2:

Title: Green and Clean Campus

1. Objectives of the Practice:

- To create awareness and social obligation relating to environment protection and its maintenance.
- Making campus clean and plastic free and other hazardous free substances.

2. The Context:

The Institute is very conscious towards conservation and safety of environment. Nurtures plants and greenery both inside and outside of the campus. All classrooms and Library of the Institute are well structured with natural illumination. It supports conservation of environment and joining the movement against pollution ozone layer depletion.

3. The Practice:

The college has always tried to make green and clean campus and continuous steps are taken towards it. From the various event and programs which tries to create environment consciousness making

ecofriendly environment.

4.Evidence of Success:

The college has ‘NSS’ and Green Army units which conducts activities related to green and clean campus. A large numbers of tree species have been planted in college campus for making the green campus.

5.Problem encountered and resources required:

Green Army and NSS students have planted 100 samplings in the campus and they have planted approximately 500 samplings nearby Buldhana .In recent times, students have designed a campus clean drive under Swacchata Bharat Abhiyaan. The college have dream to make such awareness throughout region, state and national level that will need public participation and government funding.

We do have several other best practices like as given below.

- 100% result of subject at university level awards to Faculty members.
- Financial assistance to Toppers of the class & University Rank Holder.
- Code of Conduct for faculty members, staff and students including professional ethics, moral, values and responsibilities.
- Feedback on the performance of faculty Members from students.
- Securing ISO Certifications for Quality in the Working of the institution.
- Students Induction Programs for Fresh students and necessary steps to maintain discipline in the campus.
- Identification of deficiencies of each students at the time of entry and providing additional input by way of extra classes and courses in soft skills.
- Access to vast information available in the digital library through Internet.
- Extra classes for students who do not pass examination in one attempt.
- Introduction of uniforms and biometrics for faculties and staff.
- Providing help to students when students take answer books from university who intend to apply for reevaluation.
- Inspiring quotation well displayed in corridors, classroom and laboratories.

File Description	Document
Any other relevant information	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:

1. Education to Weaker Section Students

The college is a educational institution situated in an economically backward and rural area of Buldhana district. The institute has offer 3 Diploma Courses, 5 UG Courses, 5 PG Courses and 2 Phd Course among this rural area. Every year large number of rural students (Girls and Boys) takes admission in different courses offered by the college and the college makes it sure to provide all the basic need-based facilities to students as per the direction of the University and the State Government.

The performance of the institution in one area distinctive to its priority: College gives priority to promote education to poor students of rural background. The students of the locality can't afford their education in the urban colleges, due to several reasons basically financial. So, our college provides academic environment to those aspiring students of the rural area so that they can move ahead in their academic endeavour. The 70% of the stakeholders present in the institute during last five years are from rural background and from this about 40% are the girls students in the institute . So it is the distinctive features of the institute that institute contribute in rural area in order to educate the stakeholders in technical department specifically the girls students.

Background of the Students

- Students are belonging to farmer / Daily wages workers.
- Annual income of family is below 1 Lac.
- Most of the parents / Guardian are low literate or illiterate.
- Not able to allow their pupils to go for education beyond certain distance.
- Most of the students are slow learners and having low score at HSC and Entrance test.(MHTCET).
- Some of students are taking education in earn and learn mode.
- The ration of boys to girls is 60:40.

Institute Initiative towards the promoting students towards technical / professional education

- Students are counseling for Technical Education/ Professional Education and due to counseling brought into main stream of education.
- Complete support for admission without any charges / fees.
- Fee paid by students as per their convenience within a session.
- Book bank of facility i.e. Complete set of book for all subjects

Keeping holistic development of the students in view, the college encourage them to participate in extracurricular activities (NSS, cultural, literary and sports) so that they cop up with students of the main stream. Besides, the college also organizes several talks, seminars, workshops etc., to apprise students to the burning national and international issues.

2. Conducive Environment of the Institute

Pankaj Laddhad Institute of Technology & Management Studies, Yelgaon, Buldhana is located in

western most district of the Vidarbha. Institute is surrounded in rural area but still institute having distinctive features. Students can prefer this institute because of the following key points.

- The institute is situated at hilly area as compared to normal sea level and it is near to Yelgaon Dam which is 2 KM away from the institute .Also it is surrounded by vast farming area and Dnyanganga forest. Because of this the average temperature at institute in summer is always less than other city of Maharashtra .So that students can complete their academic in the absence of AC and coolers in summer season. Even in winter season it just like any hill station of Maharashtra.
- The institute is located 7km from away from main city. So that students cannot go home by bunking the classes. They have to stay at college premise and they can concentrate over the academic.
- As it is in rural area so that stakeholders can report to the institute without any traffic problems just like in metro or urban cities. So students don't have any problem of daily fatigue or stress while reaching to the institute.
- The institution believes that college life is not all about academics, games, friends and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. Apart from the academic students can learn many things from the nearby place of the institute such as.

Sindhkhed raja in Buldhana district is native place of Rajmata Jijau , Matoshree of Chhatrapati Shivaji Maharaj, the founder of the Hinduvi empire 70Km away from the institute.

Lonar Crater Lake which 100Km far away from institute is the second largest impact crater in basaltic rock in the world. It was formed 60,000 years ago by a meteor impact. Lonar Crater has very different flora and fauna in its vicinity.

Shri Sant Gajanan Maharaj Temple from Shegaon, is 70Km away from the institute which is one of the greatest spiritual place in Buldhana district.

Ajintha Caves exemplifies one of the greatest achievements in ancient Buddhist rock cut architecture. The artist tradition at Ajintha present and important and rare specimen of art, architecture, painting and socio-cultural, religious and political history of contemporary society of India.

Students can explorer this places by visiting them and they can learn from this Historic, Archeological, World heritage and spiritual places.

The overall conclusion is that institute provide platform to surrounding rural background students in order to overcome all types of hurdles for taking the education and brought them into main stream of Engineering and shaping their future

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- Faculty members of the institution have served on technical program committees, worked as reviewers and chaired sessions at international and national conferences.
- Faculty members of the institution have been nominated on Academic Council, faculty of Science & Technology at our Universities.
- Faculty members of the institution are serving as subject experts in interview panels and examinations at the National level.
- Faculties of the institute are nominated as a member of Board of Studies at our affiliated University and Autonomous colleges.
- 19 Copyrights
- 1 Patents
- 16 students in University Merit list
- University Recognized Research Centers for PhD Programmes in Computer Science & Engineering and Civil Engineering.

Concluding Remarks :

With a vision and mission that uphold everything that true education stands, for the college is committed to nurturing the intellectual growth of students even as it lays a strong emphasis on inculcating values and social concerns among students. The dynamic Management that is ever sensitive to a rapidly changing world is focused on training the competencies of the students to match global standards. Our state of art infrastructure and competent and committed staff provide a strong foundation to the students. Our quest for excellence gets the required boost from a transparent, democratic, and participative Management. With an innovative approach to all aspects of education Pankaj Laddhad Institute of Technology & Management Studies, Yelgaon,

Buldana is ever poised to ascend from peak to peak. On the whole, all the activities and programs are designed and executed to prepare the students to global careers so as to accept and face the challenges and become responsible citizens. The stakeholders feel that the achievements of the Institution in the short span are satisfactory and the Institution is moving rightly towards its stated goals. With this concluding remarks we are pleased to submit the detailed criterion wise report for assessment and accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :9</p> <p>Remark : Valu updated excluding VAC less than 30 hours duration and 1 day programs</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>158</td> <td>29</td> <td>13</td> <td>21</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>27</td> <td>3</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Remark : Value updated after excluding VAC less than 30 hours duration and 1 day programs</p>	2022-23	2021-22	2020-21	2019-20	2018-19	158	29	13	21	65	2022-23	2021-22	2020-21	2019-20	2018-19	0	27	3	2	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
158	29	13	21	65																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	27	3	2	5																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 110</p> <p>Answer after DVV Verification: 80</p> <p>Remark : Value updated as per supporting documents</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p>																				

and communicated to the relevant bodies

Remark : As per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	31	37	14	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	21	26	11	39

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104	99	109	135	151

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
104	99	109	135	151

Remark : Values updated considering Others students

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	1	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	12	50	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	10	5	5	18

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	2	10	58

Answer After DVV Verification :

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

Remark : Value updated considering Books with valid ISBN numbers

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	36	3	9	4

Answer After DVV Verification :

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

5	7	1	8	3
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3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification : 15

Answer After DVV Verification :13

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.13570	13.73000	0	1.61093	14.01590

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1.61093	0

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

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

Answer before DVV Verification : 578

Answer after DVV Verification: 578

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13.29002	30.89295	13.55347	21.90111	8.17950

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13.29002	30.89295	13.55347	21.90111	8.17950

5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Value updated as per the supporting documents</p>																				
5.2.2	<p><i>Percentage of students qualifying in state/national/ international level examinations during the last five years</i></p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 913 1046 1048"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>01</td> <td>03</td> <td>02</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1126 1046 1261"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>01</td> <td>03</td> <td>01</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	01	03	02	00	2022-23	2021-22	2020-21	2019-20	2018-19	0	01	03	01	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	01	03	02	00																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	01	03	01	00																	
5.3.2	<p><i>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</i></p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1541 1046 1675"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>272</td> <td>0</td> <td>0</td> <td>400</td> <td>1112</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1753 1046 1888"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	272	0	0	400	1112	2022-23	2021-22	2020-21	2019-20	2018-19	2	0	0	3	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
272	0	0	400	1112																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	0	0	3	3																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 																				

3. Student Admission and Support**4. Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	10	10	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	12	00	00	00

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	24	27	34

Answer After DVV Verification :

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

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**

	<p>3. Collaborative quality initiatives with other institution(s)</p> <p>4. Participation in NIRF and other recognized rankings</p> <p>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <p>1. Alternate sources of energy and energy conservation measures</p> <p>2. Management of the various types of degradable and nondegradable waste</p> <p>3. Water conservation</p> <p>4. Green campus initiatives</p> <p>5. Disabled-friendly, barrier free environment</p> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <p>1. Green audit / Environment audit</p> <p>2. Energy audit</p> <p>3. Clean and green campus initiatives</p> <p>4. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 94 Answer after DVV Verification : 79</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>39</td> <td>42</td> <td>55</td> <td>73</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>39</td> <td>42</td> <td>55</td> <td>71</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40	39	42	55	73	2022-23	2021-22	2020-21	2019-20	2018-19	27	39	42	55	71
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	39	42	55	73																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
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