SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF ENGINEERING JALGAON

NATIONAL HIGHWAY NO.-6, JALGAON, MAHARASHTRA, INDIA
425002
www.gcoej.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

This is a distinguished co-educational engineering college situated at the heart of Jalgaon city. It is approved by AICTE, New Delhi, recognized by the DTE, MS and affiliated to KBCNMU, Jalgaon. The institute was established in the academic year 1996-97. Since the inception, it is committed to impart quality technical and professional education to enable students to face the challenges of dynamic world. This institute has been granted academic autonomy by affiliating university, University Grants Commission (UGC), New Delhi and Government of Maharashtra since June 2014. Government of Maharashtra had appointed the Board of Governors (BoG) for this autonomous institute. The present chairman and visionary industrialist of Maharashtra Hon Shri Ashok Bhanwarlal ji Jain is gifted with a foresightedness straddling local and global values. This unique quality encourages implementation of the latest trends and cutting edge technology in engineering and technical education. At present, Institute offers six undergraduate (UG) engineering programs with total 360 intake under autonomous status, namely B. Tech. (Mechanical Engineering), B. Tech. (Electronics and Telecommunication Engineering), B. Tech. (Instrumentation Engineering), B. Tech. (Electrical Engineering), B. Tech. (Computer Engineering), B. Tech. (Civil Engineering); three post graduate (PG) programs with total intake 45 under autonomous status namely M. Tech. (Electronics and Telecommunication Engineering), M. Tech (Electrical Instrumentation and Control Engineering), M. Tech. (Heat Power Engineering) and it has 5 University recognised Ph. D. programs (KBCNMU, approved research laboratories) in Mechanical, Electronics and Telecommunication, Instrumentation, Electrical and Civil Engineering departments.

The Institute has state-of-art infrastructure including building, equipment, library resources to provide quality education to the UG/PG students and research scholars of engineering. It has received substantial financial assistance for laboratory development and research from various external funding agencies like AICTE, TEQIP (World Bank) etc. The Institute has collaborations with a number of premier institutes and industries through which substantial opportunities like internships, skill development programs, finishing schools, credit transfers, soft computing tools and industry relevant projects for full semester are made available to the students to enhance their employability. The Institute fosters very progressive and pragmatic approach in providing its services to all of its stakeholders.

Vision

"Globally Accepted Engineers with Human Skills"

Mission

· To promote overall development of students by creating an excellent learning environment.

· To develop undergraduate and postgraduate programmes through effective linkages with industry, academia, and alumni.

· To promote services to community and revenue generation for sustainable development.

Quality Policy:

·   Offering value based technical education of best possible standards.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Autonomous status under the State Government framework.

2. Visionary and pragmatic Board of Governors.

3. Highly qualified, experienced, dedicated and proactive faculty and staff members.

4. Quality and peer reviewed faculty publication in journals and conferences

5. Substantial external funding support (from State Govt., TEQIP, AICTE)

6. Merit based centralized admission process (through MHCET for UG, GATE for PG and PET for Ph. D)

7. Brand image and recognition as well performing institute in the region of North Maharashtra.

8. Conducive ambience and excellent infrastructural facilities including building, equipments, computers, library resources, etc.

9. Well defined academic calendar and strict adherence to it.

10. Periodic updating of curricula involving academia of premier institutions, eminent experts from progressive industries, and representatives of students & alumni.

11. Good inter-personal relations and interactions among and between BoG members, faculty members, supporting staff and students.

12. Organization of sufficient curricular, co-curricular and extra-curricular programs for students, faculty members and staff.

13. Very good linkages with industries and the institutes of national importance.

14. Ecosystem for improving employability of students.

Institutional Weakness

1. Shortage of regular faculty members in general at higher position in particular.

2. Inadequate regular supporting staff

3. Infrastructural facilities are just sufficient for existing UG/PG/Ph. D. programs. No scope for further expansion.

4. Low IRG except civil engineering department.

5. Inadequate canteen and medical facilities.

6. Lack of high profile recreational and extra-curricular facilities.

7. Inadequate linkages with premier industry and international institutes.

8. Low industrial development in nearby zone

Institutional Opportunity

1. Boom in industrial development puts demand for quality technical manpower

2. Introduction of innovative programmes like dual degree, M Tech by research, Sandwich programmes, Introduction of Practice and finishing school etc.

3. To increase Collaborative research activities: Ph.D. and sponsored research

4. Scope to establishment of centres of excellence in emerging areas of technology in North Maharashtra region.

5. To innovate products/processes/designs and acquire patents

6. Enhanced scope for international and national collaborations and joint ventures with research laboratories, and industries.

7. Increased interaction with alumni and involvement of alumni in institutional growth.

Institutional Challenge

1. Being a State Government Institute, slow recruitment process of faculty and staff members and faculty retaintion due to transfer policy of State Government.

2. Even though an autonomous institute, it has to work within the framework of State Government and hence decision making is slow.

3. Lack of proper methods for performance based incentives for faculty and staff.

4. Lack of incentives at par with IITs and the industries.

5. The location of the institute is inthe industrially less developed area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This is an autonomous institute and has its own curriculum formulated in conformance with the guidelines of AICTE, affiliating university, involving the stakeholder's feedback and is in tune with the vision and mission of the Institution to meet the local/national/regional/global developmental requirements of the society. There is structured process and mechanism for developing state of art curricula addressing local as well as global development needs and aspirations of stakeholders. Major focus is on employability of the aspirant. There are seven Board of Studies and Academic Council having representations from academic experts from premier institutions, prestigious well performing industry, alumni and students to design and approve the curriculum. The institution makes every possible effort to produce good quality engineers to meet the demand. The Program Outcomes (POs) as specified in Graduate Attributes are adopted while Program Specific Outcomes (PSOs) for each program has been formulated to assure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is formulated in tune with the POs/PSOs and is modified regularly, latest in 2023-24 to incorporate NEP-2020.

Basic and engineering sciences, professional core courses, open and professional electives, humanities, mini-projects, laboratory work and project work, skill development courses are included in the curriculum. Institute believes in academic experimentation and proactively uses concepts such as choice based learning, open electives, problem based learning, academic audit, gap analysis, industry internship, full semester projects in industry and extensive use of IT enabled learning platform to take engineering education to global standards. All programs are academically flexible and revised periodically with adequate representation to all components of curriculum and accommodate all the graduate's attribute of NBA. The curriculum and academic processes also give adequate emphasis on gender equality, human values, professional ethics, professionalism, concern for environment and sustainability.

To ensure better employability for the students, training in technical and soft skills is also imparted. It involves training in communication skills, quantitative and qualitative reasoning, logic and aptitude. Self-learning is promoted through credit transfer facilities from NPTEL/ MOOCS courses. The mandatory audit points are required to be earned by the students for personality development.

Teaching-learning and Evaluation

The admission process of this institute is as per the norms of Maharashtra Government and guidelines of AICTE, New Delhi. The students are admitted through Centralized Admission Process (CAP) of the State Government. Institute follows reservation policy of the State Government to conduct admission process. Every department has well qualified faculty members with good retention ratio. Faculty members assess the academic proficiency of students based on their performance in classroom discussions and MSE marks/tests/assignments etc.

Institute has well defined process for identification of slow learners and fast learners. Special needs of slow learners are particularly attended in tutorial sessions/remedial lecturers while fast learners are motivated to earn more credits, participate in various co-curricular activities. The curriculum of this autonomous institute

is designed to cater the requirements of average/slow learners and fast learners. Students are provided with notes, question banks, study materials etc as per the requirement. Institute has an effective mentor-mentee scheme for education and personal counseling of students. Students are motivated to participate in co-curricular activities like field trips and industrial visits.

This institute believes that student is focal point of any institute hence it ensure that student-centric methods are effectively used in regular academic practices as it makes the students more self-confidant and self-motivated and learning as interesting and effective. It is the strong belief of this institute that the student-centric learning methods enhance the learning skills of students instead of teacher-centric conventional teaching methods.

The Institute follows a well-planned academic calendar. It provides adequate balance between academic and nonacademic activities, teaching and examination schedule. It is discussed in the AC meeting and approved with or without any changes. The approved academic calendar is properly disseminated among stakeholders.

Blended teaching-learning methods employ both ICT and traditional classroom practices which makes learning more effective. The COVID-19 pandemic threw up new vistas of online teaching-learning, thus ensuring continuity as well as change in learning experiences. Institute maintains a robust internal assessment mechanism. Regular reforms are introduced in evaluation system/process of this institute. Continuous evaluation is the most important parameter of evaluation system. Assessment-related grievances are addressed by the Grievance Cell.

Research, Innovations and Extension

Institute always encourages and supports various activities related to research and innovation. Institute has adequate infrastructure with computational facilities to promote research and development activities. There are 5 University recognised research laboratories in the institute. IT infrastructure includes 4 servers, Computers (667Nos), Printers (47 Nos), UTM, Switches, hubs and routers, one Internet connection with bandwidth 1 GBPS, 31 secured Wi-Fi connectivity access points, software like CYMEDIST, MATLAB software, Proteus, Visual Studio, Oracle 10G1, Graphical Programming, FDS, NI QuanserQube servo, Rs Logix 5000, NI lab view , Microwind , Statistical Data Miner, Realiasoft, A Complete Solution For Reliability And Accelerated Life Testing Data Analysis , Real Time Hardware Design And Development ,

Seven faculty members are recognized as research supervisors and under their guidance 30 candidates are pursuing Ph.D. The institute has set up an innovation ecosystem through its Institute Innovation Council   for innovations, Indian Knowledge System, awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology.

Institute has several collaborative works in the form of internship, field-training and research activities through department collaborations with industries and professional bodies. Institute has signed sufficient number of MoUs with nearby industries, institutes of national importance and social organizations. To inculcate research culture among staff and students, institute encourages them to publish papers/articles in national and international conferences/journals. Institute   organizes national/international conference to provide platform to share and present innovations/ideas in multiple emerging research areas. Institute always supports and encourages organizing workshops, seminars, expert lectures and many more similar activities, which help faculty members and students to upgrade their knowledge and skill set. Some of the faculty members are

providing consultancy to local industries and consultancy amount is more than 150 lacs per year.

To ensure holistic development of students and faculty members, institute conducts social and extension activities. Institute addresses; sensitize social and environmental issues with organization of events like blood donation camp, tree plantation, awareness rally on current issues, and awareness program at rural areas. Institute also committed to disseminate technical knowledge and provide career guidance to students from under-privileged sections of society.

Infrastructure and Learning Resources

The campus is spread over 19.38 acres land and has excellent infrastructural facilities.

Academic facilities: The infrastructural requirements as per the AICTE norms are available and it includes the total plinth area 27774.79 SQM. The physical facilities comprise of 17 classrooms (1556 SQM), 58 laboratories including language lab and research labs (4315 SQM), 1 seminar halls (250 SQM), 3 drawing halls (384 SQM), computer centre (168 SQM) and 4 workshop (853 SQM), library including stack area and reading area (875 SQM), additional reading hall (250 SQM) with total instructional area of 8651 SQM. This institute is well equipped with adequate furniture, blackboard, projectors, fans, lights and power backup. Total cost of lab equipment is approximately Rs 12.79 Crores and that of furniture in labs is Rs 1.32 Crores. This institute has well equipped and spacious library and reading hall (875 SQM) and additional reading hall (250 SQM with seating capacity of 125). Total investment on library till date is Rs 190.87 lacs.

The administrative facilities required as per AICTE are available in college and the total administrative area is 524 SQM.

This institute has all ammenities as specified by AICTE. Total amenities (1722 SQM) and residential area (10472 SQM) are available in the institute. In addition, the total circulation area is 1915 SQM. Total built up area is around 23875 SQM and plinth area is around 27774.79 SQM.

ICT enabled facilities: The Institute has well developed computing resources with 4 server series computer, **667** latest configuration computers, 47 printers, and 22 legal system/application software. For the purpose of surveillance CCTVs are installed at all corners of campus. One internet connection of 1 GBPS bandwidth is available. Also, there are 31 secured Wi-Fi connectivity access points.

Facilities for cultural and sports activities: This institute has a playground of around 5 acres area, indoor games facilities arranged in gymkhana room. It also has a specious seminar hall of around 300 capacity with stage and audio-visual facilities where departmental cultural activities are being conducted.

Student Support and Progression

This institute is committed to provide every possible support to the students for their professional education and overall development. The institute organizes various lectures to guide students to appear in the examinations like GATE, MPSC, UPSC etc. As a result number of GATE qualified students is good. Every year around 350 students are benefited by guidance for GATE or any other competitive examination. Career counseling programs are arranged every year to understand the carrier opportunities. To make the students professionally strong various soft skill development activities such as advanced communication skills training, foreign

language trainings, personality development programs and interpersonal skills development programs etc are arranged. Students' personal counseling is encouraged via mentor mentee scheme. Through these programs the students are exposed to new skills & possibilities. Their potential for creativity is developed through participation in cultural & technical programs. Every year cultural programs like ABHIVYAKTI (State level), annual social gathering and technical events like TECHO-ARENA (National level) and TECHNO-VISION (national level) are being organized at institute level in addition to curricular, co-curricular and extra-curricular activities organized by departmental students' associations. The institute facilitates all the scholarships offered by both the State and Central Government. All the eligible students admitted in reserved category are receiving financial assistance from State Government. Economically backward students are facilitated by EBC scheme. Timely reddressal of grievances are ensured by the committees like Grievance Redressal Committee, Anti[1]Ragging Committee, and Sexual Harassment Committee by keeping the transparent mechanism. Institute has the registered alumni association. Every year GCoEJ convenes alumni meet to guide present students and to seek information about recent trends in industries

Governance, Leadership and Management

This institute had prepared its perspective plan including both short and long-term goals which are linked with its vision and mission. To provide a thorough and inclusive approach to institutional growth, the plans are created with a consultation and input from all stakeholders. This plan states the key strategic goals, objectives, and actions.

This institution fully supports the goals and concepts stated in the NEP-2020. It has conducted a thorough analysis of the current practices and has taken initiative to cope up with NEP-2020 recommendations. Accordingly, the curriculum structure of this autonomous institute is changed as per the recommendations of NEP-2020 from the current academic year 2023-24 and new curriculum for first year is being taught.

The governance and leadership make sure that growth trajectory of this institute is in line with its vision and mission and that it also satisfies the changing needs of all stakeholders through strategic planning and continuous assessment.

The basic element of the governance model of this institute is based on the decentralization of authorities/duties/responsibilities. It supports giving departments and individuals more autonomy and freedom in decision-making. This mechanism provides operational autonomy across the hierarchy and promotes creativity and flexibility and ensures proper execution of routine activities.

Active participation in institutional governance is cultivated by the management of this institute. At the beginning of every academic year institute level and department level portfolios are assigned to all faculty/staff members to constitute the various committees to manage different institutional activities. In the nutshell all stake holders, like teachers, students, staff, and alumni etc. collectively contribute to the institution's path.

The rules and policies regarding recruitment, scale and promotion including Career Advancement Scheme (CAS) are as per AICTE norms and Government of Maharashtra norms.

Government of Maharashtra has devised its own performance appraisal system in tune with the guidelines provided by AICTE, New Delhi and UGC, New Delhi and the same is followed by this institute.

Welfare measures for teaching and non-teaching staff and avenues for career development/progression, finance management including budgeting and auditing, etc are as per the norms of Government of Maharashtra for autonomous institutes.

Institutional Values and Best Practices

Institute focuses on educating students on various environment related issues. Institute conducts formal energy, environment, and green audit in the institute to maintain the campus environment friendly. For energy conservation, the old power consuming lamps are replaced with latest low wattage lighting system (LED). The importance of frugal usage of power is advised to students and staff. Institute established activities like rain water harvesting, waste management, recycling of biodegradable waste, tree planting, cleaning of water reservoirs etc to contribute to environmental protection. Initiatives like "Swachcha Bharat Abhiyan", e-Waste Management, Hazardous waste management helps Institute to keep the eco-friendly.

This institute has keenly developed differently-abled (Divyangjan) friendly, barrier free environment for such students by providing suitable facilities.

It is a great vision to the institutional actions that aim to promote greater inclusion of all from different backgrounds into the institutional structure. With this everyone will reach the potential and maximize knowledge, learning, expertise and career development. Institute arranges different programs which show a kind of unity and fill energy, enthusiasm happiness among all. It is a way towards respecting value and belief for our old traditions and remembering them with their importance and dignity.

The two best practices :**(A):** Academic excellence through academic audit: To analyze the quality of curriculum and teaching-learning and evaluation process, to suggest suitable modifications for improvement, to analyze the various activities undertaken by institute, to inculcate the human values among students' community, **t**o suggest infrastructural improvement to the institute.

(B): Exposure to recent trends in industry through academic flexibility: To provide academic flexibility, to teach the recent and need-based technical courses, to provide an opportunity to work in industry, to promote self/independent study habits, **t**o inculcate interdisciplinary/multidisciplinary competencies among students.

Distinctiveness: Holistic Development of the Students through Mandatory Audit Point Concept Included in the Curriculum: The audit point concept is included in the curriculum as the mandatory requirement for the award of UG/PG degree for imbibing human values/skills like professional ethics/values, character, code of conduct, knowledge of Indian traditions/culture, leadership, communication/presentation skills, management and other life skills, etc through participation in co-curricular and extra-curricular activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF ENGINEERING JALGAON
Address	National Highway No.-6, Jalgaon, Maharashtra, India
City	Jalgaon
State	Maharashtra
Pin	425002
Website	www.gcoej.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Suhas S. Gajre	0257-2281522	9421851011	0257-2281522	principal.gcoejalgaon@dtemaharashtra.gov.in
IQAC / CIQA coordinator	Manjusha R. Bachawad	0257-	9850551540	0257-2281522	iqac@gcoej.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of Establishment, Prior to the Grant of 'Autonomy'	20-07-1996
Date of grant of 'Autonomy' to the College by UGC	15-07-2014

University to which the college is affiliated

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-03-2012	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	EoA for current academic year is uploaded and that for next three academic year is granted
AICTE	View Document	15-05-2023	12	EoA for current academic year is uploaded and that for next three academic year is granted
AICTE	View Document	15-05-2023	12	EoA for current academic year is uploaded and that for next three academic year is granted
AICTE	View Document	15-05-2023	12	EoA for current academic year is uploaded and that for next three academic year is granted
AICTE	View Document	15-05-2023	12	EoA for current academic year is uploaded and that for next three academic year is granted

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	National Highway No.-6, Jalgaon, Maharashtra, India	Urban	19.38	23874.79

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Twelfth science passed with PCM group and nonzero score in MHTCET	English	288	226
UG	BTech,Electronics And Telecommunication Engineering,Electronics and Telecommunication Engineering	48	Twelfth science passed with PCM group and nonzero score in MHTCET	English	288	246
UG	BTech,Instrumentation Engineering,Instrumentation Engineering	48	Twelfth science passed with PCM group and nonzero score in	English	288	136

			MHTCET			
UG	BTech,Electrical Engineering,Electrical Engineering	48	Twelfth science passed with PCM group and nonzero score in MHTCET	English	288	237
UG	BTech,Computer Engineering,Computer Engineering	48	Twelfth science passed with PCM group and nonzero score in MHTCET	English	288	275
UG	BTech,Civil Engineering, Civil Engineering	48	Twelfth science passed with PCM group and nonzero score in MHTCET	English	288	212
PG	Mtech,Mechanical Engineering,Heat Power Engineering	24	Passed UG program in Engineering and nonzero score in GATE	English	1	0
PG	Mtech,Electronics And Telecommunication Engineering,Electronics and Telecommunication	24	Passed UG program in Engineering and nonzero score in GATE	English	9	0
PG	Mtech,Instrumentation Engineering,Electrical Instrumentation and Control Engineering	24	Passed UG program in Engineering and nonzero score in GATE	English	1	0
Doctoral	PhD or DPhil	36	Passed PG	English	5	1

(Ph.D)	,Mechanical Engineering, Mechanical Engineering		program in appropriate branch of Engineering and passed the PET			
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Telecom munication E ngineering,El ectronics and Telecommun ication Engineering	36	Passed PG program in appropriate branch of Engineering and passed the PET	English	5	4
Doctoral (Ph.D)	PhD or DPhil ,Instrumentat ion Engineeri ng,Instrumen tation Engineering	36	Passed PG program in appropriate branch of Engineering and passed the PET	English	5	4
Doctoral (Ph.D)	PhD or DPhil ,Electrical En gineering,Ele ctrical Engineering	36	Passed PG program in appropriate branch of Engineering and passed the PET	English	5	1
Doctoral (Ph.D)	PhD or DPhil,Civil E ngineering,Ci vil Engineering	36	Passed PG program in appropriate branch of Engineering and passed the PET	English	5	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	8				20				58			
Recruited	0	0	0	0	4	0	0	4	23	8	0	31
Yet to Recruit	8				16				27			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	11	3	0	14
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				45
Recruited	22	8	0	30
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	0	0	5	3	0	12
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

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	2	0	0	0	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	21	27	0	48

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	901	0	0	0	901
	Female	441	0	0	0	441
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	1	0	0	0	1
	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	167	153	142	139
	Female	71	72	79	88
	Others	0	0	0	0
ST	Male	51	53	44	42
	Female	28	22	20	18
	Others	0	0	0	0
OBC	Male	451	431	423	407
	Female	262	249	255	249
	Others	0	0	0	0
General	Male	222	226	224	216
	Female	77	78	78	86
	Others	0	0	0	0
Others	Male	121	129	153	165
	Female	66	62	65	69
	Others	0	0	0	0
Total		1516	1475	1483	1479

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	[View Document](#)
Computer Engineering	[View Document](#)
Electrical Engineering	[View Document](#)
Electronics And Telecommunication Engineering	[View Document](#)
Instrumentation Engineering	[View Document](#)
Mechanical Engineering	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	(1) This is an autonomous institute and design it's own curriculum. It's curriculum includes open elective courses for all UG programs of engineering which are the courses from other discipline/branch of engineering. Each UG student has to select three open elective courses other than the core courses of the respective branch of engineering. It ensures the multidisciplinary/interdisciplinary competencies among the students. (2) The curriculum includes the basic courses of all basic disciplines of engineering to introduce the students with basic concepts/fundamentals of engineering. (3) To inculcate the humanities and management skills among the students, in the curriculum of each UG program of engineering humanities, economics and management courses are included as the mandatory courses. (4) In addition, Induction Program is organised for I year and direct II year students. (5) Case studies are being conducted in rural areas. Value added/bridge courses having the curriculum other than the core content of the respective branch of engineering are being organised.
2. Academic bank of credits (ABC):	At present, this institute does not have direct Academic Bank of Credits (ABC) facility. However, NPTEL, SWAYAM and other MOOCs courses' credit transfer facility is available as per the curriculum of this institute. It is mandatory for students to earn certain number credits through online platforms and same are considered for awarding the UG/PG degree. Students register for NPTEL courses and are benefitted by credit transfer facility.
3. Skill development:	(1) This is an autonomous institute and design it's own curriculum. It's curriculum includes sufficient number of skill development/practice oriented courses. (2) In addition, institute provides opportunity to students to register for additional value added courses for skill development. (3) Various cross cutting issues like ethical values, human rights, and professional ethics are included in the curriculum. These issues are also addresses through various extra-curricular activities organised at institute. (4) Internship, industrial training, industrial/field visit, project development is also the part of curriculum which provides industry exposure to students. (5) Training by industries like TCS are

	being oraganised every year. (6) Industrial experts lectures are being organised for students from reputed industrialists/alumni as the part of regular curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	(1) Indian tradition and culture is promoted through conduction of various extra-curricular activities like celebration of Jayanti's of national leaders and other commemorative days, festivals at institute. (2) The medium of instruction is English but still faculty members take enough efforts to explain the things in regional language. (3) Library is also having good collection of books on Indian traditions/culture, regional books. (4) Daily regional news papers are also available in the central library. (5) The courses like Indian constitution and Indian Traditional Knowledge System are included in the curriculum to enhance students knowledge. (6) Medium of instruction is English but the faculty members used to explains the concepts in vernacular language if required as all the faculty members know Marathi and Hindi language. (7) Expert lectures/talk shows/ discussions are arranged during induction program and throughout the entire year for appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course).
5. Focus on Outcome based education (OBE):	(1) For overall development of students this institute had adopted Outcome Based Education (OBE) system and accordingly the teaching learning philosophy and methodologies are designed and adopted. (2) It's curriculum is developed strictly as per the guidelines of AICTE, New Delhi and Bloom's taxonomy for OBE system. (3) Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs) of all programs are well defined and mapped with Mission of the institute using Bloom's taxonomy and disseminated properly among all stake holders. (4) Course Outcomes (COs) of each course are also framed, COs and POs/PSOs are properly mapped. The attainment of COs and hence that of POs/PSOs are regularly computed and appropriate action is being taken. (5) On the basis of outcome attainment the required/appropriate changes are made in the curriculum and the teaching learning process. (6) On the basis of attainment of outcome, curricular gaps are identified and appropriate action is taken by concerned department/BoS.

6. Distance education/online education:	(1) To promote online/distance education, it is mandatory for each student to earn certain number of credits through online platforms like NPTEL, SWAYAM and MOOCs. (2) Student and faculty members are encouraged to upgrade their skills using various online courses provided by them. (3) This institute has good internet bandwidth for delivery for online lecturers using various online platforms. (4) Most of the class rooms are Wi-Fi connected and hence facilitate faculty members to use online platforms during the regular lectures. (5) The online theory and practical classes for even and odd semesters of academic year 20-21 and for odd semester of academic year 21-22 (up to February 2022) were conducted as per the lockdown policy of State/Central government.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, ELC is appointed.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, ELC includes faculty coordinator, additional faculty members, students coordinator and students.
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.	Electoral literacy campaign for students was organised and students/faculty members/staff members of the institute took oath for voting in elections.
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.	No
5. Extent of students above 18 years who are yet to be	ELC is consistently motivating to students and

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	faculty/staff members to enrol their name in voters list. Most of the students above 18 years had registered their name as voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1516	1475	1483	1479	1640
File Description			Document	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
417	382	405	435	450
File Description			Document	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	47	47
File Description			Document	
Institutional data in the prescribed format			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 59

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
103.63	48.21	141.1	308.87	155.6

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The UG/PG program's curricula have been formulated in conformance with the guidelines of AICTE, affiliating university, involving the stakeholder's feedback and are in tune with the vision and mission of the Institution to meet the local/ national/ regional/ global developmental requirements of the society. The institution makes every possible effort to produce good quality engineers to meet the demand of distinct industries like infrastructural development, manufacturing, information technology etc, The Graduate Attributes are adopted as Program Outcomes(PO) as specified by NBA, New Delhi. Program Specific Outcomes (PSO) for each program has been formulated to assure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is formulated in tune with the PO and PSO and is modified at regular intervals by the Board of Studies of each program.

Basic and Engineering Sciences, Professional Core courses, Open and Professional Electives, Humanities, mini-projects, laboratory work and project work, skill development courses are included in the curriculum. The curriculum involves courses which include technical report writing and language laboratory, enhancing written and oral communication skills. Study of basic sciences enables the students to apply this knowledge to solve engineering problems.

To ensure better employability for the students, training in technical and soft skills is also imparted to the students. This training involves training in communication skills, quantitative and qualitative reasoning, logic and aptitude. Training in the latest software and technologies is offered to the students under technical skills. Self-learning is promoted through credit transfer facilities from NPTEL/ MOOCS courses.

The mandatory audit points are required to be earned by the students for personality development. Here, students are encouraged to participate in technical events, quizzes as a part of co-curricular activities. They also participate in sports and cultural events as a part of extracurricular activities.

Increased placements, enhanced employability, and students securing admissions into higher education institutions, both in India and abroad demonstrate the impact of the effective and productive curriculum design and development.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The curricula of the programmes offered by the institution are framed/revised using the philosophy and methodology as explained in 1.1.1. The curricula of the programmes offered by the institution focus on employability/entrepreneurship/skill development in addition to providing the basic conceptual knowledge of the respective branch of engineering and interdisciplinary/multidisciplinary expertise. It can be seen from the curriculum and detailed syllabus available on institute's website. For ready reference, the program wise list of courses that focuses on employability/entrepreneurship/skill development is attached as additional information. There are around 40 % courses focus on employability/entrepreneurship/skill development. The count of program-wise courses that focuses on employability/entrepreneurship/skill development is as given below.

Sr No	Program	No of course that focus on employability/ entrepreneurship/skill development
1	B. Tech. (Mech)	27
2	B. Tech. (E and Tc)	27
3	B. Tech. (Instru)	27
4	B. Tech. (Elect)	28
5	B. Tech. (Comp)	35
6	B. Tech. (Civil)	33
7	M. Tech.(E and Tc)	14

In addition to regular courses in the curriculum, institute organises various value added courses/programs to enhance the employability/ entrepreneurship/ technical skills of the students. Its list is uploaded as additional information.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 36.85

1.2.1.1 Number of new courses introduced during the last five years:

Response: 199

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 540

File Description	Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The curricula of the programmes offered by the institution are framed/ revised using the philosophy and methodology as explained in 1.1.1. The curricula of the programmes offered by the institution integrates cross-cutting issues relevant to Professional Ethics, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020. It can be seen from the curriculum and detailed syllabus available on institute's website. For ready reference, the program wise list of courses that focuses on Professional Ethics, Human Values, Environment and Sustainability and other value is given below. There are around 15 % courses focus on these issues.

Sr No	Program	No of courses that focus on Professional Ethics /value framework/Human Values, Environment and Sustainability, NEP – 2020
1	B. Tech. (Mech)	11
2	B. Tech. (E and Tc)	11
3	B. Tech. (Instru)	12
4	B. Tech. (Elect)	13
5	B. Tech. (Comp)	12
6	B. Tech. (Civil)	12
7	M. Tech.(E and Tc)	02
8	M. Tech. (Heat Power)	02
9	M. Tech. (Electrical Instrumentation and Control)	02

- In addition, the institute organizes various programs/ activities, to address Human Values and Professional Ethics; Environment and Sustainability. The details of activities are enclosed in additional information
- **Courses to address gender equity:** In the present curriculum, specific courses to address gender sensitization issues are not included. However, equal opportunities are given to both male and female students in group activity courses. In addition, institute continuously organises various programs like competitions, seminars, and discussions, etc on gender sensitization.
- The various activities organized by institute are enclosed as additional information.
- Institute has revised its curriculum from academic year 2023-24 according to the NEP – 2020.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 501

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

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 14

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 14

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

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.17

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
329	263	275	279	336

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

2022-23	2021-22	2020-21	2019-20	2018-19
414	414	414	378	378

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

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
180	180	180	180	180

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Classification of students: In order to provide an appropriate level of attention, students are classified

into normal learner, fast/advanced and slow learners based on their performance in first in semester examinations (ISE-I or MSE). The criteria to identify learning levels are decided by concerned department and the same is informed to students by displaying notice on notice board. Each department take necessary action by paying special focused attention on slow learners for their appropriate development to tune them with other students while fast learners are advised to maintain the pace of their learning and develop the ability of out of box thinking by learning the things beyond curriculum.

Slow Learners: Remedial classes are conducted for slow learners where individually focused attention is on slow learners. The remedial classes/extra lectures are scheduled beyond the regular teaching hours and the same is informed to students well in advance to make it convenient to attend the lectures regularly. Teachers are directed to pay personal attention on all such slow learners and help them to understand the concepts of subject using vernacular language or Hindi whichever is suitable for that student. Mentors keenly observe the academic performance to assist the student by resolving their issues that affect their ability to learn. Animated videos, PPTs, simplified learning materials are provided to students.

Advanced Learners: Advanced learners are encouraged to earn more audit points by participating in co-curricular activities, students' development programs, etc. They are encouraged to learn new technologies, develop projects, attend training programs and competitions, participate in National and International Paper Presentations, etc. They are also guided to take up additional courses viz. NPTEL courses. Some of the advanced learners used to teach/guide some of the slow learners.

Normal Learners: They are advised to maintain their pace of study and to contact course teacher as and when required. They are also allowed to attend the remedial classes/extra lectures as and when desired by them. In addition, they are also advised to participate in some of the activities organized for fast learners as and when feasible to them without disturbing their regular teaching learning.

The curriculum of this institute: It is designed with following features to cater the slow, fast and average learners.

· The curriculum of UG program is designed to have a total of 172 credits with two separate curriculum structures from fifth semester and onward. (i) For regular students and (ii) for students who desire to earn most of the credits up to seventh semester and opt for registering industrial training, project (preferably industry based) or equivalent along with remaining credits in the eighth semester. The second option shall be available for those students who had earned all credits of first and second year with 8.00 or more CGPA (ie fast learners).

The curriculum of UG program shall also include some courses of self learning mode like MOOCs, SWAYAM, NPTEL courses or courses of other institute having MoU with this institute to facilitate the students to earn regular/additional credits if desired.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 42.11

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

This institute believes that student is focal point of any institute hence it ensure that student-centric methods are effectively used in regular academic practices as it makes the students more self-confidant and self-motivated and learning as interesting and effective. During course plan development, faculty members plan for suitable student-centric learning methods in addition to the conventional methods to enhance the learning experiences of the students. Lectures and laboratory sessions are planned, designed and delivered using pedagogy techniques [with the help of NPTEL assignments] which encourage students to gain knowledge through experiences and activities. While conducting lectures and practical faculty members use learning in group, learning by practice, analogical and experimental approach, project development etc. These techniques have direct impact on improving the understanding level, communication skills, problem-solving skills, listening skills etc. Faculty members take more effort into making the learning activity more interactive by adopting the below-mentioned student-centric methods.

Experiential Learning: The institution imparts the following experiential learning practices.

·   Laboratory sessions for laboratory courses: Most of the circuit laboratory experiments/practical are conducted on breadboard [Students need to design logical circuit on paper and build/troubleshoot it on breadboard] rather than using ready kits.

·   Hardware output is compared with simulation output.

·   Industrial training, Internship and industrial/field visits, industrial lectures to expand the knowledge on market trends.

·   Add-on Courses on latest technologies.

·   Project development.

·   Learning through video films.

Participatory Learning: The institution imparts the following participative learning practices to enhance creativity   of the students and to improve their ability to work in a group/team.

·   Tech Fest/Project Expo/Poster presentations

·   Group Discussion

·   Role Play,

·   Quiz

·   Technical Seminar

·   Presentation

·   Periodical industrial/field visits in group

·   Co-curricular and extra-curricular activities/contests.

Problem-solving methods: The curriculum of all programs is designed to make students ready to solve real world problems. The institution imparts the following problem solving learning practices to enhance their problem solving ability.

·   Practical Sessions to get hands-on experience

·   Quiz Sessions

·   Open ended practical

·   System design related problems

·   Project, mini project

·   Industrial training, internship, industrial lectures.

Use ICT- enabled tools: To nurture the student-centric practices by use of ICT tools, the institution has created many advanced centers like computer centre, e content development centre and language lab, etc. All the classrooms of institute ICT enabled classrooms with the wi-fi facility, LCD projector facility and smart board is available in one classroom of each department. The institution takes significant efforts to motivate the faculty members to use ICT tools and e-resources to transform conventional teaching process to student-centric process. The faculty members deliver curriculum content using innovative and creative ICT tools such as MOOCs, Moodles, NPTEL videos, PPT, You-tube video, online classes, etc in order to cater the attention, interest, curiosity, and passion in their learning activity. In addition, this institute has online paper setting and moderating facilities.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Mentor Mentee Program helps to bridge the gap between expectations and ground reality. It is an essential component for a successful career of students. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment in college. A mentor plays a vital role in nurturing students and has a positive impact on students' persistence and academic achievement. A mentee can approach his/her mentor for both educational and personal guidance. It is conducted to help the students to strengthen their varied capabilities and to build an interpersonal relationship between the faculties and students.

Mentoring System: Mentor mentee system at this institute is a structured programme in which each faculty is assigned with the task of mentoring about 30 - 40 students. Mentors are assigned to first year students and the same mentors are continued till the completion of program by student or the faculty member is transferred/ retired from the institute. In general specific time is allotted in regular time table for mentor – mentee meeting. In addition, student is free to contact and discuss the problem with his/her

mentor as and when required. For the smooth process all mentors are directed to maintain the mentoring log book to keep a confidential comprehensive record of their mentees activities, academic and co-curricular achievements, parents visit, group discussion or individual discussion of mentee/mentees with mentor, etc. During the interaction, Mentors document their observations and also develop a shared action plan to guide the students to enhance their professional growth. In addition, at the end of each academic year, mentors once again, assess their mentees and a final report is submitted to the Principal through HoD

Parents Mentor/Teacher Meeting (PMM): In general, PMMs are conducted as per the convenience of department or individual mentor to appraise the parents' about their wards' academic performance and progress. Sometimes a common parent – teacher meeting is also organized. Intimation of all such meetings is sent well in advance and all parents are requested to attend the meeting. During the meeting, the parents can interact with the faculty from all departments as one to one basis or in group. The Principal, Deans, HoDs and Student Counselors also interact with the students and parents during these meetings.In addition, parent can meet/contact to his/her word's mentor as per the need and convenience.

Student Counseling System: It is available with dedicated counselors for effective management of problems and challenges faced by the students. Frequent feedback and surveys are taken among the students to monitor their mental health and to address problems like anxiety, stress, fear of change or failure, homesickness, and academic worries. Further, a mental health and well-being program for 1st-year students is conducted with the aim of identifying those who may need extra care or attention and to help students realize their potential during their course in this institute. This is being done as a part of the general health checkup program for students. Some of these students may benefit from formal and structured mental health services.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Academic Calendar: The Institute follows a well-planned academic calendar. It provides adequate balance between academic and nonacademic activities, teaching and examination schedule. The dean academics prepares the draft academic calendar before the beginning of every academic year. It is discussed in Academic Program Evaluation Committee (APEC) meeting and Examination Committee (EC) meeting and suggestions which are accepted are incorporated in that academic calendar by dean academics and submitted to Academic Council (AC) for final approval. It is discussed in the AC meeting

and approved with or without any changes. The approved academic calendar is displayed on the department notice boards as well as on the college website. Academic calendar mentions the commencement and end date of semester, schedule of In Semester Examination (ISE)/Mid Semester Examination (MSE), detailed schedule of Internal Continuous Evaluation (ICA), deadline/slot for submission of termwork, date of departmental meeting of all faculty members regarding finalizing list of Not Eligible (NE) Students due to lack of attendance, dates for End-Semester Examinations (ESE), Re-examination, vacation slot, slots for sports, cultural activities, etc. Academic calendar for first, second, third year and fourth year of UG program and first, second year of PG program may vary due to delay in centralized admission process of first year of UG/PG programs and second year of UG program. Therefore separate academic calendars are prepared foe I/II & III/IV year UG programs and I & II year PG program. Academic calendar for all years are available on institute's website. (Link : https://gcoej.ac.in/site/?page=MjY=) The college strives hard to adheres the academic calendar for conduction of various academic and non-academic activities and there is rare chance of variation in implemented and planned academic calendar except the period of COVID 19. In addition to institute level academic calendar, all departments prepare their own academic calendar for all academic and non-academic department level activities including ICA.

Teaching Plan: On the basis of approved academic calendar of the institute, every faculty member prepares a 'Teaching plan' for every theory course. The teaching plan clearly mentions the objectives, and outcomes of the course which students are supposed to achieve at the end of the course. The number of hours in the teaching plan is framed depending on the credits of the course and it is made available to the students. The faculty members are directed to keep the record of execution of teaching plan of the courses of at least current semester. This guides the faculty members to stick to the academic schedules as much as possible. Effective monitoring of the lesson plan schedules is taken care of by the HoD as well as academic auditors. All the faculty members are directed to maintain the course file which includes teaching cum execution of lesson plan, study material, notes, ppts, solution of earlier question papers, question bank for practice of students (if possible helpful for GATE or any other examination), attendance record, ISE/MSE question papers along with solution and marks obtained by students, etc and use the material for effective curriculum delivery.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 45

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
86	86	86	86	99

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 28.81

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 17

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 18.06

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 650

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 53.19

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 25

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[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

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 8.8

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	4	10	5

File Description	Document
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.7

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	19	0	23	65

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2991	2923	2962	3007	3396

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in

Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

(A) Examination Procedures:

- Academics and examinations are administered by Academics and Examination Cell (AEC) as per the autonomy rules and examination rules approved in examination committee and/or academic council.
- Data required to conduct examination is huge and hence it is necessary to use database management information system for the processes involved in taking examinations. Institute has well developed and customized MIS for examination and declaration of result.
- Institute conducts five End Semester Examinations (ESEs) including re-examination at institute level in one Academic Year and all pre and post examination activities are through MIS (online).
- Time-table and hall allocation for MSE and ESE are prepared and circulated to Departments. Departments supply lists of course coordinators and invigilators.
- After conduct of end semester examination, IT enabled centralised assessment programme is conducted.
- Grading system has seven pass grades (A+, A, B+, B, C+, C, and F) equivalent to grade points of 10, 9, 8, 7, 6, 5, and 0 respectively as specified in examination and autonomy rules.

(B) Processes integrating IT:

- This institute has online paper setting and question paper moderating facilities.
- Facilities to conduct online quiz and/or any other evaluation tools/examinations are available in the institute.
- Institute has well developed and customized MIS for examination and result processing.
- Online marks entry for all in semester examinations and continuous assessment by the course coordinator.
- Examination data is saved on cloud server.
- All marks statement and academic documents are system generated.

(C) Internal Continuous Assessment (ICA) system

- Internal Continuous Assessment (ICA) principle is followed in all courses.
- ICA for theory courses includes Internal Sessional Assessment (ISA) and In Semester Examination (ISE) or Mid Semester Examination (MSE) while that of laboratory courses and other special courses include continuous evaluation/review of laboratory work, project, seminar,

etc.
- ICA is properly monitored by HoD, CoE, Dean (Academics) and principal.
- ICA of project, seminar and similar courses by a committee appointed by HoD.
- All the activities of ICA are conducted as per academic calendar.
- Department level grievance committee to address the issues of ICA.

File Description	Document
Upload any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Procedure adopted by this institute to evaluate the attainment of POs/PSOs and COs is as described below.

(A) Institute sets the expected level of attainment of POs/PSOs and COs.

(B) Institute calculates attainment of COs and then calculates attainment of POs/PSOs.

(C) Institute uses two tools as given below for attainment of COs with their weightage shown in the bracket.

  1**. Direct assessment tools (80%):** Institute uses the following two direct assessment tools for the evaluation of attainment of COs and hence POs/PSOs with the weightage shown in the bracket. Attainment of COs is evaluated using all the three tools. For evaluating attainment of POs/PSOs, the mapping of PO/PSO and course is done. The average of attainment of COs of all the related courses are used to calculate the level of attainment.

(a) Continuous assessment during the semester and its analysis (30%): Students are evaluated continuously with help of assignments, class tests and their performance in laboratories throughout the semester. Result of continuous assessment is a significant indicator of attainment of COs. Average marks of all students of continuous assessment are calculated and its % is used for evaluation of attainment. It is assumed that the attainment of COs is 100% if average marks of all students for any course is more than 80% and proportionate % attainment is calculated on the basis of average marks of that particular course.

(b) End Semester Examination (ESE) and its result analysis (50%): Result of ESE is analyzed for each subject after its declaration which provides sufficient information about attainment of COs. Average

marks (calculated from letter grades) of all students of ESE are calculated and its % is used in evaluation of attainment. It is assumed that the attainment of COs is 100% if average marks of all students for any course is more than 80% and proportionate % attainment is calculated on the basis of average marks of that particular course.

2. Indirect tools (20%): Institute uses the feedback from students as indirect tool: Structured feedback is obtained from every students at the end of every semester wrt teaching quality, satisfaction level and attainment of COs. % attainment of COs = (0.3*% attainment of COs using direct tool number 1) + (0.5*% attainment of COs using direct tool number 2) + (0.2*% attainment of COs using indirect tool).

(D) Attainment of POs/PSOs is calculated as follows.

   % attainment of POs/PSOs = Average of % attainment of COs of all related courses.

(E) Results of attainment of all COs and POs/PSOs and action taken are documented in the appropriate format.   (Sample formats along with attainment calculation for one academic year are enclosed in additional information)

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 91.13

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 380

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institute has set up an innovation ecosystem (research culture) to encourage a culture of innovation among the young talents in the campus. To propel innovations in engineering field, the institution has established the active Research Cell which promotes the submission of proposals to various funding agencies. It also motivates the faculty members to provide the consultancy at local level. The institute had developed the research policy and the system to encourage a culture of research and innovation among the students and faculty members. Following are the initiatives for updating research facilities:

1. **Research Laboratories:** Institute has 5 University recognised research laboratories (Mechanical Engineering, Electronics and Telecommunication Engineering, Instrumentation Engineering, Electrical Engineering, and Civil Engineering) in which research scholars and faculty members are doing their research work. All laboratories are suitably equipped with equipments, computers and software and are regularly updated. Institute has sufficient funds for updating research facilities. This institute has excellent IT infrastructure crating conducive environment for research. IT infrastructure includes 4 servers (Xeon E-5 2600 version, 64 GB RAM, 10 TB hard drive, Storage server-2TB*5=10 TB, Back up device-4TB for critical server back up), Computers (667Nos), Printers (47 Nos), UTM, Switches, hubs and routers, one Internet connection with bandwidth 1 GBPS, 31 secured Wi-Fi connectivity access points, software like CYMEDIST, MATLAB software (unlimited users), Digital language lab software, Advance pro version language lab, Proteus Software, Visual Studio, Oracle 10G1, Graphical Programming Software for Measurement labview, FDS software, Software for Audiometer, NI QuanserQube servo with my R10, Rs Logix 5000 mini edition software, NI lab view Software, Microwind Software, Visual Studio, Adobe Photoshop Software, Statistical Data Miner Software, Realiasoft, A Complete Solution For Reliability And Accelerated Life Testing Data Analysis With Complete Hardware Support Software, Real Time Hardware Design And Development Software, Stadd Pro, E Tab, Geo-5, Build Master, etc.
2. **Research Cell (Institute Innovation Council):** This institute had established Institute Innovation Council as per the norms of AICTE, New Delhi. It is created with the objective of nurturing and training the students/faculty members to provide research solution to real world problems. The institute conducts workshop, seminar, webinar, and interaction session with experts from collaborative Industries/institutes/organisations. Research proposals are being submitted to affiliated universities and AICTE. It guides and motivates the HoDs and faculty members to update the research facilities including equipments, books and journals and to publish/present their research work in reputed journals, various national and international conferences.
3. **Library Resources:** The Institution has a subscription national and international journals, e journals and magazines to promote research and development activities in the campus. Institute

spends sufficient amount for library resources. Details available in chapter IV.

FDP Cell: It organizes the faculty development programs on recent trends in engineering and technology and research methodology which provide exposure to faculty for research work.

File Description	Document
Upload any additional information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during 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 (data template)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 37.29

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 22

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 0

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0

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

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 22.22

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

The institute has set up an innovation ecosystem through its Institute Innovation Council (IIC) for innovations, Indian Knowledge System (IKS), awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology. The institution keeps up the ecosystem (functioning of IIC) vibrant and performs with state of the art infrastructure and suitable scholarly human resources.

1. **Innovation/Research:** To propel innovations in engineering field, the institution has established the 5 University recognised research laboratories (Mechanical Engineering, Electronics and Telecommunication Engineering, Instrumentation Engineering, Electrical Engineering, and Civil Engineering) in which research scholars and faculty members are doing their research work. All laboratories are suitably equipped with equipments, computers and software and are regularly updated. Institute has sufficient funds for updating research facilities. The details of infrastructural facilities available in research laboratories are specified in point number 3.1.1.

2. **Indian Knowledge System (IKS):** The curriculum of this institute includes the courses to cover Indian Traditional Knowledge System and Indian Constitution. Expert lectures by eminent personalities to cover the topics of Indian Traditional Knowledge System and Indian Constitution are arranged during Induction Programme.

3. **IPR cell:** Institute Innovation Council looks after the activities related to intellectual property rights.

4. **Incubation centre and other initiatives:** This institute has planned to start incubation centre in near future, however the aspiring candidates are guided by faculty members of this institute and asked to utilize the facilities of affiliating university (KBCNMU, Jalgaon). In addition, this institute has taken the following activities to promote the entrepreneurship/start ups etc.

·   Annual institute level technical project exhibition cum competition is held yearly in this institute. Students of all programmes take part in this exhibition/competition.

·   The expert lectures of eminent speakers are arranged for the students in which eminent speakers from industry and academia are invited.

·   Students participate in various technical events/competitions organized by this or any other institute and won prizes regularly. This institute organizes national level technical events like "Techno-arena and Techno-vision".

·   This institute was selected in Technical Education Quality Improvement Program (TEQIP) phase II and III.

·   The students of this institute regularly participate in DIPEX state level project exhibition and competition held annually in Maharashtra.

File Description	Document
Upload any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 4.13

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 33

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 2.17

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

Response: 128

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.37

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 22

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 799.51

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
341.15770	238.33542	37.19528	126.20118	56.62308

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

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Induction Programs is being conducted every year as per the directives of AICTE, New Delhi for the first year/direct second admitted engineering students through which the students are motivated to participate in the extension activities organised by institute in the neighborhood community. Involvement of students in programmes organized by various cells and bodies ensure their participated in extension and outreach programmes. The institute has received appreciation and recognition for its contribution towards social responsibility and community development activities. Number of programmes are being organised by Institute as listed below.

Women's Day- On occasion of Women's Day, the institute convened the awareness programme for Save Girls, Educate Girls, Female Safety, Use Helmet, etc.

Blood Donation Camp- In collaboration with the Red Cross Society of India, Jalgaon branch and Godavari Blood Bank; the College has been organising the Blood Donation Camps.

Tree Plantation- To save environment and disseminate the awareness about environment in the neighborhood society the institute organises tree plantation program every year.

Water and Energy Conservation- College conducted the Seminar on Water and Energy conservation for students and faculty members as an awareness programme.

Yoga Camp- For good health Yoga is important. The institute organised the Yoga for students in induction program.

Field Visit/Project: One student of this institute had completed the project titled "Production of Sustainable Fuel and Fertilizer" and won the first prize at national level Innovation, Design, and Entrapreneurship Bootcamp organised by CoEP Technological University, Pune. This idea/project will help farmers and others.

File Description	Document
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	02	01	0	0

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

3.7 Collaboration

3.7.1

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: 24

File Description	Document
Institutional data in the prescribed format (data template)	[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

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The campus is spread over 19.38 acres land and has excellent infrastructural facilities including academic , administrative, amenities and residential facilities as detailed below.

- **The facilities for teaching learning:** The infrastructural requirements as per the AICTE norms are available and it includes the total plinth area 27774.79 SQM. The physical facilities comprise of 17 classrooms (1556 SQM), 58 laboratories including language lab and research labs (4315 SQM), 1 seminar halls (250 SQM), 3 drawing halls (384 SQM), computer centre (168 SQM) and 4 workshop (853 SQM), library including stack area and reading area (875 SQM), additional reading hall (250 SQM) with total instructional area of 8651 SQM. This institute is well equipped with adequate furniture, blackboard, projectors, fans, lights and power backup. Total cost of lab equipment is approximately Rs 12.79 Crores and that of furniture in labs is Rs 1.32 Crores. This institute has well equipped and spacious library and reading hall (875 SQM) and additional reading hall (250 SQM with seating capacity of 125). Total investment on library till date is Rs 190.87 lacs as deltailed in 4.2.1.

- The administrative facilities available in college includes Principal room, office, HoD cabins, department offices, separate faculty rooms, pantry for Staff, separate academic and examination cell, meeting room, central store, rooms for maintenance and housekeeping, security cabins, etc. The total administrative area is 524 SQM.

- The amenities and residential area includes boys and girls common room, cafeteria, first aid /medical room, stationary room, separate boys/girls/divyangjan toilets on all the corners of the buildings, boys'/girls hostel, principal quarter, staff quarters, guest house, etc. Total amenities (1722 SQM) and residential area (10472 SQM) are available in the institute. Total built up area is around 23875 SQM and plinth area is around 27774.79 SQM.

- **ICT enabled facilities:** The Institute has well developed computing resources with 4 server series computer, **667** latest configuration computers, 47 printers, and 22 legal system/application software. For effective teaching-learning process projectors are installed in most of the class rooms and equipped with smart LED BENQ and smart board facilities. This Institute has purchased CiscoWebex application for online lectures. Teachers are using smart boards (7 Nos), digital notepad that means students are easily understand all the theoretical and practical views in lockdown period. For the purpose of surveillance CCTVs are installed at all corners of campus.

> One internet connection of 1 GBPS bandwidth is available. Also, there are 31 secured Wi-Fi connectivity access points.
> - **Facilities for Cultural and sports activities:** This institute has a huge playground of around 5 acres area which includes Cricket, Football, Basket-ball, Volleyball, Kabaddi, Kho-kho ground and open space for yoga as per standard norms. In addition, this institute has indoor games facilities arranged in gymkhana room. It also has a specious seminar hall of around 300 capacity with stage and audio-visual facilities where departmental cultural activities are being conducted. In addition, a separate stage and pendol is installed, audio system is hired on rent for the annual social gathering and all other cultural activities.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2

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

Response: 48.07

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
7.38	1.70	74.21	204.92131	75.88971

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library is automated with digital facilities using Integrated Library Management System (ILMS): Library management system that is used in the library of this institute is 'SLIM-21' (SYSTEM LIBRARY INFORMATION MANAGEMENT). It consists of a cataloguing system, circulation system, acquisition system and serial control system. The details of the library management software are as follows.

- Nature of Automation (fully or partially): Partially
- Version : 3.9.0.31012 (Any CPU)
- Year of Automation : 2013
- Available essentials module of slim: Serials Acquisition Cataloguing Circulation Utilities etc.
- The contract for operational guidance and support is renewed every year.
- **(B) Adequate subscriptions to e-resources and journals:** Central library of this institute is established in a separate building with an area of 945 sq.m. with the seating capacity of 120 at a time and the separate reading hall (250 SQM) is also available with the seating capacity of 125 at a time. In addition, each department has its own departmental library. The total cost of library books till date is Rs 15293645 and that of library furniture is Rs 3894427. In addition, this institute spends sufficient amount for the subscription of national and international journals/e journals. In the library sufficient number of titles (7112), volumes (36971), National Journals (7), e-books (307) and international journals including e-journals (146) are available. Also, the Reprographic Facility, Facilities for viewing e-content from NPTEL/SWAYAM etc, Membership of National Digital Library of DELNET (Developing Library Network) and e-Shodh Sindhu Membership are available.

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(C) The library is optimally used by the faculty and students: Library services include issue of text and reference books, reading room facility, web OPAC, newspapers, magazines, CAS and SDI. It has also provides digital library services including NPTEL, videos lecture in separate hard disk and books in the form of CDs.

Each student is issued 5 textbooks for a period of 15 days, on renewal basis. In addition, students are issued one additional book for readind during working hours or overnight reading against I card. As per the directives and norms of State Government the book bank facility is available for SC, ST, VJNT category students. Under this scheme the students are issued 5 books for the entire semester without any renewal. In general all students and faculty members use the library facilities and more than 200 students are visiting to library/reading room every day.

Library Timing

•Working Days   : 10.00 a.m. to 06.00 p.m.
•For Reading Room   : 07.00 a.m. to 02.00 a.m.
(Including Holidays during examination period)

File Description	Document
Upload any additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 4.41

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.64251	0.64251	0	25.05064	7.07418

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[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 institute IT facilities including Wi-Fi are very good and updated on regular basis. IT infrastructure consists of all components that somehow play a role in overall IT and IT-enabled operations. It can be used for internal operations or providing solutions to our student's activities. Over a period, Institute has developed a state of art IT infrastructure consists of the following components:

- **Class rooms:** All the class rooms are Wi-Fi connected with the facility to connect LCD projector, computer and other ICT hardware. There are seven smart boards available in the institute.
- **Hardware:** Servers (4 Nos), Computers (667Nos), Printers (47 Nos), UTM, Switches, hubs and routers, Computer laboratories and Central Computing Facility.

Server configurations in Data Centre: There are 4 servers with Xeon E-5 2600 version, 64 GB RAM, 10 TB hard drive, Storage server-2TB*5=10 TB, Back up device-4TB for critical server back up.

- **Networking:** This institute has the Local Area Network by fiber optics which connects all the departments and having the speed of 1GBPS. The Wi-Fi facility is enabled in the college by installing controllers and Access points. It covers all the buildings and corridors including hostel building also. Every student get Wi-Fi facility on his/her mobile and laptop. The college is exclusively having 667 computers which are connected to LAN/Internet. Online payment facility for the payment of tuition/Exam fees is available for the students.
- **Internet:** One Internet connection with bandwidth100 MBPS is available. Also, there are 31 secured Wi-Fi connectivity access points. Internet & Intranet facility are available.

Software: This institute has open source software and licensed software installed in various departments. Various software available in college includes - CYMEDIST, MATLAB software (unlimited users), Digital language lab software, Advance pro version language lab, Proteus Software, Visual Studio, Oracle 10G1, Graphical Programming Software for Measurement labview, FDS software, Software for Audiometer, NI QuanserQube servo with my R10, Rs Logix 5000 mini edition software, NI lab view Software, Microwind Software, Visual Studio, Adobe Photoshop Software, Statistical Data Miner Software, Realiasoft, A Complete Solution For Reliability And Accelerated Life Testing Data Analysis With Complete Hardware Support Software, Real Time Hardware Design And Development Software, Stadd Pro, E Tab, Geo-5, Build Master.

File Description	Document
Upload any additional information	[View Document](#)

4.3.2

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

Response: 2.63

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

Response: 577

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The Government of India, AICTE, UGC and other authorities of technical education have taken several novel initiatives in recent years to promote information and communication technology (ICT) in education in general and technical education in perticular. This led to a venture called 'E-Content Development Centre or Audio Visual Room' in this institute. The goal of this initiative is to encourage individual teachers, groups of teachers in college in content development and multimedia production to develop educational content in electronic format, suitable for use in various learning programmes. The Centre aims to reach out to the maximum online beneficiaries through sharing the knowledge resource of the college as well as to seek expertise from outside to equip the students to face the challenges of the Digital World. The College has established a full-fledged media studio to support the E-content development. The facility available in the studio can be used by the faculty members for academic purposes like recording e-content, editing documentary videos, dubbing, etc.

The objectives:

- To Motivate and facilitate the staff members to develop e-contents on their own
- To encourage all the staff members develop e-contents every year as per the stipulated time schedule. The developed e-contents are intended to be shared with the students in order to enrich their learning experience better.
- To make available the academic writings/materials/ of staff and transact assignments and seminar portions through the medium.

Infrastructure Facility available for E-Content Development

Built up area: A room of about 30 SQM with required furniture and other facilities is available as audio visual room.**Device specifications:**
Vostro 3470
Device name - DESKTOP-FJQNHTI
Processor- Intel(R) Core(TM) 13-8100 CPU @ 3.60GHz: 3.60 GHz
Installed RAM - 4.00 GB (3.83 GB usable)
Device ID - SAA777E6-295A-4E40-8888-85816D60A884
Product ID - 00330-51834-75191-AAOEM
System type - 64-bit operating system, x64-based processor
Pen and touch - No pen or touch input is available for this display

panasonic hc-v270 specification
1. 90x Intelligent Zoom / 50 x Optical zoom, 1080p HD Video
2. Level Shot Function And 5-axis hand-shake detection
3. Wi-Fi Function with NFC, Digital Zoom - 150 x
4. Live MOS Sensor, Includes Rechargable Battery- Yes
5. Microphone Input, Includes External Memory- Yes
Software Available for Editing Video's :

1. Adobe Photoshop Software

2. VN- Video Editor & Maker

3. OBS editor

File Description	Document
Upload any additional information	[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

Response: 47.52

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
95.60138	45.86647	66.89085	78.90135	72.63611

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Institute follows the State Government procedure for maintenance of infrastructure and all academic/non-academic facilities.

Building Maintenance: It has two major components i.e civil maintenance and electrical maintenance. Each one is headed by the expert person appointed by the institute. Minor maintenance of the building is carried out by institute by calling quotations of the work. Major maintenance work is carried out by Public Works Department (PWD). Building maintenance work is carried out under the guidance of building maintenance head. Electrical maintenance in-charge and the team is responsible for maintenance and repair of power supply, generator, various fixtures, lighting, etc.

Optimum working condition of all common facilities in the campus are ensured through annual maintenance contracts (AMC). The AMC includes maintenance of air conditioners, CCTV cameras, water purifiers, etc.

Classrooms: Department wise class rooms are demarcated and at the beginning of each semester the classrooms are properly inspected by concerned department. Any necessary maintenance work is carried out using the State Government procedure to make the classrooms ready for lectures; ICT facilities and furniture are verified by concerned department. The non-dust chalks are used by teachers to maintain dust free environment in the classrooms.

Laboratories- Laboratories of all departments are well equipped and maintained regularly to avoid discrepancies in the academic schedules. For repair of the equipment qualified and trained person is called Under the supervision of lab assistants, cleaning the lab equipment is done by labour. Periodical checkups and calibration of equipment is done in all laboratories. Stock verification is done in all laboratories every year.

Library: Library is maintained by a library assistant. The process is monitored by library committee. Library maintenance is computerized and automated with regular/constant updation. Librarian collects the requirement for the list of books, journals and other resources from all HoDs during the commencement of each academic year. Library updates its books repository on a yearly basis as per the changes in the curriculum. Regular cleaning of the library floors, racks and maintaining the quality of the books with needed binding are in place. Proper inspection and verification of stock takes place at the end of every year.

Office Equipments: There is regular AMC for the maintenance of photocopying machine, computers, printers, etc; toner refilling of photocopying machines and printers. This AMC is made as per norms and procedures of State Government.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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: 84.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
1106	1262	1249	1344	1436

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career Counseling: Proper career counseling assists students in acquiring appropriate career guidance and placements at the right time which is possible at this institute through its various activities. This institute not only provides technical competencies/skills but also supports and promotes the leadership abilities for the students. This institute had established a "Mentor Mentee" system (explained in 2.3.2) between faculty members and career-oriented students. A faculty member is assigned to monitor a maximum number of 40 students from each class for academic and overall development of the students. This practical interaction aids for the development of direct relationships with students, teachers and institution. In addition, a group of students interact with teachers to discuss their career options. This institute places a strong emphasis on the key components of these programmes, that includes structured

sequence of activities and experiences designed to help students develop specific competencies such as goal setting, career planning, etc. This institute has training and placement cell which provides appropriate guidance to the students through various activities like soft skill training, expert lectures on opportunities for the students of engineering, etc. Accountability (outcome oriented) and programme improvement (based on results of process/outcome evaluation), qualified leadership among the students. The Strong professional development activities organized by the placement cells of the colleges to promote the students with professional knowledge and skills, and various approaches to outreach, assessment, practical interaction, counseling, curriculum, programmes and job placements, follow-up, consultation, and referral. Career counseling cell/training and placement cell primarily offered career counseling programmes including counseling for more than 90 percent of the total students. During and after covid period the various departments organised many on line programmes which aimed at the students career. This institute took the initiative in organizing Technical and Motivational Talks. The University also organised Personality Development Programs, Conceptual Research Experience (CRE) training programme, CRT (Campus Recruitment Training) Classes for all the students, CRT classes on the C-Programming Language, and other programmes. The placement, training and consultancy cell organized training programmes on interview skills, recent trends in career opportunities, and training programmes on upgradation of soft-skills. This institute works with the vision "**Globally accepted engineers with human skills**", to facilitate the journey of every student to achieve their goal.

Guidance for Competitive Exams: This institute primarily offers guidance for various competitive examinations like GATE, CAT, MBACET, GRE, TOFEL, ICS, IPS, MPSC, etc. As a result, % of students qualifying GATE examination is excellent. Additionally, this institute also provides guidance on emerging cyber security trends based on embedded systems, IT (Information Technology) role, software development, electric vehicles, technology and career trends, transforming the modern workplace entrepreneurship through AI chat bots, start-ups, and industry experience, etc.

File Description	Document
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document	
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: 40.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	182	166	154	156

File Description	Document
Institutional data in the prescribed format (data template)	[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 out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 7.66

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	20	27	48	63

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[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 events during the last five years

Response: 151

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted**

as one) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	22	3	85	11

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

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The students' council: It is formed as per the guidelines of affiliating University. The members of student council or any other student representative nominated by the students' council are involved in various academic, co-curricular and extracurricular activities. The details of students council is given below.

Structure of Students' Council: Students' Council consist of University Representative, General Secretary, Cultural Secretary, Sports Secretary, Ladies' Representative, Class Representatives (Topper from the class) and reserved category students' representatives are the members of students' council.

Objectives of Students' Council: The following are the important objectives of the student council.

(i)   To develop leadership by organizing and carrying out College activities and service projects.

(ii)   The student council is responsible for the smooth and graceful functioning of various events.

(iii)   To provide a viable means for student expression and an improved decision making ability.

(iv)   To improve understanding between and within groups through interaction and communications.

(v)   To develop student potential and encourage to make a well informed, honest, interested and active citizenship.

Election Process of Students' Council: It consists of following steps.

(i)   Rules and regulation specified by affiliating University and State Government regarding the constitution of Students' Council are displayed on the notice board of all departments well before the formation of the student council.

(ii)   Topper from boys and topper from girls from each class are selected as Class representatives. Nominations for the various positions of University Representative, General Secretary, Cultural and Sports Representatives etc. are invited from the various department heads.

(iii)   Suitable candidate for the said position is selected by taking interview on the basis of skill set and talent required for the position.

(iv)   University Representative/General Secretary of Students' Council is elected by the members of Students' Council or nominated by nomination committee appointed by Principal as specified by affiliating University/State government.

Activities of the Students' Council: Following activities are conducted with active participation of students' council.

(i)   Youth Festival

(ii)   Clean Campus

(iii)   Swachh Bharat

(iv)   Tree Plantation

(v)   Blood Donation

(vi)   Annual social gathering

(vii)   Discipline in the institute

(viii)   Sports week

(ix)   Various curricular, co-curricular and extra curricular activities.

Representation of students on other bodies: Students' representatives are nominated on following important committees in addition to students' council.

(i)   Academic Council

(ii)   Board of Studies

(iii)   Library committee

(iv)   Anti ragging Committee

(v)   IQAC

(vi)   Departmental students' association, etc.

(vii)   Various technical, non-technical activities like TECHNO-ARENA, TECHNOVISION, ABHIVYAKTI, etc

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

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

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Contribution of alumni association

Alumni Association: This institute has a registered and active alumni association. Its office located in the campus and faculty coordinator/advisor of allumni association is available to students during working hours of the institute. Audit, election, submission of change report, etc mandatory activities are timely completed and all records are appropriately updated. This alumni association undertakes the following activities in the interest of stake holders of the institute. This institute organises the yearly meeting of alumni with final year students (annual alumni meet) for proper interaction among them.

(i) Interactions with industrial associates: Alumni association supports the students and motivates   the

students and finally it acts as a link between industry and the institute.

(ii) Alumni interaction: Alumni of our institute are invited as resource persons at various events, guest lectures, and panel discussions to give inputs to aspiring graduates. They provide inputs and share their experiences regarding skills, recent technologies & trends in pharmaceutical research, application of knowledge, and working culture.

(**iii) Placement and career guidance:** Alumni working in different companies keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.

(iv) Entrepreneurship Awareness: Some of our Alumni have established their own industry/bussiness/startups in different sectors, and many of them are first-generation entrepreneurs. Through the journey as an entrepreneur, they learned various skills & knowledge. They enlighten the students with their success stories and challenges faced.

(v) Other services:

- Supports students and institute to arrange for industrial visits/training of students.
- To find sponsors for project allotment and to support training in industries.
- Network among alumni create a database of graduated students and create a networking website for the alumni association.
- Publish regular bulletins on alumni activities and achievements by alumni members.
- To arrange get-togethers to promote active interaction among the members.
- To interact and motivate members to associate and contribute to the alumni.

File Description	Document
Provide the 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:

Vision:

"Globally Accepted Engineers with Human Skills"

Mission:

- To promote overall development of students by creating an excellent learning environment.
- To develop undergraduate and postgraduate programmes through effective linkages with industry, academia, and alumni.
- To promote services to community and revenue generation for sustainable development.

Perspective Plan: This institute had prepared its perspective plan including both short and long-term goals which are linked with its vision and mission. To provide a thorough and inclusive approach to institutional growth, the plans are created with a consultation and input from all stakeholders. This plan states the key strategic goals, objectives, and actions.

Efforts taken by institutional leadership: The philosophy adopted and accordingly the policies framed and implemented by institution's leadership and governance are intimately related with its vision and mission as described below.

- **NEP Implementation:** This institution fully supports the goals and concepts stated in the NEP-2020. It has conducted a thorough analysis of the current practices and has taken initiative to cope up with NEP-2020 recommendations. Accordingly, the required and suitable modifications are being introduced and implemented. This includes promoting critical thinking, expanding research opportunities, integrating interdisciplinary learning, and supporting students' overall growth. The curriculum structure of this autonomous institute is changed as per the recommendations of NEP-2020 from the current academic year 2023-24 and new curriculum for first year is being taught.
- **Sustained Institutional Growth:** The governance and leadership initiatives of this institute are geared toward generating sustainable institutional growth. This expansion includes both qualitative and quantitative elements, with a focus on raising academic standards, enhancing research output, and improving infrastructure to global standards. The governance and leadership make sure that growth trajectory of this institute is in line with its vision and mission and that it also satisfies the changing needs of all stakeholders through strategic planning and continuous assessment.

- **Decentralization:** The basic element of the governance model of this institute is based on the decentralization of authorities/duties/responsibilities. State Government empowered BoG to appoint Principal and BoG appointed the regular Principal. Academic and administrative activities are controlled by the BoG and other committees. Chairman BoG and Principal delegate powers to the faculty members through HoDs/Deans for academics and to the registrar/office superintendent for the administrative activities. This mechanism provides operational autonomy across the hierarchy and promotes creativity and flexibility and ensures proper execution of routine activities.
- **Participation in Institutional Governance:** At the beginning of every academic year institute level and department level portfolios are assigned to all faculty/staff members to constitute the various committees to manage different institutional curricular/co-curricular/extra- curricular activities. The departments are encouraged to arrange various activities for the benefit of various stakeholders. In addition, the management has extended enough financial powers to the Principal and HoDs as per the norms of State Government for smooth functioning. Students are also assigned responsibilities in all the activities. In the nutshell all stake holders, like teachers, students, staff, and alumni etc. collectively contribute to the institution's path.

File Description	Document
Upload any 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Perspective Plan: This institute had prepared its perspective plan for 5 years (2018-19 to 2022-23) including both short and long-term goals which are linked with its vision and mission. It is available on institute's website. It mainly focuses on long term and short term objectives with core values of the institute. The institute carries out different activities with various measures have been identified with special emphasis in the strategic plan:

The strategic plan designed by the institute is based on the fundamental pillars of Institutional development:

1. Programs: Curricular and Administrative reforms: Curriculum revision initiated in the academic year 2018-19 and progressively implemented. New cycle of curriculum revision initiated from the academic year 2022-23.
2. Human Resource Development: FDPs are organized by institute and faculty/staff members were deputed for training programs.
3. Research: Faculty members are motivated for research activities including registration for Ph. D.

In addition, faculty members are provided financial assistance for research activities. This institute has constituted Institute Innovation Council (ICC).

4. Industry Interaction: Industrial visits, training and lectures were organized. There is special provision of one semester industrial training during the prescribed period of UG program for aspiring and deserving students.

5. Society/Services: Institute works as ARC and FC for various centralized admission process in the interest of society, it also conducts various extension activities for the larger interest of society. Infrastructure of the institute is made available for various centralized examinations and other social/Government activities.

6. Infrastructure Development including Equipment and Furniture: Institute had spent more than 5000.0 lacs on infrastructure development/augmentation till date out of which around 700 lacs spent in the last five years.

- **Functioning of the Institutional Bodies:** There are 20+ important institutional bodies as detailed below which are functioning effectively. The functioning of all bodies is transparent and focusing the institutional development.

1. Board of Governors (BoG)
2. Academic Council (AC)
3. Academic Program Evaluation Committee (APEC)
4. Examination Committee (EC)
5. Board of Studies (BoS) - 7 Nos - Science and Humanities, Mechanical, Electronics and Telecommunication, Instrumentation, Electrical, Computer and Civil Engineering.
6. Seven Departmental Faculty Boards (DFB)
7. Institution Innovation Council (IIC)
8. Finance Committee (FC)
9. Building and Works Committee (BWC)
10. Anti-ragging Committee
11. Internal Complaint Committee (ICC)
12. Women Cell
13. Grievance Redress Committee
14. Anti Sexual Harassment Committee
15. Planning Committee
16. Library Committee
17. Internal Quality Assurance Cell (IQAC)
18. Faculty Development Cell (FDC)
19. Students' Development Cell (SDC)
20. Gymkhana
21. SC/ST Cell
22. OBC Committee
23. Purchase Committee
24. Descipline and Redress Committee

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

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](#)

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:

· **Service rules, procedures, recruitment, promotional policies:** The rules and policies regarding recruitment, scale and promotion including Career Advancement Scheme (CAS) are as per AICTE norms and Government of Maharashtra norms.

· **Performance appraisal system:** Government of Maharashtra has devised its own performance appraisal system in tune with the guidelines provided by AICTE, New Delhi and UGC, New Delhi and the same is followed by this institute. It includes 360 degree feedback and key performance indicators. Teaching learning process and evaluation related activities including lectures, seminars, tutorials conducted and development of learning resources, use of ICT and other innovative tools for teaching,

learning and evaluation, academic qualification up gradation and achievements, contribution in research, innovation and publications, professional development, institutional and academic leadership, contribution in co-curricular and extra-curricular activities, students' feedback, observations of reporting and reviewing officer, etc are the important parameters of performance appraisal system. The performance of the faculty members is appraised by reporting officer and reviewed by Principal or joint director while that of non-teaching staff is appraised by the office superintendent/registrar/HoD and reviewed by Principal. (Sample copies are uploaded.) A photocopy of duly reviewed performance appraisal form is issued to concern staff/faculty member for further improvement.

·   **Effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**:

(i)   CAS promotion for faculty members as per AICTE and State Government guidelines and procedures.

(ii)   QIP deputations for higher education of employees: QIP deputations for higher education

(iii)   Promotion of Class II to Class IV employee as per State Government guidelines and procedures.

(iv)   All the employees and their families are secured by the Pension scheme.

(v)   The employees recruited after year 2005 are secured with DCPS through National Pension Scheme (NPS).

(vi)   All employees are supported under Group Insurance scheme (GIS).

(vii)   Life of all the Employees is secured with Accidental Insurance Policy.

(viii)   The entire employee is supported with Mediclaim facility for employees and their dependants.

(ix)   Home Loan Advance scheme for purchasing home.

(x)   Car/ Motorcycle/Computer Loan Advance scheme for purchasing Car.

(xi)   The Class III and Class IV employees are supported with the festival advance of Rs. 10000 during the Diwali festival.

(xii)   Leave Travel concession (LTC) once in four year cycle and Hometown travel allowance in every two year cycle.

(xiii)   General provident fund (GPF) and Advance/Loan scheme against the GPF. (The available Government Resolutions in this regards are attached.)

File Description	Document
Upload any 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: 46.53

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
23	8	15	28	20

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 55.45

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	18	21	29	21

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Financial Resources: This is the State Government institute and it receives the salary and other plan/non-plan grants from State Government. The tuition fee & other fee collected from students are retained by the institute. In addition, institute may receive financial assistance from various Government agencies like Central Government/world bank (TEQIP project), AICTE, New Delhi (MODROBS, TAPTECH, RPS etc), DTEMS, Mumbai, The institute utilizes the grants received and fees retained at institute for the institutional routine and developmental activities by following State Government rules, norms and procedure.

Resource Mobilization: The resource mobilization policy of this institute is founded on the ideals of transparency, accountability, efficiency, and ethical practices. This institution's resource mobilization policies and processes are intended to assure long-term financial health, efficient resource usage, and achievement of academic and operational excellence. This policy controls how to acquire, manage, and allocate resources such as money, people, and infrastructure. This policy's processes provide a systematic framework for resource acquisition, utilization, monitoring, and reporting. It consists of following important steps.

- **Identification of Needs:** The institution identifies its academic, research, and operational needs that require resources. This includes analyzing enrolment trends, academic program requirements, facility needs, and research goals.
- **Resource Planning:** Based on identified needs, the institution develops short-term and long-term resource plans. These plans outline the type and amount of resources required to fulfill the institution's objectives.
- **Budget Allocation:** Financial resources are allocated in accordance with a well-structured budgeting method that takes academic priorities, administrative needs, and strategic goals into

account. The budget is prepared by the Registrar and Principal of the institute in consultation of all departments, committee in-charges and office. While preparing the budget comprehensive resource (including building, equipments, library books, computers, office equipments, stationary, etc) planning to meet current and future requirements and maintenance of existing resources are also focused. A percentage of financial resources are reserved for new development and upkeep/repair of existing resources and facilities. The budget is discussed and approved by finance committee and BoG.

- **Monitoring and Control:** Regular monitoring of financial performance and resource utilization is carried out. Any deviations from the budget are addressed promptly, and corrective measures are taken if necessary.
- **Reporting:** The institution provides regular financial and resource utilization reports to relevant stakeholders, including management, faculty, staff, and funding partners. Transparency in reporting is a key component of our policy.
- **Evaluation and Feedback:** Periodic assessments of the effectiveness of resource allocation and utilization are conducted. Feedback from faculty, staff, and students is sought to ensure alignment with institutional goals.

Conclusion: This institution's resource mobilization policy and procedures are carefully designed to ensure a sustainable and efficient approach to acquiring, managing, and allocating resources. By following these procedures, it aims to maintain financial health, support academic excellence, and contribute positively to the development of our institution and its stakeholders.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 1094.62

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
403.0	0.25	140.29	408.10	142.98

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

This is an autonomous institute of the Government of Maharashtra and hence the internal and external financial audits are being conducted every year as per the State Government norms to ensure transparency, accountability, and proper financial management within the organization. There is a finance committee to look after all the financial transactions of the institute.

· **Finance Committee:** This committee is constituted by Board of Governors in its meeting and it is headed by Principal of the institute. Technical registrar/finance officer works as member secretary of this committee. It is responsible for budget preparation, approval, smooth conduct of all financial transactions, internal and external audits etc.

· **Internal Audits:** This institute conducts annual internal audit to reviews financial transactions, accounting procedures, and internal controls. These audits are carried out by our internal audit team, which assesses adherence to financial policies and identifies any discrepancies or irregularities. Internal auditor and its team are appointed by BoG/Principal.

· **External Audits:** There is annual statutory external audit conducted by a certified external audit firm. This audit evaluates financial statements, transactions, and records to provide an independent verification of financial status of the institute. In conclusion, a robust system of internal and external financial audits has been implemented over the past five years to ensure fiscal integrity and adherence to regulations. The mechanism for settling audit objections follows a systematic approach, facilitating the identification, investigation, resolution, and documentation of issues to maintain financial transparency and accountability within our organization.

Auditor General (AG) of Government of Maharashtra: In addition, there is a mandatory audit by auditor general of Government of Maharashtra.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC was constituted in 2018 as per the guidelines of NAAC and every year IQAC is reconstituted. Institute conducts regular meetings of IQAC to take general review of all academic and co-academic processes in the institute and to suggest initiatives to be undertaken for quality education. The discussion involves planning of various activities for improvement of the academic and administrative performance of the institute, suggestion received by stakeholders and action taken report by the institute. The IQAC assures internal quality in all the activities of the institute in terms of academics, administration, and other allied areas. Under the guidance of IQAC the AISHE data and NIRF application are regularly submitted by this institute.

Two best practices of IQAC initiatives are:

1. Compliance of curricular gap and curriculum revision: Students are the centre of all academic/administrative processes of this institute. Development of curricular competencies is main objective of all the processes. Feedback mechanism plays crucial role in identification of curricular gaps. Gap analysis is performed and to bridge the curricular gap, various expert lectures, seminar, certificate courses, value added courses, workshops, etc are organized. To provide industrial exposure, MoUs are signed with various industries and students are motivated to participate in industrial visits and internship trainings. The suggestions of IQAC play the crucial role in curriculum revision. Various valuable suggestions given by IQAC to enhance the employability of students were incorporated in the curriculum revision 2018 (exposure to recent trends in industry through academic flexibility, option II in the curriculum structure which includes six months industrial internship & industry sponsored projects and

take care of slow and fast learners), 2022 and 2023 (curriculum revision as per the guidelines of NEP 2020).

2. Faculty/staff and students training: IQAC played the vital role in framing the training policy of this institute. Various faculty enrichment activities like organization and participation of FDP, workshops, STTPs, consultancy services are encouraged. It helps faculties to keep pace with fast-changing world. It ultimately benefits students to increase the awareness about current industrial trends. IQAC suggested various students online/offline training program to enhance their technical expertise and soft skills. It helped to improve employability of the students.

File Description	Document
Provide the link for additional information	[View Document](#)

6.5.2

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

As mentioned in 1.4.1, feedback on teaching and learning process from all stakeholders of this institute is collected, analysed, and appropriate actions are suggested. It is further discussed in the regular meetings of IQAC. In addition, annual academic audit reports of all the departments is also discussed in the meeting of IQAC and IQAC members focus on the suggestions given by academic audit committee for further academic improvement. The IQAC members suggest remedies on various parameters for the improvement in teaching and learning process.

Two institutional reviews and implementation of teaching learning reforms facilitated by IQAC are as given below.

1. Academic review: Institute has a system of monitoring of academic activities periodically. There is regular monitoring of academic activities at department and institute level through a well-defined and structured mechanism. The review of syllabus status conducted by faculty member is taken by HoD and Principal monthly and at the end of semester. There is monthly meeting of Principal, Dean Academics and Dean Students' Activities with all CRs to take academic progress review and the feedback obtained from CRs is compared with that obtained from faculty members through HoDs. Principal/HoD suggests the corrective action to concerned faculty member. In addition, based on the result of mid semester examination, slow and fast learners are identified. Advanced learners are nurtured through participation in various activities like group discussion, presentations, competitions etc. Remedial lectures for weaker students are arranged. Continuous assessment of every student based on various parameters like internal examination, presentations, oral examinations are done on regular basis. This process helps students for comprehensive development. Due to the efforts the results and placement of this institute are being

continuously improved.

2.   Holistic Development of Students through Curriculum Revision and Value Added Courses:

(A)   **Curriculum Design/Revision:** The holistic development of students is the centre point of curriculum revision. AICTE guidelines are strictly followed during curriculum revision/design. During the curriculum revision, feedbacks received from all stake holders are discussed in DFB/BoS/AC and accordingly the curriculum is revised/redesigned. POs/PSOs for which attainment is below the benchmark is focused particularly during curriculum revision. Details of curriculum revision/design is discussed in criteria 1.1.1. It can be observed from point no 1.1.2 that around 40% courses focuses on employability/skill development/entrepreneurship while around 5% courses focus on Professional Ethics, Gender, Human Values, Environment and Sustainability as detailed in point 1.3.1. Thus the curriculum design/revision process of this institute is in tune with its Vision and Mission.

Value Added Courses: Skill development activities for students, faculty members and staff through value added courses is another unique feature of this institute. This institute encourages students to participate in various co-curricular/extra-curricular activities which includes organization of seminars, expert lectures, industrial visits and industrial internship programs. This institute has established NPTEL local chapter which provides opportunity to participate in NPTEL training programs. Various certificates and value added programs on soft-skills, entrepreneurship are arranged for students to enhance life skills among students. It ultimately benefits students to increase the awareness about current industrial trends.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute is committed towards gender equity and takes necessary measures to provide equal opportunity to male and female stakeholders. This institute had completed its gender audit by an expert committee appointed by the Principal of the institute which consists of experts from various field outside and inside the institute. The report was discussed in the HoD meeting and in the meeting of women's cell and appropriate action is taken by the institute. The gender audit report and action taken report both are uploaded as additional information. The institute has framed action plan and strategies for gender equity and sensitization and it is executed by the concerned committees.

• **Specific facilities provided for women in terms of:**

a. Safety and security- For the safety and security the campus is maintained by the security guards for 24×7. The institute has installed **86 CCTV** cameras (including 22 in girls' hostel)for safety and security of the stakeholders.

b. Women's cell - The institute has a women cell, yuvati sabha, etc to empower girl students and to promote activities related to empowering of girl students. The institute organizes program on the 'World Women Day' which includes girls counseling, sensitivity, gender discrimination, health, abuse, psychological/emotional issues, etc. The list of activities/programs undertaken by institute for gender equity/sensitization along with the activity reports is uploaded as additional information.

c. Counseling cell: The Counseling cell guides the students and the class teacher/mentor appointed for each class/batch also guide the girl students. The cell conducts various activities regarding the importance of gender sensitivity in the campus and the society. Conscious efforts are taken in the College to create open, free and healthy learning atmosphere. To increase the confidence level in girls, Class Teachers act as Mentors and offer Counselling to students. Cell also creates awareness in students about Scholarships, free ships and various concessions which are available to economically and socially backward girl students. College encourages participation of girls, in various co-curricular and extracurricular activities by sponsoring them for events.

c. Common Rooms- To facilitate female students, a spacious girl's common room is available where girls can relax, study, and do informal discussions in the free time.

d. Separate girls' toilet on each floor: The building of this institute is well designed and has separate girls' toilet on each floor and all the sides of each floor. Toilet blocks and urinals are adequate in

number with 24 hour availability of water with the help of overhead tanks. Cleanliness and sanitation is maintained in toilet blocks.

e. Any other relevant information: Programs/workshops related to self-defence are conducted by trained faculties from this field give important tips related to self-defence along with demonstrations.

- Vending Machine is available for sanitary pads.
- The suggestion boxes are placed at strategic locations and   suggestions received for girls' empowerment are specifically discussed and appropriate action is taken on recommendations of women's cell.

f. A care is taken to provide sufficient representation to girl students in students' council, departmental students' association and all other curricular/co-curricular/extra-curricular activities.

File Description	Document
Upload any additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Environmental consciousness and sustainability is ensured by the college through the following waste management methods. Waste management is for environmental protection, human health protection and aesthetic concerns.

1. Solid waste management: It is a process of collecting, treating and disposing of solid material that is discarded and no more in use. The solid waste is collected every day and processed according to the form of the waste. A part of solid waste management dust-bins are kept at different places in the campus for collection of solid waste. Municipal corporation collects the solid waste on regular basis.

2. Liquid waste management: The liquid waste is sanitary and mixed sewage. Sewage treatment facility is provided to reuse the waste water. Liquid waste is used for gardening purpose.

3. E-waste management: E-Waste is computer, electrical, electronic equipments or parts which are damaged or not in use are loosely discarded. Beyond repair computers, electronics circuits, and electrical spares result in E-waste and are disposed-off for recycling. Recycling and disposal of E-waste may involve significant risk to health of person in contact and communities. It contains lead, cadmium, and beryllium or brominates flame retardants. Hence great care must be taken to avoid unsafe exposure in recycling operations and leaking of material. Proper E-waste management system is essential in view of public health and our ecosystem. E-waste is collected at regular intervals at institute level and write off/sold as per State Government norms.

4. Biomedical waste: Biomedical waste is not created as this is the engineering college which does not offer any course related to chemical engineering, biotechnology/biomedical engineering, etc.

5. Hazardous chemicals: Hazardous chemicals and radioactive waste is not created in this institute as it does not offer any course related to chemical, biotechnology, engineering, etc.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

This institute has framed its environment/green campus policy and it is being effectively implemented. It appraises in implementing pollution free green concepts in the campus. It believes in global standard technical education combined with environment friendly practices to promote imperishable development. The infrastructure and facilities available on campus are spread over 19.38 acres spacious land which is noise free, clean, green zone and serene atmosphere perfectly suited for technical education. It is an absolutely self-contained campus comprising everything that students on campus would ever require. This institute strives hard for implementing the policies framed for green campus initiatives in the right direction. The following practices are undertaken by the college.

1. Use of bicycles/battery powered vehicles: Students and staff members are encouraged to use bicycles/battery powered vehicles. An appropriate recognition is given to students and staff members using bicycles/battery powered vehicles. To make students aware with use of bicycles/ battery powered vehicles, appropriate awareness campaign is organized.

2. Pedestrian friendly pathways: Campus has sufficient space for parking vehicles. It has separate car, scooter and bicycle parking space allotted to student and staff. Security people are assigned duties at the key locations in the campus and look after appropriate parking of vehicles. Roads inside the campus are spacious and well maintained. There is a speed limit for two-wheelers in the campus to avoid accidents due to rash driving. Entry of heavy vehicles inside the campus is restricted. Therefore, pedestrians can walk safely in the campus through walk friendly pathways. The campus has improved pedestrian visibility, additional area for pedestrian queuing, and a location for sidewalk amenities and landscaping.

3. **Ban on use of Plastic:** As per green campus policy of the institute, there is a ban on single use plastic items in the campus parallel to Maharashtra Government revised directives on single-use plastic ban allowing products made of compostable material as well as plastic packaging material with a thickness below 50 microns. Students are made aware about eco-friendly initiatives through notices and banners.

4. **Landscaping with trees and plants:** This institute has civil engineering department, which guides on

landscaping and appropriate locations for tree plantation, lawns, gardens etc. Institute undertakes tree plantation drive regularly to maintain greenery in the campus. As a result, institute has developed beautiful lawns/gardens in front of guest house, Principal quarter and well developed trees throughout the campus.

5. **Energy and environment/green audit:** As a part of implementing green campus policy, this institute conducts energy and environment/green audit regularly. The details are furnished in criterion no. 7.1.6

File Description	Document
Geo-tagged photographs/videos of the facilities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: B. Any 3 of the above

File Description	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](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading**

- **software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

This institute had keenly developed differently-abled (Divyangjan) friendly, barrier free environment for such students by providing following facilities to differently-abled (Divyangjan) students.

- As per the admission rules of Government of Maharashtra 5% seats are reserved for differently-abled (Divyangjan) students. (Rule number 7 (6) (c) of information brochure.)
- Ramps are available from all sides of main academic and administrative and other buildings. In addition, wheel chair facility is made available to aspiring students.
- This institute had divyangjan friendly washrooms for boys as well as girls students on all the corners of all the floors so that such students need minimum movements.
- There is provision for human assistance, reader, scribe, soft copies of reading material, screen reading etc if asked by eligible and aspiring student. This institute had identified expert of that field and can be called if required.
- As per the admission rule to engineering (Rule number 7 (6) (c) of information brochure.) the candidates with disability should note that on admission to degree course they will not be given any exemptions or additional facility in the academic activities other than those which may be provided by the respective Universities. Therefore, highly disabled students did not take admission in this institute since establishment and hence signage including tactile path, lights, display boards and signposts divyangjan accessible website, screen-reading software, etc is not required till date. However, institute has planned to develop divyangjan accessible website and provide other facilities.
- As per the University Grants Commission guidelines, this institute had made the provision in its rule to provide additional time of 10 minutes per hour of examination duration in all examinations.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Harnessing the diverse population of people creates a productive and pleasant environment in which everyone feels valued. It is a great vision to the institutional actions that aim to promote greater inclusion of all from different backgrounds into the institutional structure. Institute undertakes following activities regularly to promote inclusive environment:

- **Induction Program:** As per the guidelines of AICTE, institute organizes two-week full induction program for new students to make them familiar/comfortable with the environment of institute and engineering education. It also helps to demonstrate improved universal values/human skills in profession and life promoting a sense of inclusion and harmony towards various diversities.
- **Cultural Festivals:** Harmony is created among students by arranging various cultural programs on different festivals. The celebration of different festivals with devotion are sign of unity in diversity which is our culture and pride of our country. It is an effective way towards communal harmony and respecting traditions & our beliefs.
- **National / International Commemorative Days:** Institution celebrates various national and international commemorative days such as Republic Day, Independence Day, Women's Day, Teachers Day, Engineers Day, Birth and Death Anniversary National Dignitaries etc.

(i) **Republic Day, Independence Day and Maharashtra Day** Every year institute celebrates Republic Day, Independence Day and Maharashtra Day with great enthusiasm. Program starts with flag hoisting and follows with various events on patriotic theme. All faculty and staff members, students gather together to celebrate the National festival.

(ii) **Teachers' Day:** Institute celebrates 5th September as Birth Anniversary of Dr. Sarvepalli Radhakrishnan who was a great teacher. Students arrange various events for teachers. Social events which benefit society are also taken on this occasion.

(iii) **Engineers' Day**: Institute celebrates 15th September as Engineers Day in honour of Bharat Ratna Awardee Mokshagundam Visvesvaraya, who was an eminent engineer. Various technical events are organised on this day to create awareness about updates in technical field.

(iv) **Birth and Death Anniversary of National Dignitaries** Institute celebrates Birth and Death Anniversary of National Dignitaries as specified by Government of Maharashtra.

(v) Marathi Rajyabhasha din as well as Hindi Rastrabhasha din are celebrated to generate linguistic harmony among students.

- **Cultural Programs:** Members from different cultures working together to achieve a common goal and a friendly, co-operative and harmonious environment is found in the institute. Every year annual social gathering is celebrated through which students are encouraged to show culture of various states, religion, region of India as well as various skills such as mehendi, rangoli, dance etc .It also includes various activities such as fun fare, group day, traditional day etc. In addition to annual social gathering, departmental students' associations organize various cultural events for students of respective department.
- **Sports Activities:** In order **to** create sportsmen spirit and harmony among various teams, sport activities are organized throughout the year. Students are participating in university level sports activities. It also improves physical and mental fitness of students.
- **Dress Code:** Students are having uniform dress code in college because of which uniformity is maintained in spite of diversity in their socioeconomic conditions.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

This is a technical educational Institute imparting education to all sections of society. Equality before law and equal protection of law for all stakeholders is implemented and followed. Right to life and personal dignity are assured by Indian constitution and same is the base of follow up for establishing protection of all stakeholders at workplace. As per the curriculum of this autonomous institute, the courses like Professional Ethics and Cyber Security, Essence of Indian Traditional Knowledge, Introduction to the Constitution of India, Universal Human Values, Humanities and Social Science etc. are included in curriculum. Institute knows the significance of teaching the constitution and its importance in democracy and hence the mandatory audit course "Introduction to Constitution of India" is included in the curriculum. It contributes a major value and shares to become a responsible citizen of the nation. The Fundamental rights, directive principles of state policy and fundamental duties are sections of the Constitution of India that prescribe the fundamental obligations of the states to the citizens and the duties & rights of the citizens to the state. Institute has framed code of conduct for all stakeholders to include the various rules and regulations on ethics/values, rights, duties and responsibilities of citizen. Institute has constituted committees to monitor the adherence to code of conduct by various stakeholders. This institute tries for the sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens through various activities as mentioned below.

- **Induction Program:** Expert lectures by eminent personalities on values, rights, duties and responsibilities of citizens are organised in induction program. Knowledge about different traffic rules, regulations and to obey these rules on road while driving, practicing road safety, and giving way to pedestrians and make them aware of different traffic related signs, boards, signals etc are taught during induction program.
- **National / International Commemorative Days:** Various competitions for students and lectures on values, rights, duties and responsibilities of citizens are organised on the occasion of National / International Commemorative Days.
- **Sports and Cultural Activities:** The various individual and team events under these activities inculcate the values, rights, duties and responsibilities of citizens among the students community

The details of all such activities is available on the institute's website at

https://naac.gcoej.ac.in/ssr24/7.1.9.pdf and also uploaded as additional information.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[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 (A):

1. **Title of the practice:** Academic Excellence through Academic Audit:

2. **Objectives of the practice:** Following are the important objectives of this practice.

·   To analyze the quality of curriculum and teaching-learning and evaluation process adopted by institute and to suggest suitable modifications for improvement.

·   To analyze the various activities undertaken by institute to inculcate the human values among students' community and suggest improvements.

· To suggest infrastructural improvement to the institute.

3. **The Context:** The vision of the institute is "Globally accepted Engineers with human values" and it can be achieved through academic and nonacademic excellence. Academic audit is one of the most effective tools to analyze the quality of academic and other activities carried out in the institute throughout the academic year.

4. **The practice:**

· At the end of every academic year; department and program wise audit of all academic activities including curriculum content, teaching-learning and evaluation process, infrastructural facilities available in the department for running the program(s), curricular and co-curricular activities, research and development activities, extension activities, etc.

· Institute has developed a well structured audit format which includes all above points and the department/program is evaluated on the scale of 1000 points by audit committee appointed by Principal. This audit committee consists of a Chairman and 2 – 3 program/department specific experts from the institutes of national/state level reputation (i.e. outside the institute).

· Experts of audit committee scrupulously check the various documents and records available in the concerned department and accordingly submit their audit report to Principal at the end of exit meeting with deans and all HoDs.

· The findings and suggestions of academic committee are used for curriculum revision, examination reforms, gap identification, design of value added courses, to improve teaching-learning process, etc.

5. **Evidence of success**:

· Various BoSs had referred these reports at the time of curriculum revision.

· Academic council and examination committee had referred these reports while suggesting the changes in autonomy rules and/or examination rules or any other reform.

· Satisfaction ratio among students' community and placement of students is improved.

6. **Problem Encountered:** It's a big challenge to make it convenient to all the experts from the institutes of national reputation on the same day.

7. Documentary Evidences: https://naac.gcoej.ac.in/ssr24/7.2.1a.pdf

Best Practice (B):

1. **Title of the practice:** Exposure to recent trends in industry through academic flexibility.

2. **Objectives of the practice:** Following are the important objectives of this practice.

· To provide academic flexibility to aspiring students.

·   To teach the recent and need-based technical courses.

· To provide an opportunity to work in industry during the period of study.

· To promote self/independent study habits among the students' community to improve their decision making abilities.

· To inculcate interdisciplinary/multidisciplinary competencies among students.

3.   The Context: The contents of curriculum and the whole curriculum structures for UG and PG programs offered by this institute are being revised at regular interval to provide exposure to students on recent trends in industry/technology and futuristic technical education to make them globally competent. It was planned to revise the curriculum structures of all UG/PG programs from the academic year 2018-19. Therefore, it was decided in the meeting of Academic Program Evaluation Committee (APEC) to design new curriculum structure which should focus to provide exposure to students on recent trends in industry/technology to improve the employability of students and to make them globally competent.

4.   The practice: As per the decision of APEC, the curriculum structure was revised using the usual guidelines and procedures of curriculum framing in the institute. The curriculum structure includes following special features.

· The curriculum of UG program is designed to have a total of 172 credits for the award of the degree which included courses from basic sciences, basic engineering skills,   humanities, program core, electives (including open elective), need based courses and supervisory learning courses, courses with exposure to real world (industrial) problems etc. The open elective courses provided the opportunity to students to acquire interdisciplinary/ multidisciplinary knowledge, competencies and skills. The courses like need based courses and supervisory learning like mini-project, major project, industrial lectures; industrial visits/industrial training etc provided proper exposure to real world (industrial) problems. Numbers of program electives are sufficiently increased and the title and/or contents of program electives and industry sponsored electives are generally need based and revised during every year. It helps to provide proper exposure to students on recent trends in technology and industries.

· There are two separate curriculum structures from fifth semester onward. (i) For regular students and (ii) for students who desire to earn most of the credits up to seventh semester and opt for registering industrial training, project (preferably industry based) or equivalent along with remaining credits in the eighth semester. This scheme caters for the students' diversity and their various learning level and provide proper exposure to students on recent trends in industry/technology to improve their employability and to make them globally competent.

· The curriculum of UG program also includes some courses of self learning mode like MOOCs, SWAYAM, NPTEL courses or courses of other institute having MoU with this institute to facilitate the students to earn regular/additional credits if desired. It promotes self/independent study habits among the students' community which ultimately improves the decision making abilities. This scheme promoted the use of online platforms to acquire competencies and skills on latest technology using online platforms.

5.   Evidence of success:

· Improved placement and satisfaction.

· Improved enrollment for option-II in most of the UG programs.

6.   Problem Encountered:

· To identify the industries for students for semester long training and convince them to provide the training to students.

To motivate students to opt for online platform and industrial training (i.e. option 2 of the curriculum of this institute).

7. Documentary Evidences: https://naac.gcoej.ac.in/ssr24/7.2.1b.pdf

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. Title: Holistic Development of the Students through Mandatory Audit Point Concept Included in the Curriculum

2. Objectives: The vision statement of this institute is "Globally accepted engineers with human values" and it can be achieved through academic and nonacademic excellence. For achieving academic excellence, this institute had adopted various innovative practices like academic audit, use of online platforms, credit transfers, experiential learning, etc. It is observed that the students are more focused on technical skills rather than attitude and other human skills. Therefore, the management and academic council of this institute had decided to include the audit point concept in its curriculum as the mandatory requirement for the award of UG/PG degree for imbibing human values/skills like professional ethics/values, character, code of conduct, knowledge of Indian traditions/culture, leadership, communication/presentation skills, management and other life skills, etc through participation in co-curricular and extra-curricular activities. This is in addition to regular courses like Induction Program, essence of Indian traditional Knowledge, Constitution of India etc as specified by AICTE, New Delhi.

3. Context: It is observed that the students are not much serious about the content beyond curriculum and evaluation. To overcome this lacuna and indoctrinate human skills among student community, it is made mandatory for each student of this institute to earn minimum desired audit points by actively participating in co-curricular and extra-curricular activities. It is included in the autonomy rules of the institute (autonomy rule -R7)

4. Practice: A minimum 12 audit points for co-curricular activities and 12 audit points for extra-curricular activities are to be earned by the UG student during his/her course of study distributed over at

least 4 semesters. PG student has to earn minimum 12 audit points for co-curricular activities/courses which shall include at least one paper with guide published in national/international conference or referred journal for PG students and one paper presented by the group in any state/national/international level technical paper presentation competition of UG students or in state/national/ international conference/journal. There is no limit on maximum audit points earned by the student. The final grade sheet includes the actual number of audit points earned by the student during the entire course of study. For lateral entry admission in UG (DSE or absorbed from university pattern etc), student shall obtain a minimum audit points at the rate of 3 audit points per year of study in autonomous pattern for co-curricular and 3 audit points per year for extra-curricular activities distributed over at least 3 semesters. (The details are available in Autonomy Rule R7.1 and R7.2.)

5. Evidences of Success: Improved employability (more placement), Student Satisfaction, Gender Equity, Tolerance towards various diversities.

6. Challenge: It is a great challenge for concerned faculty member to verify the documents submitted by students and thereby to keep records. In addition to this, very few students had faced challenge to complete the program of study within stipulated time frame. i.e. did not receive the degree even after completing all credit courses due to less audit points.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

1. Curriculum Structure: It has an unique feature of two separate curriculum structures from fifth semester and onward. (i) For regular students and (ii) for students who desire to earn most of the credits up to seventh semester and opt for registering industrial training, project (preferably industry based) or equivalent along with remaining credits in the eighth semester. The second option shall be available for those students who had earned all credits of first and second year with 8.00 or more CGPA.

2. This institute has started to implement NEP-2020 ready curriculum from academic year 2023-24.

3. This institute was selected for TEQIP - II and TEQIP - III projects and utilised 100% funds.

4. Institute organizes STTP, workshops, seminars, conferences regularly. Institute hosted international conference.

5. The institute has a very active Alumni network.

6. Institute provides the common facilities like very good indoor and outdoor sports facilities, Auditorium, Open Air Theater, Departmental stores, and canteens on campus.

7. Library automation and subscription to many e-journals & journals have made the library a good knowledge resource and repository.

8. Faculty members of this institute are actively involved in various activities, like providing consultancies to local industries, career counseling to underprivileged students at rural areas and creating technical awareness for welfare of society.

9. This institute always supports and encourages faculty members to upgrade their qualification, many faculty members of this institute had completed their Ph. D. during the last 5 years.

Concluding Remarks :

This institute is committed for its vision of "Globally Accepted Engineers with Human Skills" through the effective implementation of its mission to promote overall development of students by creating an excellent learning environment, to promote overall development of students by creating an excellent learning environment, to develop undergraduate and postgraduate programmes through effective linkages with industry, academia, and alumni, and to promote services to community and revenue generation for sustainable development.

The autonomous status of the institute has enabled in an effective way to achieve its overall goals, academic, non-academic, administrative, research and development, and extension services. The institute has become one of the premier technical institutes not only in the Kavayitri Bahinabai Chaudhari North Maharashtra University area but in the whole state of Maharashtra through its consistent performance on all fronts. The institute has created the best academic environment for promotion of quality in teaching-learning and research through self

evaluation and accountability. The institute strives for quality research, consultancy and training programs for the benefit of all stakeholders.

The two best practices of the institute (i) Academic Excellence through Academic Audit, (ii) Exposure to recent trends in industry through academic flexibility and unique distinctiveness of the institute - Holistic Development of the Students through Mandatory Audit Point Concept Included in the Curriculum made possible the all round development of all levels (slow, average, and fast learners) of students and enhanced the employability of students considerably.