



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**PUNE VIDYARTHI GRIHA'S COLLEGE OF  
ENGINEERING AND SHRIKRUSHNA S. DHAMANKAR  
INSTITUTE OF MANAGEMENT, NASHIK**

PVG CAMPUS, S.NO. 206, DINDORI ROAD, BEHIND RELIANCE PETROL PUMP,  
NEAR MERI, MHASRUL, NASHIK  
422004

[www.pvgcoenashik.org](http://www.pvgcoenashik.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

The parent organization Pune Vidyarthi Griha has a rich heritage and tradition of providing social service by imparting education to the needy sections of the society and bestows a history of more than 100 years of social service. It has educational campuses in Pune, Mumbai & Nashik. Pune Vidyarthi Griha's College of Engineering & Shrikrushna S. Dhamankar Institute of Management, Nashik was established in 2010 with an objective of providing quality professional education. Initially four programs with an intake of 60 each were offered; Mechanical Engineering, Computer Engineering, Information Technology and Electronics & Telecommunication Engineering. The MBA institute was merged with the engineering college in 2020-21. A new program on Artificial Intelligence & Data Science was started from 2021-22. Currently, the institute offers full time undergraduate engineering programs in Mechanical Engineering, Computer Engineering, Information Technology, Electronics & Telecommunication Engineering and Artificial Intelligence & Data Science. A two year full-time MBA program with an intake of 60 offers specialization in Finance, Marketing, Human Resource, Operation & Supply Chain Management and Business Analytics. The institute is affiliated to Savitribai Phule Pune University; approved by All India Council for Technical Education, New Delhi & Directorate of Technical Education, Maharashtra State and accredited by National Assessment & Accreditation Council. The institute is located at the heart of Nashik city, around 3 km from the famous Panchavati region & is easily approachable from all parts of the city. The Mhasrul campus of Pune Vidyarthi Griha is spread across an area of 20 acres & is now recognised as a major educational hub in the region. The institute provides an excellent academic environment with well qualified faculty, modern ICT tools and adequate infrastructural facilities. The institute follows a student centric approach and strives for the overall development of the students.

### Vision

To achieve excellence in engineering education with focus on technical skills.

### Mission

- To achieve high standards of excellence in generating and propagating knowledge in engineering.
- To impart knowledge and skill based affordable education to all classes of the society.
- To fulfill expectations of the stakeholders by equipping students with state-of-the-art technological resources.
- To provide an ecosystem for nurturing the spirit of entrepreneurship among students.

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

### Institutional Strength

- Legacy of 100+ years in education
- Good academic & physical facilities

- Student centric approach
- Good IT infrastructure & ICT facilities
- Collaborations for value added & certification programs
- Good alumni network
- Focus on continual improvement
- Affordable fees structure
- Qualified & dedicated staff
- Extension & outreach activities
- An all inclusive environment
- Green campus with an accessible location
- Progressive approach & adequate support from management

### **Institutional Weakness**

- Limited research funding & research facilities
- Guidance to students on competitive examinations & higher education need improvement
- Interdisciplinary courses & projects need to be increased
- Entrepreneurship related facilities & activities need to be incorporated

### **Institutional Opportunity**

- Opportunity for autonomy
- Collaboration with foreign institutions
- Establishing research center
- Establishing incubation center
- Revenue generation through consultancy
- Working on industry projects by strengthening industry interaction
- Generating intellectual properties
- Starting new programs on emerging technologies
- Exploring alumni network for internships, placements & projects

### **Institutional Challenge**

- Competition from peer institutions
- Placement in multinational companies
- Upgrading curriculum as per changing industry requirements
- Student readiness as per industry needs
- Attracting meritorious students
- Creating research facilities & obtaining research grants
- Achieving NIRF ranking
- Improving innovative & creative abilities of students

## **1.3 CRITERIA WISE SUMMARY**

## Curricular Aspects

- The institute ensures an effective delivery of curriculum through a well planned & documented process. The academic processes are planned, executed & monitored by an academic committee consisting of academic dean & departmental coordinators with the support of administrative authorities. The academic schedule is meticulously planned with sufficient allotment to classroom & laboratory sessions, tutorials, industrial visits, case studies & assignments as per the curricular framework of the affiliating university. The traditional teaching method is supported by ICT tools. The project based learning, internship, projects, audit courses & electives are an integral part of the curriculum.
- The institute has conducted value added & certification courses through collaborations for imparting additional training to students & improving their skills as per industry requirements. The students are given access to digital platforms for completing online courses. A good number of students have completed these courses which have resulted in improved placements.
- The cross-cutting issues related to professional ethics, gender, human values, environment & sustainability are addressed by offering the related audit & elective courses in the curriculum. These issues are also taken care of by conducting extra-curricular activities, expert sessions, celebration of days & through effective functioning of different committees. A good percentage of students have completed internships, mini projects, sponsored projects & in-house projects.
- A feedback mechanism is in place to seek the feedback from different stakeholders. The feedback is analyzed and appropriate corrective actions are taken for improvement. The feedback report is displayed on the institute website.

## Teaching-learning and Evaluation

- The Institute participates in the centralized admission process administered by the State Government. The percentage of enrollment is on a rise from 30% to 90% in the last five years. The reserved category seats are filled as per the prevailing reservation policy.
- An adequate number of qualified teaching faculty having ME/MTech, Phds, NET/SET & M.Phil qualifications are employed with an average student-teacher ratio of 18. The institute encourages the teachers to pursue higher studies.
- The learning experiences are enhanced through experiential learning (industry visits, internship, hands-on approach in laboratory conduction, working on machines etc), participative learning (virtual laboratory, extension activities, competitions, events & activities) and problem solving methodologies (project based learning, assignments, case studies, demonstrations & quizzes). The teachers use ICT tools which include projectors, smart boards, interactive panels & digital tablets and various online resources for improving the teaching-learning process.
- The external assessment is carried out as per university guidelines while internal assessment is based on a number of predefined performance indicators. The student grievances are addressed in a transparent manner on a priority basis.
- The POs & COs for all programs are stated and displayed on the institute website. The outcomes are evaluated through a well defined process and measures are incorporated for improving the outcomes. The passing percentage of students is above 90%.
- The student satisfaction survey is carried out every year, the responses received are analyzed & corrective actions are incorporated.

## Research, Innovations and Extension

- Even though a Research & IPR Cell is established at the institute, the grants received for research are of small amounts (1.08 lacs). Over the last five years, 44 research papers in peer reviewed journals and 16 books/conference proceedings have been published. The research is an area of improvement for the institute. The institute has collaborated with an IP expert for conducting training on intellectual property.
- For fostering innovation, Institution Innovation Council (IIC) and Startup & Innovation Cell are established. An Innovation & Startup Policy is framed under which separate funds are earmarked in the annual budget. The IIC conducts innovation related activities through a well planned calendar. Innovation related competitions such as quizzes, idea presentations and hackathons are organized. The outcome of these initiatives is visible in innovative student projects which have received awards in prestigious competitions. A number of innovation & entrepreneurship related workshops & sessions have been conducted (IPR training, Innovation Ambassador program, Impact lecture series, motivational entrepreneurial sessions and other technical sessions).
- The institute has demonstrated sensitivity towards social issues by conducting extension activities which includes visit to orphanage, clothes donation, health checkup camp, felicitation of army veterans, field visit to local community, mask & food distribution during corona pandemic, sweater donation, felicitation of students etc. The faculty & students have been engaged in social activities and received recognition for the same. Two NGOs established by the alumni are working for a social cause.
- More than 30 MoUs have been signed for internship, training, projects etc. under which numerous activities have been conducted.

## Infrastructure and Learning Resources

- The institute is situated at a central location with adequate physical infrastructure, academic setup and other facilities. The infrastructure consists of classrooms, tutorial rooms, drawing hall, well equipped laboratories, seminar hall, computer center, language laboratory, workshop, offices and boardroom. A sprawling playground and a well equipped gym facility is available. The other facilities include power backup (UPS & generator), store, common room, buses for transportation, fire protection system, rainwater harvesting system, canteen facility, lunch area and parking area. The facilities for divyangjan include ramps, railings, lift, separate toilets & wheelchair. The maintenance policy is well defined specifying the mechanism for repair & maintenance of physical & academic infrastructure. An adequate provision for maintenance related expenses is made in the budget.
- The library has 13223 volumes & 4079 titles of books, 27 handbooks, 775 project reports, 34 National & 17 International print journals, 11 e-journals, 2945 e-books, 14 newspapers and 485 CDs & DVDs. A spacious reading room with comfortable seating arrangement is available. The library operations are computerized using Integrated Library Management Software. The library is optimally utilized by the students and the faculty by availing the services of reference books, journals, magazines, OPAC and newspapers. A digital library with access to e-resources is also available.
- The institute has more than 600 computers with a student-computer ratio of 1.66 . The computer center is equipped with 100 high configuration computer systems with internet connectivity. The institute uses a dedicated internet leased line which was upgraded progressively from 32 Mbps to 300 Mbps. The other IT infrastructure includes wi-fi facility, CCTV surveillance, digital tablets, LCD projectors, interactive classroom panels, uninterrupted power supply, operating systems, application software, barcode scanners, ERP system, ID card printing machine and automatic photocopier machines. The emphasis has been on augmenting the IT infrastructure for improving the learning experience.

## **Student Support and Progression**

- The Institute is eligible for all relevant government & private scholarships and freeships as per prevailing norms and provides the necessary support to all eligible candidates for availing the same. The students are encouraged to apply for scholarships offered by various charitable trusts and NGOs.
- The institute conducts capacity development & skill enhancement activities for improving the soft skills, language & communication skills, life skills and technical skills through a number of collaborations & linkages. The value added courses, workshops, expert sessions, certificate courses, competitions & events are organized for this purpose.
- The guidance on competitive examinations has helped the students to excel in competitive examinations conducted by RBI, banking services, public service commissions etc. The training & placement cell conducts career counseling through interaction with the students and also by inviting external experts. The mentoring is also provided by the departmental faculty.
- The institute has a well defined mechanism for addressing the sensitive issues related to harassment & ragging. The related committees have been established as per the statutory guidelines & they are functioning effectively.
- The placement ratio has improved because of various training initiatives & improved industry interaction. A number of students have progressed to higher education in the institutions of repute in India & abroad by qualifying the state/national/international level examinations.
- The students are encouraged to participate in various cultural & sports activities. Many students have won awards for the same.
- The institute has a registered alumni association which functions under the guidance of a faculty coordinator. The alumni meet is conducted every year & the alumni contribute to the institutional development through knowledge sharing, recommendations, suggestions and participation in various institutional bodies.

## **Governance, Leadership and Management**

- The institute has a multi-layered governance structure which functions according to its vision & mission. The perspective plan includes initiatives for digitisation, infrastructure & resource augmentation, increasing employability, innovation ecosystem development, academic enrichment & NEP implementation.
- The perspective plan is executed under the guidance of CDC and IQAC. The policy framework is in place for academic & administrative processes specifying the responsibilities of various authoritative positions, cells, committees and staff members. The institute has implemented e-governance by framing a policy and it is implemented in academic & administrative processes, complaint management, finance & accounts, student admission, support services and examination.
- The institute has a performance appraisal system for teaching and non-teaching staff based on predefined parameters. Avenues for career development are offered by providing encouragement and support for higher education. Adequate welfare measures are implemented in terms of EPF, gratuity, insurance, leaves & other facilities. The teachers are provided with financial assistance for upgrading their knowledge through conferences, workshops & training. A large number of employees have completed faculty development & professional development programs.
- The institute follows a well-planned process for mobilization and optimum utilization of funds and resources. The sources of funds include student fees, government & private scholarships and grants for research, student development & examination. The financial audit is conducted regularly by a qualified

auditor.

- The Internal Quality Assurance Cell strives for improving the quality in the academic and administrative operations. IQAC has taken initiatives in the areas of innovation, teaching-learning, training & placement, NEP, extension activities and skill development.

### **Institutional Values and Best Practices**

- The institute has implemented various measures for promoting gender equity through curricular & co-curricular activities. The notable initiatives include Nirbhay Kanya Abhiyan, Women's day celebrations, grievance redressal committees, male-female staff ratio, responsibility allocation & inclusion.
- The Institution has taken initiatives for energy conservation. The facilities for management of degradable and nondegradable waste are available. The measures for water conservation & green campus have been incorporated. The requirements for disabled-friendly & barrier free environment have been fulfilled.
- The institute has conducted the energy & environment audit and implemented the recommended measures. Various initiatives have been undertaken for clean & green campus and also for environmental promotion.
- Different activities have been organized for providing an inclusive environment and also for sensitizing the students towards constitutional obligations.
- One of the best practices incorporated by the institute is the development of the skills of the students to make them employable through value added & certification programs. The emphasis is on improving the technical skills, soft skills & communication skills of the students.
- The other best practice is the application based projects in which a structured methodology is adopted for developing innovative solutions of practical relevance. This practice has resulted in projects related to various practical applications in health, safety, transportation, automation, technology , education etc.
- A student centric approach is the priority with a thrust on augmenting the resources for offering a better learning experience. The distinctiveness of the institute is visible in its efforts for elevating the overall performance with a continual improvement approach.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PUNE VIDYARTHI GRIHA'S COLLEGE OF ENGINEERING AND SHRIKRUSHNA S. DHAMANKAR INSTITUTE OF MANAGEMENT, NASHIK
Address	PVG CAMPUS, S.NO. 206, DINDORI ROAD, BEHIND RELIANCE PETROL PUMP, NEAR MERI, MHASRUL, NASHIK
City	Nashik
State	Maharashtra
Pin	422004
Website	<a href="http://www.pvgcoenashik.org">www.pvgcoenashik.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Manoj Bhalerao	0253-6480036	7588025006	-	principal@pvgcoenashik.org
IQAC / CIQA coordinator	Amol Rasane	-	9422751542	-	iqac@pvgcoenashik.org

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No



### Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

### Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	13-07-2010	12	The Extension of Approvals for all years are available
AICTE	<a href="#">View Document</a>	13-07-2010	12	The Extension of Approvals for all years are available
AICTE	<a href="#">View Document</a>	13-07-2010	12	The Extension of Approvals for all years are available
AICTE	<a href="#">View Document</a>	13-07-2010	12	The Extension of Approvals for all years are available
AICTE	<a href="#">View Document</a>	13-07-2010	12	The Extension of Approvals for all years are available

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	PVG CAMPUS, S.NO. 206, DINDORI ROAD, BEHIND RELIANCE PETROL PUMP, NEAR MERI, MHASRUL, NASHIK	Urban	10	13923.33

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Computer Engineering	48	HSC	English	60	60
UG	BE,Information Technology	48	HSC	English	60	57
UG	BE,Mechanical Engineering	48	HSC	English	60	33
UG	BE,Electronics And Telecommunication	48	HSC	English	60	60
UG	BE,Artificial Intelligence And Data Science	48	HSC	English	60	59
PG	MBA,Master Of Business Administration	24	Graduate	English	60	58

**Position Details of Faculty & Staff in the College**

**Self Study Report of PUNE VIDYARTHI GRIHA'S COLLEGE OF ENGINEERING AND SHRIKRUSHNA S.  
DHAMANKAR INSTITUTE OF MANAGEMENT, NASHIK**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				12				50			
Recruited	0	0	0	0	1	0	0	1	3	1	0	4
Yet to Recruit	6				11				46			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				51			
Recruited	0	0	0	0	3	1	0	4	20	31	0	51
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						6
Recruited	4		2		0	6
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						6
Recruited	5		1		0	6
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				6
Recruited	6	0	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	2	1	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	0	0	18	30	0	49
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		2	4	0

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

Self Study Report of PUNE VIDYARTHI GRIHA'S COLLEGE OF ENGINEERING AND SHRIKRUSHNA S.  
DHAMANKAR INSTITUTE OF MANAGEMENT, NASHIK

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	626	3	0	0	629
	Female	419	1	0	0	420
	Others	0	0	0	0	0
PG	Male	61	1	0	0	62
	Female	55	0	0	0	55
	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	23	34	43	44
	Female	12	20	36	50
	Others	0	0	0	0
ST	Male	3	7	10	15
	Female	2	5	12	12
	Others	0	0	0	0
OBC	Male	171	231	334	365
	Female	88	110	161	237
	Others	0	0	0	0
General	Male	89	107	153	202
	Female	42	54	70	97
	Others	0	0	0	0
Others	Male	3	0	0	8
	Female	1	1	1	6
	Others	0	0	0	0
Total		434	569	820	1036

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution has always aimed for a multidisciplinary approach in both its academic and extracurricular pursuits. A committee has been constituted for the effective implementation of NEP 2020 and awareness sessions for faculty members have been conducted. The affiliating University has accepted the choice-based credit system (CBCS) pattern for its UG and PG programs, which results in freedom to the students in selecting the audit &amp; elective courses. The interdisciplinary courses are offered in the curriculum such as mechatronics, electrical &amp; electronics engg, data analytics, artificial intelligence &amp; data science for mechanical engg stream; Internet of things, digital electronics, microprocessor in computer engg stream; digital electronics, wireless communication, cloud computing, multimedia technology in information technology stream and business analytics &amp; intelligence, java programming in electronics &amp; telecom engg stream. The courses related to management discipline such as industrial engineering, management information system, business intelligence, business communication skill are also offered. The honors program on data science is offered to the students apart from the regular degree program. The students have undertaken multidisciplinary projects such as sound detector interaction system for mute and deaf people, smart safety system for bikes, biogas cooking using machine learning, face mask detection system using AI, smart garage system, solar based EV charging station etc. Apart from the curricular offerings, the extracurricular activities addressing the interdisciplinary needs are conducted which includes workshops, training, expert sessions, competitions &amp; events.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) is a digital storehouse that contains the information of credits earned by individual students throughout their educational journey. It enables students to explore multiple entry &amp; exit options through transfer of credits in the academic bank. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. The institute has adopted the academic bank of credits through the affiliating university since the last two years. The ABC id of the students is created during registration</p>



	<p>for the examination on the university portal and the credits are added to the ABC account once the student passes the examination. Over a thousand students at the institute have registered for the ABC account till date. The university has recently prescribed a procedure for multiple entry &amp; exit to the students.</p>
<p>3. Skill development:</p>	<p>The institute follows the curriculum prescribed by the affiliating university which offers skill development courses such as digital manufacturing lab, workshop practice, project-based learning, programming &amp; problem solving, skill development lab, GD&amp;T, IoT etc. The institute has procured a computerized numerical controlled machine (VMC) for offering vocational courses on CNC operating &amp; programming. The product development &amp; job work activities are also conducted through collaboration with an industry expert which helps to expose the students to the industry practices. The internship is an integral part of the curriculum which exposes the students to the industry environment. The institute has collaborated with training partners to train the latest technology tools &amp; programming skills. Through these collaborations, a number of students have completed value-added &amp; certification courses. The students club “Skill up Club” is formed through which sessions on improving the coding skills are delivered by industry veterans as well as by the senior students. The access to online learning platforms is made available to the students for exploring the latest technological development &amp; improving their skills. The institute has conducted courses &amp; expert sessions on universal human values to impart value-based education. The sessions on value education are an integral part of the student induction program. For improving the soft skills of the students, the facility of language lab is available. Training courses on soft skills are conducted for improving communication skills. The institute celebrates various days and conducts different events for addressing the areas related to constitutional rights &amp; obligations, gender equity, professional ethics etc. The committees such as electoral literacy club, equal opportunity cell etc. also function for addressing these cross-cutting issues.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>For integrating the Indian Knowledge System in educational delivery, the institute conducts various</p>

online course):	<p>activities. The cultural programs are organized every year wherein the students display their performances through dance, singing, acts &amp; plays. The students are encouraged to showcase the culture &amp; traditions prevalent in the society. The traditional day is celebrated wherein the students showcase the regional traditions through attires &amp; acts. The institute organizes the “Marathi Rajbhasha Din” &amp; “Vachan Prerana Divas” for propagating the reading habits &amp; local language. The celebration of festivals such as Ganesh Utsav, Shiv Jayanti, Dussehra, Guru Purnima, Teachers Day etc. helps to inculcate the traditional values. The students have performed in traditional sports like malkhamb, dan patta &amp; rope hobbling. The library has a collection of books written in the local language by renowned authors. The technical books in the local language are also made available for the students. The teachers adopt the bilingual mode during classroom teaching as well as during the communication with the students.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome based education is targeted at achieving desirable outcomes (in terms of knowledge, skills, attitudes and behavior) at the end of a program. Teaching with this awareness and making the associated effort constitutes outcome-based education. Educational quality must be measured by outcomes rather than inputs, because inputs do not necessarily correlate with quality outcomes. Outcomes are dependent not only on inputs but also on the processes followed by an institution to convert inputs into defined outcomes. The Program Outcomes (POs) and Course Outcomes (COs) are the main pillars of the Outcome Based Education (OBE) and the same philosophy is being followed by the institute. POs are statements that describe what students are expected to know and be able to do upon graduating from the program. These relate to the skills, knowledge, analytical ability, attitude and behavior that students acquire through the program. The POs essentially indicate what the students can do from subject-wise knowledge acquired by them during the program. Each program of the institute has clearly stated outcomes in the form of POs as given by NBA. Program Specific Outcomes (PSOs) are defined which are the statements that describe what graduates of a particular engineering program will be able to do. The PSOs are framed by the respective</p>

programs in-line with the vision and mission of the program. Course outcomes are the knowledge and skills the student assimilates at the end of the course. Generally, four to six course outcomes are defined for each course and prescribed by the university in the curriculum. Apart from the regular courses, the outcomes are also defined and mapped for the additional courses i.e. audit course, elective, project-based learning course, internship, project and honors program. The outcomes are disseminated to all concerned by various means. The POs, PSOs and COs are communicated to the students by the subject teachers at the commencement of every semester and during the course delivery. The vision, mission, POs, PSOs and COs are displayed on the Institute website. These are also a mandatory part of course files, lab manuals, journals and seminar reports. The outcomes are displayed at prominent locations in the departments. Each of the COs for a course leads to fulfillment of one or more POs and PSOs which helps to form the correlation between these outcomes in the form of CO-PO matrix & CO-PSO matrix. The outcome of the students' performance is visible in the final result that the university declares. The attainment levels are evaluated from the external and internal parameters. The institute has conducted training programs and sessions on outcome-based education for the understanding of the teachers. The institute is committed to implement outcome-based education and achieve the desirable attainment levels.

6. Distance education/online education:

The institute has adopted the online mode for increasing the effectiveness of teaching-learning. During covid period, the teaching was conducted in the online mode through platforms like google meet, Microsoft teams, zoom, google classroom etc. The institute is a designated nodal center of the virtual lab of IIT Bombay which is used for conducting the experiments in a simulated environment. The institute has made available the services of online courses to the students through digital platforms such as Infosys Springboard, Coursera, Google, Swayam & NPTEL. A recent collaboration is made with an institute for training on intellectual property through an online course. A collaboration for offering training for competitive examinations such as GATE, Engg services is also made. Many students have completed the global certification by Google through the online

platform. The ERP system is used for academic management by the teachers. The web-OPAC facility helps the students to access the database of library books. The membership of Delnet helps to access a large number of e-resources. A good collection of e-books is available in the central; library which can be accessed through the digital library. The teachers use the google classroom for sharing the study material & assignments with the students.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club has been set up in the college with an objective of creating awareness about the electoral process, registration procedure and voting rights.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college has appointed a faculty coordinator and a student coordinator for the Electoral Literacy Club. The Electoral Literacy Club is educating college students about the electoral process through a number of initiatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club has undertaken initiatives for creating awareness about the electoral process &amp; voter registration for the students through interactive sessions. A training on EVM &amp; VVPAT was conducted by the district electoral officers. Competitions such as essay writing &amp; poster making were conducted on the theme of electoral process. The voter registration campaign was conducted for registering the voters for Teachers Constituency Election.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>A survey of the students regarding the status of voter registration was conducted. The awareness content of the electoral process is published on the institute website &amp; also circulated among the students through social media. An awareness drive was conducted by the teachers &amp; student volunteers for the students through classroom sessions. A project on "online voting system" was undertaken by the final year students.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>A survey of the students regarding registration as voters was conducted &amp; the yet to register students</p>

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

are being guided for completing the voter registration process. A voter registration camp will be planned with the guidance of the district collector office, the procedure for the same has been initiated.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1036	820	569	434	368

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

### 2 Teachers

#### 2.1

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

Response: 95

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	50	42	39	42

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
644.92	457.87	196.56	221.06	252.31

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

---

### Criterion 1 - Curricular Aspects

---

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The institute is affiliated to Savitribai Phule Pune University (SPPU) and follows the curriculum prescribed by the University. The institute plans and executes academic activities adhering to the University academic calendar. The institute academic calendar is finalized in the meeting of the Principal, academic dean and head of departments; considering various events, activities and examination schedule. It enlists different academic, co-curricular & extra-curricular activities along with the plan for student's evaluation. The departmental academic calendar is prepared accordingly by the departmental academic coordinator and head of department. The subjects are distributed among the faculty according to their interest and expertise. The class wise time table is prepared by the time table coordinator as per the norms specified by the University. The faculty members prepare the teaching plan by referring to the academic calendar and ensure that the classroom & laboratory sessions are conducted as per the plan. Each faculty maintains a course file containing teaching plan, time table, subject notes, question bank, question papers, assignments and other relevant content. The mode of instruction for theoretical content is mainly through traditional chalk-&-board methods in classroom; aided by ICT tools (interactive panel, projector and google classroom for sharing study material). The students are encouraged to complete online courses through learning platforms like Google, Infosys-Springboard & NPTEL. The practical sessions are conducted in laboratories during which students perform specified exercises as per laboratory manual. The laboratory exercises are instructed through demonstrations, simulations, industrial visits & assignments as per the needs of the topic. The students make use of the virtual lab for performing simulated experiments. The student's performance is internally assessed on the basis of attendance, performance in laboratory, assignments & timely completion of journal. The external assessment is made by university appointed examiners through oral/practical examinations and also through in-semester and end-semester theory examinations. The project based learning approach is adopted to identify real world problems. For practical exposure to industry environments, students take up internships in different industries. The final year students undertake projects under guidance of an internal guide who guides them through different stages such as problem identification, concept selection, finalization of problem statement, synopsis preparation and project execution till its completion. The project work is internally evaluated through periodic reviews by a review committee. The final assessment of project work is carried out by university appointed examiners. Value added courses, certifications, workshops and expert sessions are conducted for curriculum enrichment. The smooth functioning of academic processes is ensured by an academic committee of academic dean and departmental academic coordinators. The academic monitoring involves syllabus coverage reports, classroom observation, student interactions and feedback. The institute has devised a feedback mechanism through which feedback is sought from students, teachers, alumni and parents based on curriculum, institute working, student satisfaction survey and suggestions for improvement. The collected feedback is analyzed, discussed and corrective actions are initiated for continual improvement.



Thus the institute follows a well planned and documented process for effective curriculum delivery.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 34

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 73.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
949	589	308	188	329

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

The institute follows the curriculum prescribed by the affiliating university and offers audit & elective courses alongwith the mandatory courses relevant to ethics, gender, values, environment & sustainability into the curriculum. The cross cutting issues are also addressed by conducting extracurricular activities. The institute addresses the issue of Professional Ethics by offering the related audit courses & elective subjects such as; Professional ethics & etiquettes, Social awareness and governance, Humanities & social sciences, Soft skills & personality development, Leadership development, Speaking effectively, Human behavior, Business intelligence, Design thinking and Operations management which are a part of undergraduate programs. The MBA program incorporates professional ethics through the courses on Indian ethos and business ethics, Organizational behavior, Corporate social responsibility & sustainability. Apart from the curriculum, the institute organizes the related seminars, workshops & training programs by inviting industry professionals to interact with the students. The internships, industry visits & industry projects gives the students an opportunity to get exposure to the industrial environment. The students are given representation in various institutional committees so that they get involved in the discussions & decision making and get to learn the standard working practices. The students are also encouraged to organize events & activities to imbibe leadership & teamwork attributes. The departmental student association provides a platform for developing leadership qualities by holding positions of responsibility. Gender related issues are addressed through extracurricular activities such as awareness sessions on women empowerment, domestic violence & harassment and also by organizing self defense workshops. International Women's Day is celebrated every year with great enthusiasm to appreciate women's contribution. An Equal Opportunity Cell is established which ensures that girl students get equal opportunities in all endeavors of the institute. The institute strives for inculcating Values among the students by offering curricular courses on audit & elective subjects such as Universal human values, Emotional intelligence, Value education, Stress relief, Science of happiness, Health & fitness management, Science technology & society, Stress management, Humanities & social sciences and Intellectual property rights. The institute has conducted a course on Universal human values delivered by the faculty of the institute. The students also learn the importance of values through active participation in celebration of various cultural activities (poster making, acts, performances, competitions), Days celebration (Youth day, Literacy day, Unity day), social endeavors (cloth donation, food distribution, visit to orphanage) and awareness campaigns (acts, videos). The issues related to Environment & Sustainability are addressed through curricular courses such as Environmental issues and disaster management, Environmental studies, Renewable energy technologies, Energy audit & management, Waste management & pollution control, Industrial safety & environmental awareness. The students are exposed to these issues through their participation in the activities & projects related to tree

plantation, water conservation, energy conservation, environment and waste management. Thus the institute addresses the cross cutting issues through the curricular as well as extracurricular activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 89

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

Response: 922

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

## 1.4 Feedback System

### 1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 54.65

##### 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
322	232	117	54	62

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	300	180	240

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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:** 65.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	94	38	21	29

**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
114	117	96	51	77

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 18.5

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The student centric methods are adopted to increase the effectiveness of teaching-learning and improve the attainment of the outcomes. The experiential learning methodologies include visit to nearby industries giving exposure to the industrial environment. The students take up industrial internships and

industry sponsored projects which gives an opportunity for solving real life problems. The curriculum prescribes hands-on approach for performing experiments on mechatronic systems, fluid-power circuits, arduino based & software interfaced hardware kits, measurement tools/gauges etc. for which the laboratories are well equipped. The students complete the job work related to carpentry, welding, fitting & machining by working on lathe, drilling, grinding, bending & welding machines. The skill development subjects include assembly & disassembly of mechanical systems (gear box, IC engines). One of the best examples of experiential learning is the vertical machining center which provides an opportunity for hand-on learning. The machine is also utilized for product development & job work; operated in collaboration with an industry expert; giving an opportunity to the students to understand industry requirements. The institute is a nodal center for Virtual Laboratory (IIT Bombay) which aids in performing simulated experiments (experiential & participative learning). The participative learning is practiced through student's participation in projects wherein they identify a problem and find the solution by using various problem solving methodologies. The students participate in project competitions (Gagnant, Anvesha, Hackathon, Idea competition) organized inside as well as outside institute premises; the outcome of which is visible in well appreciated student projects at various competitions. The project based learning emphasizes on a practical based approach as seen in development of innovative projects. The student association and student clubs give a platform for developing the management, leadership & team-working skills through active participation. The students also participate in social causes through extension activities & socially relevant projects. Problem solving methodologies used for enhancing the learning experiences include project based learning, assignments, case studies, demonstrations, quizzes et.c and also through curricular topics on statistics, data analysis, programming languages, numerical techniques, software tools and fundamental principles. With changing market needs, the institute has extensively adopted the use of ICT tools in teaching-learning. The teachers have used LCD projectors for course delivery through powerpoint presentations & videos. The LCD projectors are now replaced by interactive panels with advanced multimedia features and an access to high speed internet connection to enhance learning experience. All classrooms and laboratories are connected in a local area network with high speed internet access (300 Mbps). The students are given access to online platforms like Swayam, Infosys Springboard, Coursera, Google certification, Virtual lab, TurnIP etc. The ICT facilities are also available to students in the computer center, digital library (e-resources) and language laboratory. During covid period, the institute was able to manage uninterrupted teaching-learning with an extensive use of online platforms such as Google classroom, Google meet, Microsoft Teams and tools such as digital tablet. Thus the institute strives to enhance the effectiveness of teaching-learning through student centric methods, ICT tools and online resources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 99.13

**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
57	51	42	39	42

**File Description**

**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

**2.4.2**

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

**Response:** 23.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	12	07	05

**File Description**

**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

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

[View Document](#)

**2.5 Evaluation Process and Reforms**



### 2.5.1

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

##### **Response:**

The external assessment is carried out in three stages; in-semester theory examination, end-semester theory examination and oral/practical examination for applicable courses. The assessment of in-semester examination is carried out by course teachers as per the university guidelines. The answer papers are masked by holocraft stickers during examination by the students which is further ensured by the block supervisor while collecting answer sheets. The same is also verified by the senior supervisor when the answer books are submitted to the examination section. The course teachers evaluate the in-sem answer papers as per the model answer solution given by the university. The course teacher is not permitted to unmask the answer papers ensuring transparency. The assessed answer papers of in-sem examination are moderated by an internally appointed moderator. The course teacher communicates the in-sem marks to the students, discusses the model solution and resolves any queries/grievances raised by them. The assessment of the end-semester examination is carried out at a central assessment center by a panel of examiners notified by the university. The central assessment program for end-semester theory examination is executed in a transparent manner by maintaining the confidentiality of the assessment. The answer papers assessed by the empaneled examiners are further moderated by the moderator appointed by the subject chairman. The assessment in the oral/practical examination is carried out after the end of the semester by a panel of internal & external examiners. The internal examiner is appointed by the institute while the appointment of external examiner is made by the subject chairman. The internal assessment is based on continuous performance of students during the semester. It includes experimental assessment, industrial visits, assignments and presentations. The internal assessment also depends on parameters such as attendance, performance, class test and timely completion of journals. The students are also aware of these assessments and they take care of their performances resulting in a small percentage of grievances in term work evaluation. After the declaration of the university result, the grievances are resolved by the examination section as per the university guidelines. The college examination officer is a single point of contact of the institute for communicating with the university. For grievances related to the errors in the name, seat number, subject details etc., the same is notified by the examination officer to the university with a continuous follow-up till resolution of the matter. If a student is not satisfied with the marks obtained in theory examination, he/she can apply to the university for re-evaluation of the same. The result of the re-evaluation is communicated to the respective students by the examination section after its receipt from the university. Thus the transparency is maintained in the assessment process and the related grievances are resolved in a time bound manner.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

Outcome based education is targeted at achieving desirable outcomes in terms of knowledge, skills, attitude and behavior at the end of a program. Teaching with this awareness and making the associated efforts constitute the outcome based education. Educational quality must be measured by outcomes rather than inputs as only inputs may not necessarily correlate with quality outcomes. Outcomes are dependent on inputs as well as the processes followed to attain the outcomes. The Program Outcomes (POs) and Course Outcomes (COs) are the main pillars of the Outcome Based Education (OBE) and the same philosophy is being followed by the institute. POs are statements that describe what students are expected to know and be able to do upon graduating from the program. These relate to the skills, knowledge, analytical ability, attitude and behavior that students acquired through the program. The POs essentially indicate what the students can do from the knowledge acquired during the program. Each program of the institute has clearly stated outcomes in the form of POs as defined by NBA. Program Specific Outcomes (PSOs) are defined which are the statements that describe what graduates of the specific program will be able to do. The PSOs are framed by the respective programs in-line with its vision and mission. Course Outcomes (COs) are the knowledge and skills that the students assimilate at the end of the course. Generally four to six course outcomes are defined for each course as prescribed by the affiliating university in the curriculum. Apart from the regular courses, the outcomes are also defined and mapped for the additional courses i.e. audit course, elective, project based learning, internship, project and honors program. The outcomes are disseminated to all concerned by various means. The POs, PSOs and COs are communicated to the students by the subject teachers at the commencement of every semester and during the course delivery. The vision, mission, POs, PSOs and COs are displayed on the Institute website. These are also a mandatory part of course files, lab manuals & journals. The outcomes are displayed at prominent locations in the departments. Each of the COs for a course leads to fulfillment of one or more POs and PSOs which helps to form the correlation between these outcomes in the form of CO-PO matrix & CO-PSO matrix. This mapping is carried out by the course teacher by assigning low, medium and high levels as per relevance of the topic. The POs & PSOs that are not covered in the curricular courses are addressed by conducting workshops, seminars, expert sessions, value added courses, certification programs, industrial visits and other events. The importance of the outcome based education and its implementation is imbibed in the minds of the teachers through discussions in meetings, mentoring by the senior faculty members and by organizing training sessions. Thus the institute strives for implementing outcome based education in the curriculum.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The Program Outcomes (POs) and Course Outcomes (COs) are the main pillars of the Outcome Based Education (OBE) which is adopted by the institute. Each programme of the institute has clearly stated outcomes in the form of POs as defined by NBA. The COs are defined for each course as prescribed by the university in the curriculum. Knowing the attainment of the outcomes is essential as it helps to make improvement in the teaching-learning process. The outcome of the students performance is visible in the final result that the university declares. The attainment levels are evaluated from the external and internal parameters. The internal evaluation includes the weightage to class tests, attendance, laboratory performance, assignments and timely completion of the prescribed work. The internal assessment is made on a continuous basis throughout the semester. The external evaluation is based on the performance in the university examination. The university examinations are conducted in three phases; the in-semester examination on partially completed curriculum, end-semester examination at the end of term and oral/practical examination after the completion of the term work. The average marks obtained by all students in the examination under consideration are used for determining the attainment. The target level is set for the individual courses 5% above the average marks of the previous examination. The weightage for the internal assessment is decided as 30% while that for the external assessment is taken as 70%. The average score of the attainment is calculated based on these factors. The levels of attainment are prescribed at low, medium and high levels which are determined by comparing the marks of the prescribed percentage of students with the target values. These levels are then expressed as attainment scores in quantitative form as 1,2 & 3 for low, medium & high levels respectively. If the high level of attainment is achieved then the efforts are made to maintain the same. If the attainment levels are low or medium, then the course teacher deliberates on action points for improving these levels. The attainment levels during the covid period were exceeded for all the courses and reached to almost 100% as the unprecedented situation forced the university to dilute the passing criterion. Considering the adverse impact of covid period on students learning, the target levels are reduced for the academic year succeeding the covid. As the academic systems are recovering to normal levels, the attainment levels are improving in the current academic year. The institute plans to include a course exit survey as one of the weighted parameters for calculating the attainment in upcoming sessions. The determination of individual CO attainment will also be calculated in the forthcoming sessions. The institute organizes training programs and sessions on outcome based education for teachers. The institute is committed to implement outcome based education and achieve the desirable attainment levels by adopting a continual improvement approach.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.3**

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

**Response:** 90.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	202	127	117	114

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

2022-23	2021-22	2020-21	2019-20	2018-19
181	236	129	118	123

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

**2.7 Student Satisfaction Survey**

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.76

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.08

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

For fostering innovation, an Institution Innovation Council has been established which is recognized by the Ministry of Education. The council includes faculty & student members representing innovation, startup, IPR, internship & social media cells along with experts from industry, IP, finance & alumni. Two separate cells i.e. Startup & Innovation cell and Research & IPR cell are also in place for addressing these domains. The institute has collaborated with an innovation & IP consultant (Creativention LLP) for training the faculty & students in the related areas. The institute collaborated with MIT University (Pune) as a mentor institute for developing an innovation culture. Under this mentor-mentee initiative, interactions & meetings were conducted wherein the experts from the mentor institute shared their experiences; guiding the institute in nurturing innovation culture. Linkages have been established with different organizations for imparting knowledge on latest technology which help the students to learn the required tools for innovation. A plan of activities is prepared at the beginning of the year for executing various innovation activities. Workshops for faculty have been conducted on different topics on

intellectual property i.e. patent, copyright, design, trademark, geographical indications etc. The convenor of the innovation council has completed the Innovation Ambassador program and is now propagating the innovation agenda throughout the organization. An impact lecture series covering topics on startup planning, legal aspects, incubation etc. was conducted for the students. Innovation related competitions such as quizzes, idea presentation, hackathon are organized at the institute, outstanding concepts/projects are identified and they are further promoted in other well known competitions/platforms for recognition. For providing startup related inputs to the students, motivational sessions under the title “My story” by successful entrepreneurs/startup founders were conducted. The institute also celebrates the Innovation Day as a symbol of its commitment towards fostering innovation. An innovation & startup policy has been framed under which separate funds are now earmarked in the annual budget. The policy also emphasizes on providing required facilities for inculcating innovation culture. A computer center with upgraded computer systems, projection facilities & high speed internet connection is available for conducting technical training programs. An incubation center in IoT and another one in automation was operational till 2019 under which mentoring activities were conducted by industry experts. The institute plans to establish another incubation center in the near future for fostering student startups. The institute participated in NIRF ranking in the innovation category. It also received a rating by the Ministry of Education for its innovation related performance. The outcome of these initiatives is visible in innovative student projects catering to practical problems and finding innovative solutions using modern technology tools. Some of the projects have been appreciated by industry professionals and have won prizes in prestigious competitions. The students at the first and second year have also designed innovative projects under the project based learning course. Thus the institute is propagating the innovation agenda by creating an ecosystem consisting of infrastructure, resources and networking.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 66

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	08	14	05	16

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	5	6	7

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

#### 3.3.2

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

**Response:** 0.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	3	3	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The institute has demonstrated sensitivity towards social issues by conducting extension activities from time to time. One notable activity was lending a helping hand to the children in an orphanage wherein games & fun activities were organized and gifts were given to them. Another noteworthy act was a clothes collection drive conducted in the campus wherein the collected clothes were donated in the local tribal community. With this kind act, the tribal people who generally feel left out of the society interacted with the students, thus allowing to bridge the societal gap. A free medical camp was organized at a tribal location and medicines were distributed, thus helping to provide medical facilities in remote locations. A special felicitation program was organized in collaboration with a local NGO in which the retired army personnel and the widows of the martyrs were felicitated. The army veterans shared their experiences sensitizing the students towards the contribution of the defense personnel in protecting the country. The students were inspired by these stories and appreciated the efforts of the army veterans. On the occasion of women's day, the female sweepers in the campus were felicitated and given sarees, thus displaying an act of social obligation. The institute has participated in the Unnat Bharat Abhiyan of the central government and visited nearby villages to identify the cutting edge problems. To sensitize the students to the environmental issues, a drive for collecting the Ganpati idols during the Ganpati Celebrations was organized wherein idols of POP were collected and donated to the municipal corporation, thus preventing their disposal into the river water. Recently, women's day was celebrated by inviting & felicitating family members of the employees demonstrating the importance of family values and relationships. The concern towards the environment was realized by the students through their participation in Swachh Bharat Mission and tree plantation drives. During covid-19 pandemic, a vaccination drive was organized in the institute premises in which the students, staff & their family members participated. The students created videos for spreading awareness about the sanitisation and safety measures during covid-19 pandemic. The students were actively involved in distribution of masks and food grains in the local community during the lockdown demonstrating sensitivity towards prevailing social issues. The road safety week was celebrated by participation in the walkathon rally for organ donation organized by the regional transport office, spreading the message of organ donation during the 3 km walk. A sweater donation drive was organized for the students of a local tribal school wherein sweaters and food items were



distributed to 300 students. The institute felicitated the meritorious students in the local community who passed the HSC examination in the presence of a large gathering and by the hands of the commissioner of police demonstrating a gesture of solidarity. The impact of the extension activities is visible in active participation of the students and alumni in social work. Two NGOs are being run by alumni of the institute which are helping to resolve socially relevant issues.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

The faculty & students of the institute have received awards & recognitions for their accomplishments. The Vice-Principal received the “Best Technical Teacher Award” for his contribution to technical education. The faculty of Civil Engineering also received the “Best Technical Teacher Award” for the contribution to technical education. He also received the “Nation Builder Award” for his contribution to social activities. The student development officer received an award from Savitribai Phule Pune University for appreciating his sincere efforts in organizing student development activities. The Head of IT department received the “Best Teacher Award ” for his efforts in the field of education. A faculty from MBA was recognized by “National Education Excellence Award” for his contribution to the educational field especially the tribal students in guiding & supporting them for completing education. The training & placement officer received an outstanding leader award by the Maharashtra TPO association for his contribution by providing employment opportunities to the students of all classes. The faculty members have been appreciated by the University for their contribution as resource persons for curriculum upgradation. The head of IT department is involved in the counseling of the students in the area of meditation & performance improvement and has received appreciation for conducting the training sessions on the same. The institute has received an appreciation for organizing and collecting a record quantity of blood in the blood donation camps. The students of the institute were appreciated with an award for the development of socially relevant innovative projects at International competitions. The faculty who guided the students were also appreciated. The appreciated projects undertaken by the students included a project on car security system using IoT which is socially relevant from the safety point of view of the passengers. Another project relevant to the community was on building a face recognition application which can assist in security systems. One notable project was on women safety application utilizing android to give security to women which received an award in the state level competition.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	5	1	3	4

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 19

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The institute is situated at a central location with adequate physical infrastructure, academic setup and other facilities. The engineering & management institute is spread across an area of 10 acres with the operational area divided into three buildings: main building with classrooms, administrative offices & departments; old building with departments and workshop building as a common facility. The academic infrastructure consists of classrooms, tutorial rooms and a drawing hall. There are an adequate number of laboratories with required machinery, equipment and experimental setup. The computer laboratories are equipped with the latest configuration computer systems, application & system software and 300 mbps internet connection. A state-of-the-art computer center with modern computer systems, LAN connection and high speed internet connectivity is used as a common facility for conducting value added programs. An advanced facility of CNC machine is available for conducting skill development courses. The traditional teaching is supported with digital tools such as Google classroom, Infosys Springboard, Coursera and NPTEL. The ERP system is used for academic planning & execution and also for administrative operations. The ICT facilities for teaching-learning consist of LCD projectors & smartboards. The institute is a nodal center for the Virtual lab of IIT Bombay which helps in academic enrichment. A large central library has an adequate number of books, journals, magazines, e-resources, newspaper reading facility, library software, web OPAC, digital library and a spacious reading hall. The departmental library helps the students to access additional sets of books. The institute has provisioned itself with 2 seminar halls; one with fully operational modern amenities and the other with all basic facilities. There are CCTV installed in classrooms, laboratories and all prominent locations across the campus to ensure optimum safety and surveillance. An uninterrupted power supply is available for limited laboratories. A 160 kVA diesel generator provides emergency power supply in case of power failure. A sprawling playground with an area of about 10,800 sqm is capable of hosting outdoor games like cricket, volleyball, football etc. and also for activities like yoga & cultural programs. A well equipped gym facility is provided to the students. The facilities for student's common room, medical room and counseling area are available. The old building has an open quadrangle capable of hosting over 400 audiences for social gathering, workshops, exhibitions and events. The spacious parking area is covered under CCTV surveillance. A well-equipped fire protection system is installed at appropriate locations throughout the campus. The canteen facility along with a separate lunch area is available. The availability of ramps, lift and all weather roads facilitates easy movement to divyangjan personnel within the campus. A separate paver block manufacturing facility for constructing in-campus roads along with their maintenance is set up. The rainwater harvesting facility helps in conservation of water through reuse of rainwater. The hygiene and cleanliness is ensured in the premises by availing external cleaning

services. Thus the institute complies with all the necessary infrastructural facilities to render a good learning and recreational experience to its stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 0.81

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
00	00	2.20	2.96	9.23

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1

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

**Response:**

The institute has established a central library since its inception in the year 2010. The library is spacious with an area of 650 square meters and a reading room with a capacity of 150 seats for students and 20 seats for staff members. The library has 13223 volumes and 4079 titles of books as per curricular requirement. There are 27 handbooks and 775 project reports available for reference purposes to the faculty and students. The library has 34 National & 17 International print journals along with 11 titles available in e-journal format. It also has a collection of freely available 2945 e-books and 485 CDs & DVDs. The institute has subscribed to the membership of DELNET having access to a collection of 10655 e-books & 911 e-journals. The institutional membership of National Digital Library, Swayam/NPTEL and e-PG pathshala is also available for availing the benefits of networked library resources. The students & faculty have availed the membership of the National Digital Library. The weblinks of various external e-resources are hosted on the institute website. There are 14 newspapers in English, Hindi & Marathi languages that are regularly accessed by the students & the faculty. A separate unique library membership Id has been provided to every library user. The library operations are computerized using Integrated Library Management Software (ILMS) in AutoLib version NG and provide access to the library database through Online Public Access Catalog (OPAC). AutoLib has enabled intranet and internet environments incorporating latest IT/web tools and techniques such as barcode scanner and webcam through ILMS. The library offers its services through different sections i.e. book acquisition, issue-return, reference, circulation & newspaper section; new arrivals display, property counter, journals back volume collection, project & seminar reports collection, referral service, interlibrary loan, newspaper clipping service, bulletin board/wall magazine etc. The library is equipped with a state of the art digital library with access to e-resources through high bandwidth internet connection. The library implements a dual i.e. manual and electronic system for registering the entry and exit of the visitors. The library offers an ideal newspaper reading experience to the readers with a wide range of newspapers comprising local, national and business newspapers. The library is optimally utilized by the students and the faculty by availing the services of reference books, journals, magazines and newspapers. CCTV cameras are installed at various locations in the library for safety, security and surveillance. The library advisory committee consisting of departmental library coordinators works towards betterment of its operations and improvement in resources. The library conducts various events such as library day, Marathi Rajbhasha Din, Vachan Prerana Diwas etc. with an active participation of students & staff. In addition to the central library, an additional facility of the departmental library is also provided to the students. The library works relentlessly to offer the best possible service to the users in terms of physical infrastructure and learning resources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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 has a total of 654 computers out of which 625 are available for students and the remaining for administrative purposes. The computer center equipped with 100 computers is utilized for conducting practicals, training programs, online examinations, recruitment drives and also for internet browsing. The computing devices are connected through LAN using Giga switches, routers, modems and transmission media. The Institute uses a dedicated internet leased line; upgraded progressively from 32 Mbps (2018-19), 50 Mbps (2019-20), 60 Mbps (2020-21), 60 Mbps (2021-22), 100 Mbps (2022-23) to 300 Mbps (2023-24). Wi-fi internet facility is available throughout the institute premises with multiple access points. In 2018-19, a total of 70 numbers of i5-4th generation computers with 4GB RAM & 120GB SSD were procured. In 2020-21, 24 numbers of i5-4th generation desktop workstations with 8GB RAM & 120GB SSD were purchased to add to the IT facilities. Digital tablets were procured for effective online instruction delivery during covid (2020-21). In 2021-22 institute purchased 250 numbers of i5-7th generation computers with 8GB RAM & 256GB SSD with an inbuilt latest windows operating system. All classrooms were earlier provided with LCD projectors which have been upgraded with smart interactive panels having high speed internet connection. The ERP software has been upgraded to a new ERP system with additional features (vmedulife) in 2021-22 from the earlier Smart School MIS system because of which the administrative procedures such as issue of bonafide, ID card generation, leave management etc. have been digitized. In 2022-23, 15 kVA online UPS was purchased for uninterrupted power supply. A customized firewall with i7 processor, 16GB RAM & 256GB SSD for 3000+ concurrent users was also purchased. The current computers in laboratories have been upgraded by increasing RAM capacity and installing SSD systems. The computers in the digital library have been upgraded to i5-16GB RAM & 256GB SSD systems. The language laboratory software is upgraded from 1-server:10-clients to 1-server:25-clients in 2022-23 alongwith high configuration computers. A high sensitive barcode scanner with image sensor was purchased in the library for automating utilization records (22-23). The biometric attendance has been recently upgraded to a face recognition system integrated with ERP for automatic leave & salary management. The identity cards of students & staff are now printed in-house with a new advanced ID card printing machine procured in 2022-23. The institute premises are equipped with CCTV surveillance systems upgraded from low resolution analog systems to high resolution IP based systems with multiple access points in all classrooms, laboratories, passages, seminar hall, administrative area, examination control room, computer center, canteen, parking area, building entrances and the main gate. For fast printing of question papers during university examinations, automatic photocopier machines with capacity to print 25 copies per minute have been purchased. The boardroom has been upgraded with a smart television with the latest computer system which has increased the effectiveness of the meetings. Thus the institute has significantly improved its IT facilities in the last five years which has resulted in improved productivity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

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

Response: 1.66

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

Response: 625

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

Response: 82.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
375.01	337.79	315.51	211.77	220.54

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## 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:** 85.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
929	717	439	377	301

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 96.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
1036	696	569	434	368

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

### 5.1.4

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

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

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 67.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	151	88	66	78

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	202	127	117	114

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 14.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	4	4	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	2	4	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	18	11	29

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

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The institute has a registered and functional Alumni Association established in 2017 and administered by a committee consisting of a faculty coordinator and alumni members. The association operates with an objective of building a strong network of its alumni; providing a platform for them to interact with the institute. The alumni of the institute have excelled in their chosen fields; many of whom have reached a respectable position in their career path. Many of the alumni are working at prestigious companies while many others have completed their higher education from institutes of repute in India & abroad. Some of the alumni have chosen a difficult path of entrepreneurship while a few others are working for a social cause. For networking with the alumni, the institute uses a dedicated platform named “Almaconnect”

which is a web based social networking platform specially used for alumni networking. The institute also connects with its alumni through social media platforms i.e. LinkedIn, Facebook, Whatsapp & Youtube for sharing the current developments at the institute. The institute organizes an alumni meet every year at the campus wherein all the alumni are invited on a common platform. They are felicitated at the hands of the invited guests who share their wisdom with the present alumni. The alumni also share their views about the institute and put forth their suggestions for improvement. Even during the corona lockdown period, the institute conducted alumni meet in an online mode. The contribution of the alumni in the development of the institute is mainly in the form of suggestions and sharing their expertise though a small financial contribution is also received from them. The alumni are given representation in various cells and committees of the institute such as IQAC, Industry interaction cell and Institution innovation council. The alumni contribute through their opinions and suggestions for the betterment by attending the meetings & participating in the discussions. They also share their knowledge with the current students through technical sessions wherein they guide the students in the areas of latest industry trends & future requirements and also assist in getting placement & internship opportunities. Some of the alumni are associated with the institute through social contribution; a notable example being the NGO named "Educoin" which was formed by the alumni at the institute for helping the needy students in completing their education. The Educoin foundation has funded the education of the institute's students. Another alumni of the institute has formed a NGO named "Janashree Foundation" which in collaboration with the institute has undertaken many social initiatives such as cloth collection & donation, collection of Ganpati idols and felicitation of defense personnel. Two of the alumni had established an incubation center in automation and IoT at the institute in the past which was functional till 2019. One of the alumni contributed to the energy conservation initiative by supplying the LED lamps. Thus the institute has a good network of distinguished alumni who contribute in different ways in institutional development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

The institutional leadership strives for achieving its vision and mission of imparting skill based quality education at affordable cost with state of the art resources. The perspective plan includes initiatives for digitisation, infrastructure & resource augmentation, increasing employability, innovation ecosystem development, academic enrichment & NEP implementation and these are visible in various institutional practices. Many institutional processes are digitized by adopting e-governance with use of ERP for managing institutional processes and use of digital tools for teaching-learning. The institute has progressively improved its physical and academic infrastructure with creation of new office space, new seminar hall, well equipped computer center, high bandwidth internet connection, increased parking facilities, all-weather in-campus roads, upgradation of IT infrastructure and increased library resources. The institute has collaborated with training partners for improving student's employability & skills; an important part of NEP implementation; by offering courses on google certification, programming languages, aptitude, CNC machine, technology related workshops & seminars. The outcome of these activities is reflected in an improved placement ratio. For nurturing a culture of innovation and entrepreneurship as emphasized in NEP, the Institution Innovation Council with the support of Research & IPR cell and Startup & Innovation Cell has formulated Innovation & Startup Policy and has conducted the related sessions & competitions. The outcome of this is visible in innovative projects which have been recognized and awarded in the renowned competitions. The institute has displayed its sensitivity towards socially weak students by partially waiving off the fees during covid period. The students are permitted to pay fees in installments as per their convenience even in the routine course of action. Different initiatives are undertaken to introduce the students to the latest technologies. A new program in the emerging area of Artificial Intelligence & Data Science has been introduced from the year 2021-22. A specialization in Business Analytics is offered in the MBA program. The electives and audit courses are offered in the emerging areas at the departmental level (e.g. Smart city, Business intelligence, Information security, Cyber security & digital forensics, IoT, Cloud computing, Software testing). The institute practices a decentralization and delegation practice of conducting its operations by ensuring participation of staff members in institutional governance with their inclusion in CDC, IQAC, different committees and other institutional bodies. The decentralization is reflected in distribution of responsibilities and authorities among various portfolios like Vice-principal, IQAC coordinator, head of department, academic dean, student development officer, college examination officer and coordinators for admission, research, cultural programs, sports and other activities. The institute has responded to changing needs of the market by establishing different bodies such as NEP Implementation Committee, Equal Opportunity Cell, Electoral Literacy Club, Skillup Club, Social Media Cell etc. The NEP implementation initiatives includes the Academic Bank of Credit, interdisciplinary courses (Mechatronics, AI-ML, IoT), skill development courses (CNC, Google certification, programming, aptitude, communication, Skillup club), online education (Swayam, Infosys-Springboard, Coursera,

Virtual lab, Google classroom), innovation (Innovation Council & Policy, workshops, competitions). Thus the institutional leadership and governance are aligned with its vision and mission.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The leadership at the institutional level is provided by the Director and Principal who execute the perspective plan with the support of CDC and IQAC. The policy framework is in place for academic & administrative processes specifying the responsibilities of various authoritative positions, cells, committees and staff members. The service rules are framed as per guidelines of the parent organization; prescribing leave rules, recruitment procedure & other facilities. The teacher training policy emphasizes on faculty development through training which is visible in many faculty completing FDPs, workshops & training. The e-governance policy specifies guidelines for implementing e-governance under which several institutional processes have been digitized through ERP, library software, improved IT infrastructure & other initiatives. The Research & Consultancy Policy focuses on improving the research output through grants, publications & conferences. The Innovation & Startup Policy provides guidelines on measures for fostering innovation through Institution Innovation Council (IIC). The IIC strives for nurturing the spirit of innovation and entrepreneurship with the support of Startup & Innovation Cell, Research & IPR Cell, alumni representatives and industry personnel. The Internship Policy gives the details of the rules for internships, the outcome of which is seen in increased internships. The policy on environment & energy use prescribes the detailed guidelines for efficient energy usage & environmental protection. The green campus policy specifies the initiatives for maintaining clean & green campus through optimum use of resources. The effective functioning of institutional bodies is evident from conduction of various activities and smooth execution of institutional processes. The Principal oversees the academic and administrative operations with the help of the Vice-Principal and head of departments. The academic processes are monitored by the team of academic dean and departmental academic coordinators. The examination related work is looked after by the team consisting of college examination officer, departmental coordinators and support staff. The issues and concerns of different stakeholders are effectively handled by concerned committees i.e. Internal Complaint Committee, SC/ST Cell, Grievance Redressal Committee and Anti-ragging Committee through regular interaction, meetings and feedback. The student development officer undertakes development activities through the student development cell. The library advisory committee of departmental coordinators assists the librarian in upgrading the learning resources in the library. The training & placement officer and his team of industry interaction



cell strives for increasing internships, placements, field visits & expert sessions; the outcome of which is visible in an increased number of training programs resulting in improved placement ratio. The institute maintains strong ties with its alumni through regular interaction and alumni meet administered by a registered Alumni Association. The NEP implementation committee deliberates on measures for implementing guidelines of the policy resulting in offering of interdisciplinary courses, skill development courses & other NEP initiatives. An Equal Opportunity Cell is constituted to cater to gender equality related issues. The Electoral Literacy Club plans & executes different measures for creating awareness about the electoral procedures & voter registration. The institute strives for increasing the effectiveness of its processes by adopting a continual improvement approach.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

The institute has a performance appraisal system for teaching and non-teaching staff based on predefined parameters for reviewing their performance. The self appraisal form is submitted by the staff to the head of department. The teaching staff submits the following details; contribution to research in the form of

publications & grants, self development initiatives such as knowledge upgradation through workshop, seminar, conference or training programs and through higher education, academic performance measured through result analysis, involvement in extracurricular activities & administrative work. The teaching staff also specifies the action plan for self improvement for the next academic year. The head of department then evaluates the performance of the teacher in quantitative form by assigning a score on a scale of 1 to 10 based on the above parameters as well as the sincerity, integrity, quality and initiative displayed in the assigned work and the feedback given by the students. The head of department submits the recommendation with a confidential remark to the Principal based on which the Principal specifies his remark and submits the appraisal to the Campus Director for final decision. The performance of non-teaching staff is evaluated on the basis of recommendation given by the head of department based on the behavior towards students, colleagues & higher authorities, deficiencies in the assigned work and related corrective actions implemented.

The institute has following welfare measures for staff;

1. Employees Provident Fund, Gratuity & Group insurance for all employees
2. Leave facility: casual leave, medical leave, earned leave, duty leave and compensatory leave as per the institute policy
3. Summer and winter vacation leave for eligible teaching & non-teaching employees
4. Tuition fee concession for the children of employees for pre-primary, primary and secondary school at PVG's English Medium School, Nashik.
5. Duty Uniform (two sets per year) for class IV employees.
6. Staff quarters for a limited number of class-IV employees.
7. Encouragement for upgrading the education or professional skills/qualifications.
8. Vaccination camp was conducted during covid period for the employees & their families
9. Medical checkup camp for employees have been conducted on few occasions

The institute offers avenues for career development for its employees by providing encouragement and support in completing higher education. As a result, few teaching faculty have completed their Phd programs. The facility of online platforms like Swayam, Infosys Springboard & Coursera is available through which the faculty have completed training programs. The Teacher Training Policy is in place which provides guidelines for teacher training. The institute also conducts expert sessions for the benefit of employees related to new developments such as NEP, IPR and other technological updates. The employees are encouraged to participate in FDPs, conferences, training programs, social activities for their career development. The employees are appreciated for their achievements by the management and encourages for further improvements. The institute has implemented a performance appraisal system and offers effective welfare measures to its employees.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 23.14

**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
45	4	0	0	4

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 63.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	33	36	32	09

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	10	12	13

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institute follows a well-planned process for the mobilization and optimum utilization of available funds and resources. As the institute is self-financed, the major source of the funds is the fees collected from students as prescribed by the Fees Regulating Authority of the State Government. The institute receives a part of the applicable fees as scholarships from the government as per the prevailing scholarship policy. Another source of funds is the donations from NGOs & philanthropists. The institute receives examination related expenses from the university towards the conduction of examinations. The institute also receives small grants from the university for student development programs. The institute has collaborated with other agencies for revenue generation which includes the examination center for government examinations operated in association with TCS and the CNC machine used for product development & job work. For utilizing the available funds, a budget is proposed by the Principal to the College Development Committee which is prepared in consultation with the department heads, section incharges, committee heads and accounts section. In the budget, funds are allocated for planned and unplanned activities, infrastructural needs, current & future academic and administrative needs, students related expenses, salary provisions and other routine administrative expenses. Budgetary controls are exercised by the Campus Director, the Principal and accounts section. The funds are utilized towards staff salary, EPF contribution, purchase of equipment, purchase of library books, augmentation of physical & IT infrastructure, repair & maintenance, sports & cultural expenses, insurance, examination, student development activities, taxes, supplier payments and other administrative expenses. It is ensured that the staff salary, upgradation & maintenance, infrastructure buildup and academic activities are

upheld and improved for the benefit of all the stakeholders. The deficit, if any, is managed through the support of the parent organization. The financial audits are conducted regularly by a practicing chartered accountant appointed by the institute. The audit team rigorously verifies the documents related to the financial transactions for the applicable financial year, bills of the purchased items, quotations & comparative statements, cash payment vouchers, record of payments by cheques & online payments, entries related to taxes, verification of deadstock, salary expenditure, fees & scholarship receipts and other incurred expenses. The queries raised in the audit are reported to the Principal and the Director to rectify the same within a stipulated time period. The institute uses its resources optimally which is reflected in an operational examination center run in collaboration with TCS, product development & job work activities on CNC machine, fabrication of furniture, tables, racks in the workshop, construction & maintenance of internal roads with the in-house produced paver blocks, strategies such as rainwater harvesting & construction of well for meeting the water requirements of the campus, measures for energy conservation etc. Thus the institute strives for mobilization and optimum utilization of the available funds & resources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The Internal Quality Assurance Cell strives for improving the quality in the academic and administrative operations of the institute. IQAC has taken initiatives in the areas of innovation, teaching-learning, training & placement, NEP, extension activities and skill development. The Institution Innovation Council is established for nurturing a culture of innovation & entrepreneurship at the institute. As a part of this initiative, a Startup & Innovation cell is formed with representations from faculty, students, alumni & industry experts. The institute has devised an Innovation & Startup Policy defining the roles & responsibilities of different stakeholders. Expert sessions and competitions are conducted for innovation development. These efforts have resulted in innovative student projects which were awarded in prestigious competitions. The IQAC initiated the digitization of the institutional processes as a result of which the academic, administrative and student support processes are digitized with the use of digital tools such as ERP, library automation software, transcription services, online fees payment, online salary payment etc. The teaching-learning processes are reviewed regularly involving activities such as syllabus completion review, monitoring of classroom teaching, monitoring of adherence to academic calendar and result analysis. IQAC collects regular feedback from the students about the teaching methods, curriculum

and the institute and also conducts the student satisfaction survey. The feedback from the teachers is also sought based on the academic & institutional parameters. The feedback received is analyzed and appropriate corrective action is taken for improvement. This has resulted in increased digital resources & their usage in the teaching-learning process. The teachers had used ICT tools (projector in the classroom) and other tools such as google classroom & virtual lab for supplementing the classroom teaching. The curriculum delivery is supported by expert sessions, seminars & field visits for curriculum enhancement. Audit courses and elective subjects related to latest technologies are offered for giving exposure to the students to technological developments. The institute has started a new course in Artificial Intelligence & Data Science with the initiative of IQAC considering the future scope of the technology. A specialization in Business Analytics is offered in the MBA course. The institute has collaborated with training partners for imparting value added & skill development courses which has resulted in increase in student's employability and placement ratio. A committee for NEP implementation is constituted which has conducted awareness sessions for the teachers. Academic Bank of Credit, skill development, interdisciplinary courses and industry interaction are some of the initiatives for NEP. The skill development initiative includes formation of Skill Up club, courses on programming skills, soft skills, aptitude training and vocational courses. For improving the industry interaction, the industry experts are invited as members in different committees and also for delivering expert talks. The alumni involvement is increased with the inclusion of alumni on different functioning bodies of the institute. A continual improvement approach is adopted by the IQAC which has resulted in improvement in the institutional processes and the outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

### Quality assurance initiatives of the institution include:

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

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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

The institute has implemented various measures for promoting gender equity through curricular & extracurricular activities. The issue is addressed in curriculum by offering subjects on human behavior, emotional intelligence, cyber laws & use of social media, cyber crime & laws, yoga & meditation, health & fitness management, science of happiness etc. One of the extra-curricular initiatives is by conducting awareness sessions on laws related to women & gender equity. The "Nirbhay Kanya Abhiyan" is regularly organized in which officers from the police department and business world have guided students on legal provisions related to women & their empowerment. Sessions on cybersecurity and protection from harassment have been conducted by legal professionals for awareness about cyber & other crimes. The International Women's Day is celebrated every year with great enthusiasm with activities such as expert sessions on health & fitness, domestic violence, self defense workshop, competitions and games. The Internal Complaint Committee is functional which is a platform for resolving issues of girl students through regular counseling and interaction inside as well as outside the classroom. The Grievance Redressal Cell, Antiragging Committee and SC/ST Cell work for resolving the relevant concerns. Gender equity is visible in staff male-female ratio being at 50:50. It is also prominently seen in appointment of women faculty in leading and responsible positions such as academic dean, head of department, college examination officer, research coordinator, cultural coordinator, academic coordinator, virtual lab coordinator etc. Gender equity is also practiced through inclusion of women employees in various institutional committees (equal opportunity cell, CDC, IQAC, training & placement cell, institution innovation council). The girl students are given equal participation in various cells & bodies (student development cell, sports committee, gathering committee, cultural committee, student association). The girl students get opportunities alongside the boys in organizing events, anchoring, competitions and other activities. The safety and security of the girls is ensured by CCTV surveillance in all classrooms, laboratories, library, passages, seminar hall, parking lots and the main gate. Sufficient lighting is provided in the campus during night in case of extension of regular working hours for placements or cultural activity. Security guards are deployed at the main gate and security checkpoints are provided at all campus entry-exit points. The entry of unauthorized personnel in the campus is prevented by permitting students with valid identity cards. The other facilities for women include provision of adequate toilet blocks, girls common room, sanitary napkin vending machine and medical room. The institute has recently collaborated with a private hostel for the convenience of outstation girl students which is monitored by senior faculty of the institute. A separate bus facility for transporting the girl students between college & hostel is provisioned. Emergency contact numbers are available with girl students in case of emergency. A provision of a suggestion box is in place for accepting the suggestions. Thus the institute prioritizes gender equity in all its operations.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

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

**Response:**

The institute works to provide an inclusive environment in terms of tolerance & harmony to the students & employees. The inclusiveness is visible in students from weak socioeconomic backgrounds paying the fees in installments. During covid period, the duration for fees payment was extended beyond the academic year and also the fees were partially waived off for few students with extremely poor financial conditions. The students from reserved categories get the scholarships as per government norms and few students are given concession in fees as per the prevailing institute policy. The institute encourages the eligible students to avail the scholarship given by different NGOs. The earn & learn scheme is implemented wherein the students' assistance is sought for completing specific tasks and they are paid an hourly remuneration. The institute assists the students from minority communities in availing the benefits offered by the government. The students from rural & tribal areas are provided with required assistance for availing hostel facilities offered by the government. The SC/ST cell functions for assisting the students belonging to these categories by providing them with the required guidance. The linguistic inclusiveness is practiced through the celebration of Marathi Rajbhasha Din, Granth Dindi, library day & Vachan Prerana Din. The cultural inclusiveness is visible in participation of students in different cultural activities such as dance & singing competitions, acts & plays, poster & video making competitions and other such events. An induction program is conducted for the newly admitted students in the first year so that they are introduced to the new environment. All students & staff members have freedom to practice the traditions & rituals as per their culture without any restriction.

The students & employees are sensitized towards constitutional obligations through various activities such as celebration of Independence day, Republic day & Maharashtra day. The Electoral Literacy Club is formed for creating awareness about constitutional rights, voter registration & electoral procedure through expert sessions, surveys, quizzes & voter registration drive. The students & employees participated in the “Har Ghar Tiranga” movement under “Azadi ka Amrut Mahotsav” as directed by the central government with few students making representation at the university level. The National Voters Day is celebrated by conducting invited talks & quizzes. A program for felicitating the Indian Army veterans & the widows of martyrs was organized wherein they shared their experiences with the students. Expert sessions on value education are conducted by inviting the experts in these domains. A value added program on universal human values was conducted to spread the importance of universal values. International Women’s Day is celebrated to promote the values related to gender equity. Expert talks are organized on topics related to constitutional rights of women & legal provisions related to their empowerment. The Internal Complaint Committee is functional for addressing the issues related to female students & employees. Thus the institute has taken initiatives towards inculcating an inclusive environment & constitutional obligations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Student Skill Development has evolved as a best practice as a result of the various efforts in providing access to resources, support systems, guidance & mentoring to the students to improve their performance & skills. The exponential rate of technology development demands upgradation of knowledge and the industry expects the fresh engineers to be equipped with cutting-edge technology skills. The gap between the curriculum and the industry needs to be bridged through additional training, exposure & other activities. The collaborative training programs for imparting value added & certification courses has become an important component of this practice. Long duration “Campus to technical career (C2TC)” training program on technology tools such as SQL, Java, Git, HTML, CSS, front end development, and software lifecycle development was conducted. The “Future skills program” is currently being conducted under which the students are trained on the latest software technology tools. The Google certification program is being run under which the courses on data analytics, UX design, IT support, IT automation, digital marketing & e-commerce are offered without any financial burden to the students. Apart from the technical skills, these programs also cover the training on soft skills addressing the communication skills component. The institute has conducted a separate soft skills training under Mahindra Pride Classroom for improving communication skills. An aptitude training program for improving quantitative aptitude, logical reasoning & verbal ability was organized. The students have availed the facility of online learning through digital platforms such as Infosys Springboard, Coursera & Swayam to complete various training programs. The nodal center of Virtual Lab approved by IIT Bombay helps in performing experiments & assignments in simulated environments to better understand the basic principles. The collaboration for VMC machine helps in experiential learning through practical training & product development activities. The honors course on Data Science is offered for the interested students. The project based learning approach is adopted to inculcate problem solving abilities. In addition to this, technical sessions on latest developments & knowledge upgradation have been conducted. The innovation related initiatives (IIC, Innovation policy) and collaborations are helping to inculcate a culture of innovation. The Skillup club is a platform for upgrading coding skills. The students are given industry exposure through internships, industry visits & sponsored projects. The ICT tools are used by the teachers for better delivery of the instruction. The interactive panels are recently installed in all classrooms to improve the learning experience. The computing facilities & IT infrastructure are significantly improved offering better learning resources. The outcome of these training is visible in a good number of placements especially in the last three academic years.

Application based projects are the second best practice evolved due to the innovative student projects based on practical relevance. A project is the visible outcome of an engineering program, providing an opportunity to apply the theoretical principles in solving real world problems. Building a project from scratch involves various stages like idea generation, problem identification, concept selection, planning, execution & validation with available resources which help the students to build the required skills as per the industry needs. The problem-solving approach is imbibed from an early stage of the student's learning. In the project based learning (PBL) course in the first year, the students work on small practical

problems & find a solution under the guidance of a faculty. These involve simple problems which the students can identify by observation, reading & searching and come up with ideas which range from simple to complex. During progression of the student to higher classes, the knowledge about the fundamental principles along with technical skills is gained. The students undertake internships in third year, which help them to interact with the industry & understand its requirements. Until the student reaches the final year, he/she is equipped with basic principles & advanced techniques for solving a problem. The final year project provides them with an opportunity to apply the gained knowledge under the guidance of a faculty. In case of industry sponsored projects, a co-guide from the industry guides the students. The project starts with formation of project groups & identification of a problem. The guide helps the students in finalizing a problem statement from a number of ideas generated during brainstorming. The problem finalized is of practical nature, which can lead to an innovative solution. The project work is executed with a well thought plan, the progress of which is monitored by an internal committee through periodic reviews, in which suggestions for improvement are given. The external assessment by an industry expert is carried out at the end of the first term to give a practical perspective & identify possible pitfalls so that appropriate corrective measures can be incorporated. In the second stage of the project, the focus is on completion of the work within the prescribed time limit. The students are encouraged to participate in various competitions to exhibit their work. An in-house project competition/hackathon is conducted wherein invited experts evaluate the projects and shortlisted projects are recommended for participation in external competitions. The students prepare a report by referring to available literature, which helps to develop the technical writing skills. The presentation at various stages help to develop the communication skills. The group working helps to build the team working skills. The students are encouraged to publish their work in a conference or as a journal article. Thus, a structured method is followed which results in innovative projects of practical relevance.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

The parent organization, Pune Vidyarthi Griha has been serving the society through education to economically weak students with a rich legacy of social service for more than a century. The institute follows the same tradition and aims to create socially aware and responsible citizens. The institute offers a quality academic environment with qualified & dedicated staff members. A student centric approach is its priority with a thrust on augmenting the resources for offering a better learning experience. The focus also has been on developing the skills & abilities of the students for increasing their employability. The

institute has shown a significant improvement in the area of student development & support through a continual improvement approach.

Through the interactions with industry professionals & alumni, it was realized that additional training, apart from the curricular inputs is required to make the students industry ready. With this objective, the institute collaborated with different training partners for conducting value added & certification courses. The collaborations for soft skills (Career launcher, Mahindra Pride, Tata Strive) made it possible to offer training for improving aptitude skills, logical reasoning, verbal communication, soft skills & communication skills. The curricular courses covering these aspects such as Human behavior, Leadership development, Humanities & social sciences, Emotional intelligence, Science of happiness etc. were identified & offered as audit & elective courses. To improve the technical abilities of the students, collaborations for training (TNS) on the latest programming tools were made. Through counseling & interaction, the students were convinced about the importance of these additional inputs. As a result, many students attended & completed these training sessions. For upgrading the knowledge about emerging technologies, a collaboration was initiated for offering Google certification courses. The students are given access to digital platforms so that they can complete additional courses as per their interest & convenience. These efforts have resulted in a large number of students getting global certification by Google which has helped in increasing the placement ratio. A new program in Artificial Intelligence & Data Science has been introduced as per the changing needs of the industry. The honors program on emerging technologies such as Data Science is offered to the interested students. A number of workshops, seminars & expert sessions have been conducted in diverse domains to make the students understand the industry requirements. Through the improved industry interaction & also by exploring the alumni network, internships have been offered to a majority of the students. The mentoring sessions on career guidance have helped the students in preparing for competitive examinations and also in opting for higher education in India & abroad. The teaching-learning process is improved with the use of digital resources such as Virtual Laboratory, Google classroom, ERP etc.

As a strategy of continual improvement, the physical & academic infrastructure has been significantly improved by creating well equipped facilities such as a computer center, seminar hall, boardroom etc. The IT infrastructure is progressively improved by upgradation to latest configuration computer systems with high bandwidth internet connectivity. All classrooms were earlier equipped with LCD projectors which have been recently replaced by interactive panels to improve the learning experience. The interactive panels are enabled with multimedia applications & internet connection so that the teachers can incorporate multimedia principles into their instruction delivery.

One of the focus areas has been application based student projects which is an important outcome of the engineering program. A structured methodology is followed to ensure that the students undertake projects that have practical relevance. The project based learning method is adopted which has resulted in innovative ideas for solutions to real life problems. It also helps to develop a problem-solving approach with the use of modern tools & methodologies in the first & second year of the engineering program. The regular review of the project work keeps the pace of the project on track. The Institution Innovation Council has been established with an objective to develop a culture of innovation which conducts various innovation related activities. The institute provides a platform for students to present their project work to experts by organizing project exhibitions, hackathon & innovative idea competition. As a result, innovative projects are undertaken by the students which have been appreciated at prestigious competitions.

Student services are improved by adopting a digitization policy through the use of software for academic

records, library services, fees collection, preparation of documents, issue of identity cards etc. The central library is equipped with a good collection of books, e-resources & digital facilities. A transportation service is provided on a common route to the central bus stand and also to the girl students residing in private hostels. The safety & security in campus premises is ensured through CCTV surveillance which has been upgraded to high configuration devices installed at all prominent locations. Various committees, cells & bodies are functional for resolving student's issues & concerns.

The institute offers an all inclusive environment by accommodating learners from all classes of society and imparts a cost effective education with an affordable fees structure which is among the lowest in its territory. The economically weaker candidates have been given concessions in college fees apart from the government scholarships. The institute tries to fetch private scholarships for the candidates with an economically weaker background. The students are permitted to pay the fees in installments. During covid period, the fees payment deadline was extended beyond the academic year. The initiatives for continual improvement were continued even during the periods with low student enrollment & covid lockdown when the recovery of fees & disbursal of government scholarships were delayed causing a financially stressful situation. The students are sensitized to societal issues by conducting extension & outreach activities and also by encouraging them to undertake socially relevant projects.

The institute has made significant efforts in improving the overall performance with a continual improvement approach. It strives to offer a memorable learning experience to its students which is its priority area by offering state-of-the-art resources.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### Additional Information :

The parent institute Pune Vidyarthi Griha, formerly known as Pune Anath Griha, is a well-known charitable institution in Maharashtra which was established in 1909 by a group of dedicated and visionary educationists. The primary mission of the organization is to provide progressive and value-added educational facilities to the deserving poor students of the society. Today, the institution has grown into a big banyan tree with its branches at Pune, Mumbai, and Nashik under its umbrella. At Mumbai Division, the Institute has its branches at Ghatkopar and Nerul, from where the work of motivation for upbringing the society through the education and other activities are being done with utmost strength with practicality. At Pune Division, the Institute has its own premises at Sadashiv Peth, a premises at Vidyanagari and at other different places from where its work is being carried forward. In Nashik Division, the Institute has its own premises at Panchwati, a branch at Talegaon-Anjaneri and the Mhasrul branch. The organization conducts a wide spectrum of educational programs ranging from pre-primary to higher education in professional fields like Engineering, Management, Computer Science, Commerce & Science. The organization also runs the Research Institute of Communication Technology at Pune to nurture thirst for research. Pune Vidyarthi Griha has been a pioneer in providing professional education in printing technology since 1926 and offers diploma, degree, postgraduate & Ph.D. programs in printing technology. The institute also runs a hostel for destitute boys, a hostel for women and an old age home (Shatayu Bhavan) at different locations. The printing and publications division has published mainly standard & popular technical books. Pune Vidyarthi Griha has consistently shown its commitment towards imparting quality education to the needy sections of the society.

### Concluding Remarks :

The institute is being run with the guiding principle of imparting quality education to the needy sections of the society as demonstrated by the parent organization. The institute has shown improvement in following parameters;

- Quality educational resources in terms of physical, academic & IT infrastructure to make the students employable & industry ready.
- Continual improvement in institutional operations has been a notable feature
- Student enrollments are increasing progressively
- Initiatives for improving the learning experiences include digitization, infrastructure augmentation, IT facilities, ICT tools, e-learning resources, student development, teacher education, innovation ecosystem etc.
- Student centric approach visible in increased number of value added & certification courses, increased collaborations, internships, project based learning, skill development initiatives and extension activities.
- Student skill development & Application based projects are the two best practices emerged as a result of the continual improvement efforts.
- The outcome of the institutional efforts is visible in the form of increased enrollments, innovative student projects, increased placements, student enrollment to higher education, increasing number of students qualifying the competitive examinations and students establishing their own enterprises.
- Research is an area of concern for the institution producing a low outcome and it needs an improvement in terms of increased facilities, grants & publications.

The institute is recognised for quality education in its territory and aspires to improve its ranking through sustained efforts & innovative practices.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :                      Answer After DVV Verification :34                      Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b>                      Answer before DVV Verification : 938                      Answer after DVV Verification: 922                      Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.4.3	<p><b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></b></p> <p>3.4.3.1. <b>Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</b>                      Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>7</td> <td>1</td> <td>7</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>5</td> <td>1</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	28	7	1	7	4	2022-23	2021-22	2020-21	2019-20	2018-19	17	5	1	3	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	7	1	7	4																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	5	1	3	4																	
3.5.1	<p><b><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></b></p> <p>Answer before DVV Verification :                      Answer After DVV Verification :19                      Remark : DVV has made changes as per the report shared by HEI.</p>																				

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
202.43	143.36	118.01	79.14	192.22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	2.20	2.96	9.23

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	4	2	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	2	4	3

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	26	18	11	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	18	11	29

Remark : DVV has made changes as per the report shared by HEI.

6.5.2

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

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

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

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

Remark : DVV has made changes as per the report shared by HEI.

7.1.2

**The Institution has facilities and initiatives for**

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

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>577.43</td> <td>481.15</td> <td>433.51</td> <td>290.91</td> <td>412.76</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>644.92</td> <td>457.87</td> <td>196.56</td> <td>221.06</td> <td>252.31</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	577.43	481.15	433.51	290.91	412.76	2022-23	2021-22	2020-21	2019-20	2018-19	644.92	457.87	196.56	221.06	252.31
2022-23	2021-22	2020-21	2019-20	2018-19																	
577.43	481.15	433.51	290.91	412.76																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
644.92	457.87	196.56	221.06	252.31																	

