



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOKHALE EDUCATION SOCIETY'S R. H. SAPAT COLLEGE OF ENGINEERING, MANAGEMENT STUDIES AND RESEARCH, NASHIK

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established on February 19, 1918, in commemoration of Namdar Gopal Krishna Gokhale's third death anniversary, the Gokhale Education Society was founded by the esteemed social worker and disciple, the late Principal T. A. Kulkarni. Celebrating a century of existence, the society has expanded to include over 140 units across Mumbai, Nashik, and Thane-Palghar, catering to approximately 1.25 lakh students. As one of the pioneering educational institutions, its core objectives are centered on fostering quality citizens through education and training while uplifting the stature of the teaching profession. Managed entirely by educators, the Gokhale Education Society has, over the span of a hundred years, established a prominent position in the educational realm through its diverse and continual educational initiatives.

It has emerged as a leading, high-quality educational institution in India, exemplifying excellence across various educational domains. The R. H. Sapat College of Engineering, Management Studies, and Research in Nashik, a part of the Gokhale Education Society was established in 2009. It holds approval from AICTE, New Delhi, recognition from the Government of Maharashtra, and affiliation with Savitribai Phule Pune University (SPPU), Pune. The institute proudly bears ISO 9001:2015 certifications. Currently, the institution offers five undergraduate degree programs in Computer, Electrical, Electronics and Telecommunication, Mechanical, and Civil engineering. Additionally, it provides five postgraduate courses leading to Master's degrees in Engineering (Computer, Electrical - Power Electronics & Drives, Electronics - Digital Systems, Mechanical - Mechanical Engineering Design) and a Master's in Computer Application (M.C.A.) in Engineering.

The institute has a total intake capacity of 480 students at the undergraduate level and 108 students at the postgraduate level. It is steadfast in its commitment to providing students with high-quality technical education embedded with value. The institute upholds the philosophy of sparking intellectual curiosity and empowering competencies, and its processes and practices in technical education align with this guiding principle. The academic procedures are well documented, Innovative teaching and learning methods are implemented across different program levels. The institute adopts continuous evaluation system significantly impacting the performance of students in various fields. Commitment to value-driven quality technical education is reiterated in the institute's philosophy of igniting minds and fostering competencies.

Vision

- To Produce World class Engineers for converting global challenges into Opportunities through “Value Embedded Quality Technical Education”
- To develop this College as an Academy of Higher Learning in the field of Engineering & Technology.

Mission

- To Impart Technical Education through effective Teaching-learning process
- To Nurture Creativity and Critical thinking in applying engineering skills to face the fast growing globalization
- To Develop Holistic personality of the learners

- To make this Institute as a Lead Centre of Research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong foundation with centenarian social background of Society
- An energy-sustainable campus
- Faculty and Staff members are competent and trained for skill enhancement
- Effective teaching learning process with good academic results
- Good track record of training and placements
- Affordable cost of education
- Located in the heart of the city and surrounded by Industrial hub
- Increased placement due to active Interaction with Industry
- Hostels for Boys and Girls in campus
- Good support for Extra and Co-curricular activities
- Well-equipped central library Well-equipped campus with bank, Post office, sports facility, Security facility and Wi-Fi campus
- Green Campus
- Staff members as part of management of the society
- A good reputation in society helps attract students, staff, and partners

Institutional Weakness

- Number of publications in reputed journals can be strengthened
- Maximum students with average merit at entry level
- Limited student enrollment from other states
- Moderate alumni interaction and need to strengthen alumni association through proper networking
- Need to improve pre-incubation and incubation activities
- Room for improvement in placing students in core companies
- Need to enhance international collaborations for faculty and student exchange
- Less consultancy work

Institutional Opportunity

- Improving industry-institution interaction
- Revenue generation through resource sharing
- Proximity of interdisciplinary research and educational initiatives can enhance students' access to a broad and comprehensive education, equipping them for professions in an ever-evolving technological environment
- Enhancing the role of alumni in academics, training, and placement activities
- To come up as autonomous institute

Institutional Challenge

- Improving placement statistics, especially in a competitive job market
- More MOUs for increasing industry-institute interaction
- To attract students with higher merit
- To cope up with emerging technologies

Promoting the establishment of start-ups and fostering entrepreneurship on a broader level

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution adheres to the curriculum formulated and sanctioned by Savitribai Phule Pune University. Faculty members actively participate in curriculum design, serving roles such as subject coordinators, contributing to syllabus revisions.

The institute has a strategic plan in place to ensure the successful execution of the curriculum. Academic planning aligns with the institute's Vision, Mission, and Program Specific Outcomes (PSOs) for various programs. Clearly defined processes guide the implementation of academic activities based on the pre-established academic planning at the beginning of each academic year.

The department formulates academic calendars that cover curricular, co-curricular, and extra-curricular activities. Faculty members participate in course planning, focusing on course content and recognizing curriculum gaps based on predefined Program Outcomes (POs) and Course Outcomes (COs), in accordance with the institute's mission. Department Academic Coordinators (DACs) consistently manage the execution and delivery of the curriculum, under the supervision of Heads of Departments (HODs).

The institute has established an academic process to ensure the high quality of curriculum delivery, systematically overseeing the completion of diverse components in course delivery, including unit tests, seminars, projects, practical work, assignments, continuous assessments, and monitoring student attendance. Additionally, the institute has introduced add-on courses to promote the comprehensive development of students and improve their opportunities for placement.

The institute has implemented a feedback system to gather input from various stakeholders on aspects such as curriculum, course content delivery, extension activities, faculty development, infrastructural facilities, laboratory development, and the value addition provided by departments.

Teaching-learning and Evaluation

The institute evaluates students' learning levels through examinations and ongoing teaching-learning processes. Special activities are tailored based on these assessments as needed. Faculty members promote self-study and peer learning, guiding students to cultivate valuable and lifelong skills. Teachers employ innovative teaching methods, including exploratory learning approaches. The institute ensures faculty members receive necessary training and resources to implement these innovative practices. Utilization of resources such as NPTEL, YouTube, Slide Share, etc., enhances the effectiveness of the teaching-learning process.

The institute is dedicated to delivering value-infused, high-quality technical education to students at an

affordable cost. Regular execution of various activities is undertaken to foster the multidimensional development of students.

The institute boasts an ample number of well-qualified, experienced, and competent teachers, with some having valuable industry experience. A transparent and unbiased recruitment procedure is implemented to ensure the selection of qualified individuals. Various facilities are provided to support teachers in meeting professional standards.

The institute adheres rigorously to all examination reforms and timelines mandated by the University. The evaluation process is characterized by efficiency, transparency, and impartiality. Learning outcomes are measured by considering the overall skills acquired by students. Analysis and review of evaluations and feedback from stakeholders are conducted to address gaps in meeting industry requirements.

Research, Innovations and Extension

Regular workshops and seminars on industry-academia practices are organized. The institute encourages faculty and students to publish their research work in reputable journals and conferences. Ethical codes are followed to prevent malpractices and plagiarism in research. The institute has formulated a consultancy and testing policy to motivate faculty members to engage in consultancy. Furthermore, the institution promotes and supports students' participation in challenging technical and research activities/competitions to foster a research-oriented mindset among them.

The institute has forged collaborations with various organizations and industries, providing avenues for industry-sponsored projects, training, and hands-on experiences for both students and faculty members.

Students from the institute actively participate in numerous extension activities within the local community, aiming to create an impact and raise awareness about social issues. These initiatives utilize platforms such as the National Service Scheme (NSS), Student Welfare Department (SWD), and individual departments within the institute. The Institute implements various schemes, including Unnat Bharat Yojna, Mahaforest Yojna, Sarva Jal Abhiyan, Cyber Security Awareness Campaign, Traffic Awareness Campaign, and International Yoga Day, as part of its extension activities.

Infrastructure and Learning Resources

The physical infrastructure of the institute includes 32 classrooms, 7 tutorial rooms, 3 smart classrooms, 43 laboratories, 2 seminar halls, and sufficient space for outdoor and indoor sports activities. Additionally, there are dedicated rooms for academic and administrative purposes. To ensure accessibility, ramps and lifts have been installed to cater to the needs of physically disabled students.

The library is well-equipped with a collection of 8,267 titles, consisting of 25,144 books. It also houses 92 international and national journals, along with 1,291 soft periodicals. Spanning an area of 537 square meters, the library provides ample space for users. Automation of library services is facilitated through the use of commercial software, SOUL 2.0. Additionally, students and faculty have access to NPTEL study materials.

The institute maintains a robust IT infrastructure and consistently updates its facilities, including hardware, software, and firewall systems, as required. The network comprises 664 computers, supported by a 120 Mbps

internet connection, catering to the academic and research needs of the institute.

The institute employs a centralized firewall Sophos for network monitoring, management, and internet security. Additionally, the institute has developed several enterprise resource planning modules to enhance its operational efficiency and management processes.

The society takes on the responsibility for the overall civil maintenance and upkeep of the civil infrastructure, including landscaping. External agencies are entrusted with the tasks of housekeeping and ensuring security for the campus. Safety measures, such as emergency exits and a fire-fighting system, have been implemented by the institute to address potential situations like fires and natural calamities.

Student Support and Progression

The institute has established an effective and efficient system to promote the overall development of students. This system ensures a holistic approach to student growth, covering academics, co-curricular, and extra-curricular activities through the involvement of students' associations and chapters. Additionally, a mentoring system is in place, with one teacher mentor assigned to approximately twenty students. A faculty member continues to serve as a mentor throughout the student's program, providing guidance and support for both academic progress and overall development.

The institute has implemented an effective system to inform students about various scholarship and free ship schemes. Additionally, the institute provides support to financially needy students. Various committees, including the student grievance cell, anti-ragging committee, and women's grievance cell, have been established to address and resolve student grievances.

The teaching-learning process is enriched through a variety of activities, including expert lectures, industrial training/visits, workshops, seminars, technical events, and project exhibitions. These activities are designed to provide students with exposure and contribute to their overall development. Additionally, efforts are made to make students aware of various opportunities available after graduation.

The institute is dedicated to ensuring that students are well-informed about diverse opportunities available after graduation. To equip students for their future endeavors, the institute conducts career guidance and entrepreneurship development programs, which include training sessions. The training and placement cell, in collaboration with various departments, plays a vital role in organizing mock interviews, expert lectures, and soft skill development programs to enhance students' readiness for the professional world.

The institute actively organizes a range of co-curricular and extracurricular activities through "Resonance," a cultural and sports event. These initiatives provide students with opportunities to showcase their talents and leadership skills. Students from the institute have successfully participated in and won awards in various events at the university, state, and national levels.

These efforts yield positive outcomes, with good placements and noticeable students doing higher education. Notably, a considerable number of students go on to become successful entrepreneurs. The institute values feedback from alumni and stakeholders, utilizing it to continuously enhance and refine the overall system.

Governance, Leadership and Management

The institute has established a clear and well-defined vision and mission that are in alignment with the goals of its parent organization, Gokhale Education Society. The vision underscores the commitment to offering affordable, value-infused, and high-quality technical education. This commitment is evident through the institute's provision of ample infrastructure, well-equipped research laboratories, proactive engagement with the industry, and a diverse range of co-curricular and extracurricular activities.

The governance model encourages participative management and actively contributes to the reforms aimed at elevating the institute's standing in favor of stakeholders. Embracing a culture of decentralized governance, the institute follows well-defined protocols to achieve internal autonomy. Strategic planning is conducted meticulously for the institution's development, and processes are implemented to excel in academic governance. The well-defined organizational structure facilitates the smooth functioning of both administrative and academic processes.

The institute provides financial support to faculty members for higher studies and attendance at conferences. Faculty members are also encouraged with financial assistance to participate in skill development programs, seminars, workshops, conferences, and projects. The institute has a well-designed performance appraisal system in place for both faculty and non-teaching staff, following a three-tier structure for performance assessment.

The institute employs a budgeting system to ensure the efficient utilization of financial resources. In cases of financial shortfalls, advance funds from the society are utilized. Additional financial support is obtained from funding agencies, industries, and donors for research, infrastructure, and laboratory development. The recruitment process adheres to established rules and regulations. The institute also has a functional Internal Quality Assurance Cell (IQAC) to monitor and enhance the quality of its educational processes.

Institutional Values and Best Practices

The institute takes pride in its green campus, featuring numerous century-old banyan trees. Committed to eco-friendly practices, the institute places a strong emphasis on waste management and various green initiatives. In a bid to efficiently use natural resources, the institute has installed a 30KW solar PV system and a rainwater harvesting system. These installations, including the solar generation unit and solar water units, play a crucial role in reducing carbon emissions and promoting sustainability.

As part of its social responsibility, the institute places a strong emphasis on extension activities aimed at fostering environmental consciousness, moral values and ethics. Additionally, the institute prioritizes technical advancement and ensures safety facilities such as CCTV, fire extinguishers, and campus security. Leveraging its location advantage, the institute actively contributes to the well-being of the local community, offering benefits in terms of both technological and social aspects.

The delegation of powers at the institute level, motivation for research, teacher orientation programs, rigorous skill development initiatives at various levels, and industrial training for students collectively contribute to the overall growth of both faculty and students. Additionally, learning through seminars enriches the educational experience. To instill universal values, the institute celebrates national festivals annually, fostering a sense of cultural unity and shared identity among students.

The Vision statement of our institute clearly states that we abide to- "Value Embedded Quality Technical Education" with the Mission "To Develop a Holistic personality of Learners". The following points summarize and state the fundamental objectives in achieving the vision and mission of the institute.

- To inculcate skill sets in the students
- To keep students motivated in their studies
- To encourage student achiever orientation through awareness
- To improve students' technical proficiency'

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOKHALE EDUCATION SOCIETY'S R. H. SAPAT COLLEGE OF ENGINEERING, MANAGEMENT STUDIES AND RESEARCH, NASHIK
Address	Gokhale Education Societys, R.H. Sapat College of Engineering, Management Studies and Research, Prin. T. A. Kulkarni Vidya Nagar, College Road, Nashik
City	Nashik
State	Maharashtra
Pin	422005
Website	http://www.ges-coengg.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Prafulla Chintaman Kulkarni	0253-2570106	9850962732	0253-2570104	principal@ges-coengg.org
IQAC / CIQA coordinator	Dipak Vitthalrao Patil	0253-2311842	9970510532	0253-2570104	dipakvpatil17@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	EOA
AICTE	View Document	15-05-2023	12	EOA

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gokhale Education Societys, R.H. Sapat College of Engineering, Management Studies and Research, Prin. T. A. Kulkarni Vidya Nagar, College Road, Nashik	Urban	2.5	14319

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Engineering,	48	HSC	English	120	120
UG	BE,Electronics And Telecommunication Engineering,	48	HSC	English	60	59
UG	BE,Electrical Engineering,	48	HSC	English	120	109
UG	BE,Mechanical Engineering,	48	HSC	English	120	77
UG	BE,Civil Engineering,	48	HSC	English	60	16
PG	ME,Computer Engineering,	24	BE	English	12	7
PG	MCA,Master In Computer Applications,	24	BSC	English	60	60
PG	ME,Mechanical Design Engineering,	24	BE	English	12	2
PG	ME,Digital Systems,	24	BE	English	12	2
PG	ME,Power Electronics And Drives,	24	BE	English	12	4

Position Details of Faculty & Staff in the College

**Self Study Report of GOKHALE EDUCATION SOCIETY'S R. H. SAPAT COLLEGE OF ENGINEERING,
MANAGEMENT STUDIES AND RESEARCH, NASHIK**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	11				26				78			
Recruited	3	0	0	3	5	2	0	7	44	21	0	65
Yet to Recruit	8				19				13			
Sanctioned by the Management/Society or Other Authorized Bodies	1				4				8			
Recruited	1	0	0	1	3	1	0	4	4	4	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22
Recruited	20	2	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	12	1	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	8	3	0	5	3	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	44	21	0	65
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5	1	0		6

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

**Self Study Report of GOKHALE EDUCATION SOCIETY'S R. H. SAPAT COLLEGE OF ENGINEERING,
MANAGEMENT STUDIES AND RESEARCH, NASHIK**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	981	0	0	0	981
	Female	601	0	0	0	601
	Others	0	0	0	0	0
PG	Male	72	0	0	0	72
	Female	87	0	0	0	87
	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	117	127	115	93
	Female	62	73	89	81
	Others	0	0	0	0
ST	Male	66	69	62	36
	Female	32	32	40	27
	Others	0	0	0	0
OBC	Male	659	640	590	512
	Female	389	395	403	416
	Others	0	0	0	0
General	Male	382	368	329	285
	Female	191	220	232	227
	Others	0	0	0	0
Others	Male	177	179	165	129
	Female	80	89	98	117
	Others	0	0	0	0
Total		2155	2192	2123	1923

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institute actively promotes interdisciplinary learning and the development of problem-solving skills among its students. This approach prepares them for real-world scenarios where collaboration with individuals from diverse backgrounds and disciplines is essential to finding solutions to complex problems. The institution adopts a multidisciplinary approach in both academic and co-curricular activities. The institution, affiliated with Savitribai Phule Pune University, follows the Choice-Based Credit System (CBCS) pattern introduced by the university from the academic year 2015-16. This pattern incorporates self-learning, value-based elective courses, honor courses, and non-CGPA courses with interdisciplinary elements, such as the 'Audit Course.' These initiatives provide students with the flexibility to explore a broader range of subjects, encouraging a well-rounded and comprehensive education. Students are encouraged to undertake minor and major projects using a multidisciplinary or interdisciplinary approach. This involves forming teams composed of students from different courses, fostering collaboration and leveraging a diverse set of skills. The institution also motivates students to create teams that cut across different disciplines, encouraging their participation in various events. This emphasis on interdisciplinary teamwork contributes to a holistic learning experience, enabling students to apply their knowledge and skills in diverse contexts.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The SPPU University, to which the institute is affiliated, is actively involved in the development of a system to implement the Academic Bank of Credits (ABC). This reflects the university's commitment to enhancing and modernizing the academic credit system, providing students with a more dynamic and flexible approach to their educational journey. The implementation of ABC aims to streamline credit tracking and facilitate credit transfers, contributing to a more seamless and efficient academic experience for students.</p>
<p>3. Skill development:</p>	<p>The institution has proactively initiated efforts to enhance technical and soft skills training from the first year, aligning with the National Skills Qualification Framework. In the past five years, the institute has participated in diverse training sessions</p>

	<p>conducted by Zensar, Mahindra, aptitech etc. These sessions focus on developing technical skills, improving English communication, and refining personality traits. The successful completion of these skill-based courses has significantly contributed to the overall skill development of students, preparing them for the challenges of the professional world. The institution takes efforts to enhance students' skills. The institute has various functional cells of students as members. The institution annually celebrates International Yoga Day, involving both students and faculty members in activities promoting physical and mental well-being. Notably, during the challenging times of the COVID-19 pandemic, students demonstrated resilience and adaptability by actively participating in E-Social Gatherings from the comfort of their homes. This highlights the institute's commitment to fostering a holistic and adaptable learning environment.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute actively engages in the dissemination of traditional knowledge in arts, literature, and culture, along with the rich heritage of the nation. Recognizing the diverse linguistic backgrounds of students, regional and local languages such as Hindi and Marathi are incorporated during communication to enhance the understanding of courses. The institute organizes a number of commemorative days, such as Women's Day, Youth Day, Environment day, Yoga Day, Ganesh Chaturthi, and Shiv Jayanti, to honor and preserve Indian culture and heritage. The goal of these gatherings is to endorse and advance Indian cultural values. The institute also hosts festivals of several customs, including poster competitions, dancing, singing, Mehndi, and Rangoli. Students are motivated to disseminate Indian culture and values by actively participating in youth festivals at the regional, state, and university levels.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Beginning with the academic year 2016–2017, the institution implemented Outcome-Based Education (OBE) for Teaching–Learning Processes and Assessment Techniques. Outcome-Based Education (OBE) plays a crucial role in adapting to and succeeding with promising methods in higher education, including Blended Learning, ICT enabled, and Project-Based Learning. OBE provides a framework that aligns educational outcomes with the skills and knowledge students need to acquire. This</p>

	<p>alignment allows institutions to integrate innovative teaching and learning approaches effectively. Since 2015–16, our institute has used SPPU University, Pune's CBCS pattern for UG courses. Following CBCS rules, the university revised each program's syllabus. The university incorporated the goals and outcomes of the courses and programs in the reorganized programs. Students get information about the course and program outcomes at the start of each academic year and during the first lecture of each course.</p>
<p>6. Distance education/online education:</p>	<p>The institution is well-equipped with infrastructural facilities that support online teaching. Online platforms are extensively utilized for engaging classes, workshops, and webinars. The institution has adopted a blended mode of teaching, effectively integrating both online and offline resources. This approach allows for a seamless combination of various platforms to support the processes of teaching, learning, and evaluation. The use of platforms such as Google Meet, Google Classroom, Canvas, Google Forms, and online Quizzes enhances the overall learning experience, providing a versatile and engaging educational environment for both faculty and students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>yes</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>yes</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,</p>	<p>Guidance by District Election Commission</p>

commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Voter awareness program
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter registration camp

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
2155	2192	2123	1923	2058

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 132

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	96	98	110	112

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
407.01	306.42	213	428	359

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Institute is affiliated to Savitribai Phule Pune University, thus, we thoroughly **follow the syllabus laid down by the University**. The Institute follows curriculum and academic calendar prescribed by the University. **The Institute Academic calendar and Departmental academic calendars** follow University academic calendar.

The Institution ensures effective curriculum delivery through a well-planned and **documented academic process manual**. The process manual clearly states **responsibilities of the teaching and non teaching staff** members at various positions, along with **processes on various issues in teaching learning** process. The academic process manual is made available to all staff members on our institute website.

The subject choice form is circulated well ahead, before commencement of semester, the staff fills this form. The subject distribution takes place before the commencement of the semester. The subject allocation is scrutinized and done based on the area of expertise of the respective teachers. **Department wise academic calendar, class time table, individual time table, lab time table**, and activity calendar are prepared.

For each course, its pre-requisites, concepts and learning objectives are clearly stated, based on which **the teaching plan is prepared**. Faculty maintains **course file which contain the information like University, Institute and department academic calendar, individual time table, syllabus, course objective and outcome, teaching plan, lecture notes, experimental write-ups, assignments/tutorials, question banks and university question papers and solutions**.

Staffs also prepare e-material like PowerPoint presentations, e-notes, video lectures etc.

In semester exams are conducted as prescribed by the University. **The academic performance of students is continuously monitored** by exam results, assignments and oral evaluations along with result analysis of Online and In-semester examinations. **The appropriate remedial measures are initiated for the students having poor performance in these evaluations.**

Monthly attendance record is prepared by the class coordinator and further brought into notice of the students and their parents via an e-attendance system. A local Teacher-Guardian scheme addresses the students grievances related to teaching-learning as well as personal issues.

Monitoring of Academics: Continuous academic monitoring is done fortnightly or monthly basis to

review the syllabus coverage. Syllabus coverage report is prepared by academic coordinator of the department.

Project Diary formats are provided by the Boards of Studies according to discipline and is followed by all the students to maintain continuous evaluation of the projects and seminars.

CO-PO Corelation matrix is prepared. CO-PO-PSO mapping is computed by each staff member for the respective subjects.

ISO audit, Internal as well as external ISO 9001:2015: is conducted regularly to evaluate and verify adherence to processes and objectives. it ensures smooth academic functioning in the department.

Course wise feedback is taken from students. Individual course feedback is collected though an online portal, where each student has to give course wise feedback. **Course exit survey** is also conducted for each subject. The feedback is analyzed by the Head of Department and corrective actions are taken accordingly.

According to calendar expert lectures, seminars, mini projects, in-house and industry supported projects, industry visits etc are executed

After conclusion of teaching, final assessment of the term-work is done, marks displayed on notice boards and are submitted to the University.

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

1.2 Academic Flexibility

1.2.1

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

Response: 84

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 15.63

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
548	259	385	308	133

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. Through Curriculum: The existing curriculum integrates cross-cutting issues. This includes delivering audit courses, soft skill workshops, and seminars on crosscutting issues.

2. Interdisciplinary Approach: The Institute promotes collaboration among students across departments. Students are given opportunity to participate in interdisciplinary research projects and internships.

3. Case Studies and Real-World Examples: The teaching-learning method integrates a variety of case studies and real-world examples to demonstrate the importance of ethics, gender dynamics, stress handling, environmental issues, and sustainability in diverse disciplines of study.

4. Guest Lectures and seminars: The Institute invites professionals in their fields to deliver guest lectures and seminars. This gives students insights from practitioners and enables for a more in-depth investigation of the challenges outside of the academic context.

6. Experiential Learning: Students participate in a range of events and projects organized by the NSS chapter, including blood donation camps, tree plantation and educational awareness campaigns in rural areas

7. Critical Thinking and Debates: The Institute promotes critical thinking skills through debates and discussions on relevant cross-cutting problems. This allows pupils to develop their own beliefs while also learning how to interact properly with those who hold opposing views. The institute organizes personality development workshops, mock interviews, and aptitude exams for this purpose.

8. Assessment and Evaluation: The Institute uses project competitions and poster presentations to evaluate students' comprehension of cross-cutting issues, including ethical, social, and environmental ramifications.

By incorporating these crosscutting concerns into the curriculum, the instiutte equips students to be conscientious professionals capable of navigating the complex challenges of the modern world while respecting ethical issues.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 99.07

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

Response: 2135

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 67.37

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
680	695	570	542	630

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
935	1017	972	859	844

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 76.82

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
495	498	418	407	462

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
602	676	635	535	520

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.55

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:

Experiential Learning offer practical experience, enhancing students' skills and knowledge with real-world applications

Industry Visit and Internship

- 20 days industrial training is provided to third year Mechanical, Electrical, E&TC and Civil Engineering students in each summer and winter vacation. The faculty members also accompany them to understand the practices/procedures/processes in industry.
- Internship Programs: The industries provide needs for technical training to students and subsequently they are assigned with industrial problems to solve. M.C.A students are involved in this program last semester.

State of the Art Facilities (Modern Tools Usage):

- Engineering students benefit from a variety of modern tools that enhance their learning, research, and project development. Here are some categories of tools and specific examples
- Computer-Aided Design (CAD) Software:
- Simulation and Analysis Tools like ANSYS, COMSOL Multiphysics, MATLAB/Simulink

Programming and Software Development tools like Python, Java, C++, MATLAB

Professional Society Chapters and Student Clubs:

- Student's chapters and clubs play a crucial role in the academic and professional development of engineering students.
- Computer Society of India (CSI Student Chapter)
- Google developer Students Club
- Microsoft Students Club
- Environmental Club :NSS
- Indian Society of Heating, Refrigerating and Air Conditioning Engineers (ISHRAE) Chapter
- Indian Plumbing Association(IPA) Chapter

Participative Learning, Collaborative Learning and Problem Solving Methodologies

Problem Based Learning: Problem-Based Learning (PBL) is a student-centred instructional approach that encourages learners to actively engage with real-world problems and construct their own understanding through investigation and collaboration. PBL is compulsory for all our students in second year engineering.

Industry Problems and Projects:

Project Competition, Sponsored Projects/Real word Problems: Every year we conduct project competition (IRISE). Different industry experts are called for the Engineering disciplines to judge the projects done by our students. Seperate prizes are given for each of the disciplines.

Design and Development of Applications: Our Electric two wheelers developed in collaboration with various departments is the best example. This approach allows individuals to apply theoretical concepts to real-world problems, fostering a deeper understanding of programming languages, frameworks, and best practices.

E-Learning Platforms: Different ICT tools like Online Learning Platform: Blogs, Youtube Channel allow students to

Reflect on their learning experiences along with Smart projector, 3D printer etc. enhancing the Learning experience.

Paper Publication: Every year we conduct paper presentation competition for students to showcase their software development/ product development in all the departments

Learning Management System/Google Class room: Every teacher has his own google class room for each of their courses to facilitate transfer of their notes and other learning materials to the students.

Workshop and Programs: Workshops and programs helps in Hands on learning, interaction and Networking, Apply learning immediately & timely updates etc.

Code of Conduct: Code of Conduct outlines the expected behaviour and ethical standards that members or participants should adhere to.

Enquiry Based Learning

Technical Seminar: Technical seminars enhance the learning experience by promoting critical thinking, problem-solving skills, and a deeper understanding of the course matter.

Additional Experiments Designed other than Syllabus: Designing additional experiments beyond the syllabus is a great way to explore and deepen the understanding of a course.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 79.88

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
115	126	135	135	135

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: 23.45

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
27	22	25	26	21

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Considering that the students are the foremost stakeholders, a mechanism is defined by SPPU. In our institute to get complete transparency in the evaluation the platform is made available for handling redressal of student's grievances related to examinations and internal evaluation.

Our institute is following the transparent process for the evaluation approved by the SPPU. There is a well defined mechanism for the grievance redressal for assessment by SPPU. To address all examination and evaluation related problems, the institute has appointed CEO (college examination officer) as Single Point of Contact to handle grievances of university level and to have smooth communication.

A suffering student writes an application to the CEO, and he handles it as per the norms of SPPU. The CEO categorises it either as a grievance related to institution level or University level external assessment.

College level assessment related grievance: Internal examination grievance committee of the concerned department takes care of it. Whenever the grievance is referred about the internal evaluation, the concerned HOD along with committee checks maintains CAS record and shows it to the student and tries to resolve the grievance. The grievances regarding the Class test, mock test and TW assessment or project progress evaluation are also handled by the committee.

Redressal of Grievance for External Examination Assessment done by the University: Online examinations: Online Examination grievances are handled by Network administrator at runtime to avoid student's inconvenience at exam time. During online examination, if a student identifies ambiguity in a question, like given options are not correct, or answer options are repeated, students can report it. Committee at university level takes cognizance and resolves the grievance. Institute strictly follows all

instructions and deadlines given by the university to solve the grievances.

Theory examination: To deal with the grievances **relating to University assessment**, SPPU allows online application for the photocopy of the assessed answer-books. After application students receive a demanded photocopy through email within 10 days.

If there is a mistake in the evaluated answer sheet, like **totaling of marks is incorrect**. Then the students apply for verification i.e. correction. The students get a corrected mark sheet in a time bound and efficient manner.

The students discuss with their subject teachers regarding correctness of their performance/answers in received photocopy of the answer sheet. Based on recommendations of the teachers, they may go for further process with **application of revaluation** of the same. Students can apply for revaluation of answer sheets within 10 days of receipt of photocopy of his/her answer sheet. In case of revaluation, the university reappoints the examiner and the answer sheet is re-evaluated. The result is communicated to the Institute and to the student.

Students' term work is assessed in front of them and evaluation is done according to their performance. Similarly evaluation of project work/seminar work is done on continuous basis throughout the semester by allotting the marks on various parameters like timely submission, neatness of the work, literature survey, design etc. this is also done in transparent manner with the knowhow of the students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our institution is focusing on transparency and communication by stating and displaying Program Outcomes (POs) and Course Outcomes (COs) on the website. This practice is beneficial for students, faculty, and other stakeholders to understand the goals and expectations of the programs offered. Here's a general guideline on how we structure and present POs and COs on our institution's website:

1. Program Outcomes (POs): Represent the knowledge, skills and attitudes the students should have at the end of a four year engineering program.

These are broad and relate to the overall competencies and skills that graduates should possess.

Example:

- PO1: Demonstrate a solid understanding of core concepts in a specific Program .PO2: Apply critical thinking and problem-solving skills in specific fields.
- PO3: Communicate effectively in both written and oral forms.
- PO4: Exhibit ethical and professional behaviour in a specific field.

2. Course Outcomes (COs): They are the resulting knowledge skills that a student acquires at the end of a course. It defines the cognitive processes a course provides.

Example for a course within the program:

- CO1: Understand and apply specific concepts, to solve real-world problems.
- CO2: Analyse and solve problems related to [course content].
- CO3: Communicate findings and ideas effectively through written reports and presentations.
- CO4: Demonstrate proficiency in specific skills relevant to the course.

3. Program Specific Outcomes (PSOs): PSOs are statements that explain what the graduates of a particular engineering program should be able to do.

4. Organization and Accessibility on Website:

- Displayed POs and COs in a clear and organised manner. Considering separate pages for each program, and then sub-sections for individual courses.
- A user-friendly format, such as bullet points or tables, to enhance readability.
- Ensured that the information is easily accessible and navigable on our website.

4. Regular Updates:

- Periodically review and update the COs to ensure they remain relevant to the evolving needs of the industry and educational standards.
- And communicate any changes or updates to stakeholders through the website.

Program specific outcomes (PSO) for every program along with course outcomes for every course are identified (using University syllabus). In addition, outcomes are defined according to input from stakeholders. PSO and COs are made available to the students at the beginning of the semester.

COs are also available in the syllabus. These are also published on the website of the college. Institute assists the teachers to achieve these by proper support systems. Course outcomes are communicated to students during lecture hours and in laboratories by each subject teacher. Discussions on PSOs and COs

are done in departmental meetings.

POs, PSOs and COs are mandatory parts of the course file prepared by the course teacher. Program specific outcomes and course outcomes for all programs offered by the institution are displayed and disseminated through:

1. College website
2. HoD Cabins
3. Notice Boards of the department
4. Department Laboratories.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of COs with reference to PO is calculated. One of the ways is to confirm attainment of CO to satisfy various POs. The attainment of CO is validated based on In-semester examinations, End semester University exams, assignments, laboratory work and project work. The addition various values for courses add to attainment of POs. The attainment is measured using likert scale based on weak or strong correlation between CO and POs and PSOs.

CO-PO Corelation matrix: This matrix map shows how much perticular CO contributes for attainment of perticular PO. It maps how much a CO contributes in attainment of PO on likert scale. If CO strongly contributes for attainment of perticular PO then attainment scale is represented by 3. if contribution is moderate attainment scale is 2. If it is weakly corelated the attainment scale is represented by 1. if CO does not contribute to PO, then it is 0.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
CO1	2	1	0	0	0	0	0	0	0	0	0	0
CO2	2	1	0	0	0	0	0	0	0	0	0	0
CO3	2	1	0	0	0	0	0	0	0	0	0	0

CO4	1	2	0	2	0	0	0	0	0	0	0	0
CO5	1	2	0	2	0	0	0	0	0	0	0	1
CO6	2	2	0	2	0	0	0	0	0	0	0	1

Attainment level is measured in terms of the actual percentage of students getting a set percentage of marks.

Target and attainment levels:

Direct attainment targets are set for internal exams and external exams as per weightage. For In-semester examinations the target is 12, For assignments and PBL the target is 7, and for external examinations, it is 28.

For the indirect attainment of courses, a course exit survey is taken. Attainment level for theory subject is calculated as per logic below

Attainment Level 1: 50% to 60% of students score more than the target Attainment

Level 2: >60% to 70% of students score more than the target Attainment

Level 3: >70% onwards students scoring more than the target

For the laboratory also internal and external evaluation is done. Term work marks are allotted based on the Continuous assessment sheet.

For direct attainment every assignment is evaluated out of 10 marks and attainment of every assignment is calculated as per the logic above.

The Course Outcome attainment is $0.3 * \text{Internal attainment (direct)} + 0.6 * \text{external attainment (direct)} + 0.1 * \text{Course exit survey (indirect)}$

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

2.6.3

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

Response: 90.93

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
577	615	616	607	571

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
707	686	628	639	624

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response:</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.82

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
00	00	00	2.7	0.12463

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:

- Students of the Institute are regularly participating from 2017 in **Society of Automotive Engineering – SAE SUPRA Car racing and India Electric Two Wheeler Design Competitions**. The main aim of the E Bike event is to generate the interest of the student in the field of eco-bikes and to bring a new revolution in the field of biking which can be commercialized as a usable product for the future generation. **Team ORKA of the Institute has secured all India rank one in the innovation category for all India Electric Two Wheeler Design Competition 2021-2022** with an aggregate cash prize of Rs.75,000, organized by SAE India-Southern Section in Chennai. The students have designed, analyzed, developed and tested the electric bike in the college and workshop. The students have also participated in SIEP E-Bike competition 2023 has secured overall all India First rank.
- The Institute has started **Start-up and Innovation cell** which comprises different events and

activities like expert seminar, workshop, Idea generation competition. This cell has taken the initiative in collaboration with IIT Bombay and E Cell has been formed. 3 days E-verse Competition was held in the college in collaboration with IIT Bombay where 96 participants were involved.

- Institute has created an eco-system for innovations in the form of creation/sharing of knowledge through **NVIDIA CUDA Teaching Centre** Programme. The Institute has received CUDA Teaching kit consisting GPUs (One Tesla K20, Two Quadro 6000, One GTX 680) and two books and other training material. The Institute has utilized above fully configured development systems for hands-on labs and self-paced learning and have developed GPU-accelerated training cluster for students to learn how to use queue/sub workflow, MPI programming. In addition to this the Institute has received two more GPU. Institute has collaboration with various Industries around Nashik.
- Institute encourages students to get the **Inplant Training** during summer and winter vacations. In order to bridge the gap between institute and industry, the institute has formed a Industry Institute Interaction (I-Cube) Cell, and industrial training, in-plant training activities are conducted. Institute organizes an interdisciplinary working project exhibition, '**I- RISE**' every year. The industry people and students of other institutes visit this exhibition and interact with the participants. Faculties of the Institute are invited to share their expertise to various Industries and Government bodies.
- Expert talks and guest lectures by eminent personalities from the industries on emerging trends and technology are arranged in association with student chapters of professional bodies like **ISHREA, IPA and Students club like GDSC, Mozilla Club**. Faculty members are encouraged to attend participate in reputed national and international conferences, workshops, seminars, FDPs; short term training programs. These platforms provide the opportunities to interact with academicians and industry experts and motivation to carry out research and consultancy.
- Adequate flexibility is provided to the faculties involved in **consultancy and testing work** and the revenue generated through consultancy and testing work is shared. All the facilities like free Wi-Fi, high computing labs, well-furnished infrastructure with dedicated instruments/ equipment are available for research and consultancy work.

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

3.2.2

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

Response: 32

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
02	05	09	08	08

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.55

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
32	09	20	06	06

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.41

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
09	09	20	10	06

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

3.4 Extension Activities

3.4.1

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

Response:

The institute has undertaken a series of impactful outreach programs, showcasing a strong commitment to community involvement and holistic education for all. Students actively participated in programs such as the National Service Scheme (NSS), the Student Welfare Department (SWD), and the Women Redressal Cell, contributing not only to their personal growth but also striving to enhance societal well-being.

Social Awareness Activities:

The college organized a Guest Lecture on "Youth Vision for New India" in collaboration with NSS Team and SPPU Subcenter, Nashik, engaging 750 students. Another notable event was the Youth Rally by Navmaharashtra Yuva Abhiyan, involving 20 students and promoting the spirit of youth engagement.

In the following years, activities such as Guest Lectures on AIDS Awareness, a Drama on Mahatma Gandhi, a webinar on "Youth Engagement for Global Action," and participation in cultural events like "Volunteers Responsibilities at 94th Marathi Sahitya Sammelan" were organized, collectively reaching over a hundred students and fostering social consciousness among the student body.

Environmental Awareness Activities:

The commitment to environmental consciousness was evident through various initiatives promoting sustainable practices. Initiatives like Ganesh Murti Collection, Tree Plantation drives, and participation in the "Idea Generation Project for Smart Police Hackathon 2021" showcased the college's dedication to environmental responsibility. Activities like "Ganesh Murthi Collection for Environment Protection" and a Rally for Youth Awareness further emphasized the ongoing commitment to environmental sustainability. E-waste collection drive was also conducted in January 2023.

Moral Activities:

Promoting moral values and personal development has been a key focus. Guest Lectures on "Self-Reliance & Dormant Power" and "Personality Development" aimed to connect ethical values and personal growth among the participants. Webinars on "Financial Education for Investment" and "Youth Engagement for Global Action" continued this focus, engaging students and contributing to moral and ethical awareness.

The college's initiative in organizing a Webinar on "Tobacco Prevention and Addiction" addressed 66 students, further contributing to the promotion of moral and ethical values.

Health Consciousness Activities:

The college actively promotes health awareness and well-being through various initiatives. Activities like Free Eye Checkup Camps, SWAB Tests, Blood Donation Camps, and Walkathon in collaboration with RTO Nashik and health organizations showcased the college's dedication to community health.

International Yoga Day is celebrated every year on 21st June to emphasize the importance of physical and mental well-being. Subsequent activities like "Yoga for Unity and Wellbeing," a Quiz Competition on HIV AIDS, and participation in National Unity Day collectively involved over hundred students, promoting health consciousness.

Gender Sensitization Activities:

Institute actively engages in activities promotion gender sensitivity and awareness. Guest Lectures and activities on "Youth Vision for New India" and "Swami Vivekanand's Memorable Lecture" addressed diverse perspectives, including gender-related issues. Activities like "Youth Engagement Awareness regarding HIV AIDS" and Quiz Competition contributed to raising awareness about gender-related health issues.

National Integration Activities:

The institute actively participates in events promoting national integration and unity. Activities like Youth Rallies, Walkathons, and responsibilities at cultural events like the Marathi Sahitya Sammelan showcased a commitment to cultural integration and the promotion of national unity.

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

3.4.2

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

Response:

The Institute engages in a process of self and community reflection that would lead to recognizing and heightening awareness of the core values. The important mission of the institute is to develop a holistic Personality of the learners. Several outreach activities have been held by the institute to help with social problems, and these have been praised by several government or government-recognized bodies. Here is a list of the awards and honors that extension work has earned from government and government-approved organizations:

(2018-19)

On Sir Dr. M. S. Gosavi's 84th birthday, the R. H. Sapat College of Engineering, with Arpan Blood Bank, held a blood donation camp. Dr. Gosavi emphasized blood's significance, detailing its types and importance in transplants. The event, from 10 am to 5 pm, collected 107 units. **In recognition, the institute received an Appreciation Certificate from Arpan Blood Bank, Nashik.**

A seven-day special camp was held in Matori village in Nashik under NSS Unit's enthusiastic involvement. Volunteers' active participation in social programs has been praised. The NSS unit has cultivated a deep sense of unity and harmony among the villagers. **The Grampanchyat Matori awarded an Appreciation Certificate for this significant effort.**

(2019-20)

On September 18, 2019, Gokhale Education Society's R. H. Sapat College of Engineering, along with Arpan Blood Bank, organized a Blood Donation Camp for Dr. M. S. Gosavi's 85th birthday. Dr. Gosavi highlighted the importance of blood matching and donation. The college collected 222 units, marking their eighth consecutive successful drive. **In appreciation, Arpan Blood Bank awarded the college an Appreciation Certificate**

(2022-23)

The college expanded its community initiatives beyond the Blood Donation Camp by organizing a rally on HIV/AIDS awareness in partnership with the Maharashtra State AIDS Control Society (MSACS) on HIV/AIDS Day. This rally was designed to enlighten the youth about HIV/AIDS prevention and management. Acknowledging the college's significant contributions, **the Project Director of MSACS, Mumbai, awarded a grant of Rs. 4,000 in support of this vital campaign.**

On August 14, 2022, the NSS volunteers collaborated with MSACS to conduct a youth awareness rally, commencing from the Kusumagraj Monument and culminating at the Martyr Monument, to observe HIV/AIDS Day. Mr. C.R. Barde, the NSS officer, was recognized for his instrumental role in orchestrating the event and was presented with **an Appreciation Certificate by the Government Civil Hospital, Nashik.**

Every year, R. H. Sapat College of Engineering collaborates with Arpan Blood Bank to conduct a blood donation initiative in celebration of Sir Dr. M. S. Gosavi's birthday. Dr. Gosavi emphasized the crucial role of blood donation in healthcare. In acknowledgment of the institute's persistent commitment, the Arpan Blood Bank in Nashik bestowed **an Appreciation Certificate and a memorable frame.**

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

3.4.3

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

Response: 46

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
08	08	10	11	09

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

3.5 Collaboration

<p>3.5.1</p> <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Response: 22</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The campus is located in the center of the city on 3.5 acres with a built-up area of 14319 square meters. This ensures a uniform and balanced distribution of space and resources to all categories as well as the provision and upkeep of the amenities required for staff and students to participate in better teaching-learning processes.

Planning and creating classrooms, labs, and other spaces in accordance with the requirements set forth by SPPU, DTE, and AICTE.

Each department's necessary infrastructure is planned and situated in close proximity to guarantee an effective teaching-learning environment.

The Central Workshop, Boys and Girls Hostel, Library, Main Building and indoor and outdoor sports facilities are all at the campus.

Classrooms

The institute has **32 classrooms** for UG & PG. Classrooms are spacious, well-ventilated with natural light and adequate electrical facilities. Well-designed furniture, teaching aids like LCD etc. are used in teaching - learning process. The institute has provided ICT-enabled facility for some of the classrooms. The **7 tutorial rooms** are also defined for the departments to conduct the small sessions. For the active learning and interactions, **we have 3 smart classrooms/Seminar halls.**

Laboratories

The institute has **43 laboratories** including separate Research Lab, Computer Center and Language Lab. All laboratories are well equipped with latest machinery, hardware and software to cater the need of industry as well as curriculum requirements. Every department is having its own Computer facility with the specialized and latest software.

Workshop

The institute has a spacious workshop with different sections like Fitting, Carpentry, Welding, a machine shop with CNC turning and milling machine etc.

Seminar Hall

To organize workshop, seminar, webinars, the institute has 2 seminar halls. The college has a centralized air-conditioned seminar hall equipped with modern LCD projector, computer workstation, and audio-

visual facilities.

Library

The ultimate objective of library is to fulfil the information needs of its stakeholders with the predominant sources of information and services. The digital library caters the need of e-journals and e-resources available on the globe. The access to the Library software SOUL OPAC 2.0 is made available for smooth access. The open digital access initiatives through INFLIBNET, NDLI. The SPPU Sub center e-resource access is available for all. 31 PCs are available for digital library..

Computing Facilities

The institute has high-end computing facilities with **4 IBM servers** and with 664 computers with latest configurations. All computers are connected with LAN with internet facilities. The network is managed by Manageable Switches for any network related troubleshooting and it is secured with hardware firewall by SOPHOS XG230. The institute has internet leased line (ILL) of **100 Mbps and 20 Mbps** of bundled Broadband connections.

Sports & Cultural facilities

The Institute aims to develop holistic personalities by providing ample facilities for teaching and learning, as well as a spacious area for sports, games, gymnasium, and cultural activities. The campus hosts various days including **Teacher's Day, Guru Purnima Day, Engineer's Day, and Women's Day** and annual social days like '**Resonance**'. The college celebrates **World Yoga Day** to promote health consciousness.

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

4.1.2

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

Response: 8.28

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
49.25	44.01	4.02	23.03	21.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- **R H Sapat College of Engineering Management Studies and Research Central Library** is situated in the **Main building** having a **spacious area of 537 sq. mt.** The reading room seating capacity of **150** users with **multimedia PCs** for **e-resource browsing.**
- The Library has an ample collection of over **8267 Titles 25144 Volumes including 5643 E-books, 90** National, International Journals and Magazines, **863** Project and Dissertations, **1291** Audio-Video Material
- The Library is partially automated using commercial software **Soul 2.0 version (Software for University Libraries 2.0) from 2013** onwards with **barcode technology for circulation, patron's entry and other library operations** to ensure smooth functioning of the library.
- Library collection, location and member status can be browsed/ searched on intranet using **SOUL 2.0 OPAC (Online Public Access Catalogue)** and also users can access library collections through **WebOpac** from anywhere anytime.
- The library maintains a separate collection of **151** Rare books, **577** Special Reference collections consisting of Encyclopedias, **31** Dictionaries, **77** Handbooks as well as **350 plus** Competitive exam books. Books are classified using the **Dewey Decimal Classification Scheme.**

Year wise Book purchasing details:

Sr. No.	Year	Total Book Qty	Total Book Amt. in Rs.
1	2022-23	76	107840.00
2	2021-22	55	29164.00
3	2020-21	79	33874.00
4	2019-20	919	352697.00
5	2018-19	2496	1349384.00
		Total	1872959.00

Year wise print Journals and Magazine purchasing details:

Sr. No.	Year	Total Journals Qty	Total Journal Subscription Amt. in Rs.
1	2022-23	91	235861.00
2	2021-22	90	218679.00
3	2020-21	93	207180.00
4	2019-20	93	175290.00
5	2018-19	92	171665.00
		Total	1008675.00

E-resource (E-books) subscription details:

Sr. No.	E-Resource	Validity Period	Total Subscription Amt. in Rs.
1	Springer e-books	Perpetual access	574500.00
2	Pearson e-books	Perpetual access	113301.00

- The Library **per day** usage average is **152 patrons**.

Initiatives Taken By Library:

- **User Awareness Session on NDLI (National Digital Library of India)** conducted for students and staff. More than 300 student and staff member are enrolled to the NDLI membership
- **Library Orientation** is conducted to newly admitted students to make them aware of the library facility, services & resource.
- **ILL (Interlibrary Loan):** We are having collaboration with the libraries within our campus for resource sharing and access to the library.
- **Book Bank Facility:** Books bank facility is available to **SC** and **ST** Students and economically weak students.
- **Current Awareness Service:** such as **New Arrivals, Newspaper clippings display, Document Delivery service** through e-mail such as scanning the content pages of periodicals, regular updates from library.
- **WEBOPAC Facility:** WEBOPAC (Web-based Online Public Access Catalogue) is introduced to avail the library facility at doorstep to its users. Library Resources such as printed and digital collections are accessible.
- **Online I-card System:** Central Library facilitates Online I-Card system with the help of VB 6 Software to staff and students.
- **E-Resources:** Central Library sends the student and staff to SPPU Sub-Center which provides access to e-resources for ex. (**IEEE, Springer, Science Direct, Wiley Blackwell etc.**). In addition to that, the library has subscriptions to Springer and Pearson e-books for students and staff.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In this digital era, online learning is playing a vital role in the Teaching-Learning process. Therefore, the institute is prompt in upgrading the IT facilities frequently with high-computing hardware, latest software, and Internet Security.

- The institute has adequate IT infrastructure with well connected LAN cables and Wi-Fi channels.
- The institute has four higher-end servers which are capable to handle the load incurred during network activities such as Online examination, Code competition etc.
- Currently, the institute has **Internet Leased Line (ILL) with 100 Mbps line and 20 Mbps of Broadband connection**, which fulfils the requirement of online examination, MOOC lectures, NPTEL videos, campus placement training etc.
- Our servers are well equipped with rack and **manageable switches**.
- The servers are installed with network server OS such as Windows Server, Red Hat Server, Ubuntu Server and CentOS.
- All laboratories are having a backup with uninterrupted power supply (UPS).
- In the **AY 2022-23 and AY 2023-24**, we have purchased **Lenovo and Dell PC's** with latest configuration as **i5/8GB RAM/512GB SSD, and graphics cards**.
- In addition to it, the institute has isolated **GPU based lab** to fulfill the requirements of high-performance computing.
- Recently, to make the classroom more interactive we have made 3 classrooms as **Smart class room by installing interactive display panel**.
- The application software such as MATLAB, Altair Hyper Works, DSpace, ANSYS, Studio MAX which caters the need of industries demands.
- IT services and its maintenance is managed by the Department of Computer Engineering and help from third-party vendors is taken when the problems are related to hardware.
- The institute has a **SOPHOS XG230 hardware firewall** and has well-defined rules to restrict the users from accessing the unwanted and unrelated sites and to protect it from outside attack.
- Internal security is managed by **Quick Heal anti-virus** which is installed on all machines and is centrally managed with Admin console

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

4.3.2

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

Response: 3.25

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

Response: 664

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 67.01

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
256.07	158.33	150.20	316.99	266.60

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 84.77

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
1881	1890	1751	1636	1701

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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)	View Document
Report with photographs on ICT/computing skills enhancement programs	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

5.1.3

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

Response: 36.54

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
895	823	714	698	689

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 57.49

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
392	403	352	255	299

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
550	615	616	607	571

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

5.2.2

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

Response: 2.31

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
9	4	5	4	7

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

5.3 Student Participation and Activities

5.3.1

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

Response: 16

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
2	5	0	4	5

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	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

5.3.2

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: 20.4

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
29	25	1	24	23

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

5.4 Alumni Engagement

5.4.1

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

Response:

The college alumni association is functional and contributing significantly to the development of institution through nonfinancial means. The main objectives of alumni association includes promoting and fostering mutually beneficial interaction between the alumni and the present students of the institute and also between the alumni themselves, encouraging them to take an active part in the work and progress of the institute. The main objectives of association are:

1. To promote and foster mutually beneficial interaction between Alumni and the Institute.
2. To encourage the Alumni to take abiding interest in the process and development of Institute.
3. To arrange and support in placement activities for the students of Institute.
4. To encourage the students of the Institute and members of the Association for research & development work in various fields like electrical engineering, computer engineering etc.
5. To mentor the students of the Institute for higher education, development of character and being GOOD citizens.
6. To provide scholarships to deserving students and ex-students of the Institute for the purpose of education and sports.

Sighting the above objectives of Alumni Association our alumni contributes in many ways for the development and betterment of our Institute. Our students and Institute are benefited in various fields such as student placement, training, expert lectures, career guidance sessions, Industrial visits and mentoring. The alumni of Institute is guiding and nurturing our students to become engineering professionals.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Under the umbrella of Gokhale Education Society **the institute is committed to imparting quality technical education with ingrained ethical values.** The perspective plan of the institute in terms of long term and short term goals is prepared and executed. And has tolerance to get revised according to emerging technologies and other parameters.

The college has established a College Development Committee (CDC) in accordance with the requirements of Rule 97(1) of the Maharashtra Public Universities Act, 2016 as well as AICTE.

The governance structure of the Institute includes **the Managing Committee, College Development Committee (CDC), Organizing Committee, and IQAC.** These committees are responsible for developing and implementing policies that align with the Institute's Vision and Mission. Institutional operational practices are directed and monitored by these bodies with the assistance of the IQAC, HoDs, Academic Monitoring Committee, Training and Placement Cell and other institutional committees.

The CDC and IQAC convene twice a year to ensure effective policy implementation, monitor academic progress, and ensure that the institute progresses with set plans.

The Principal meets regularly with the Heads of the departments to review departmental plans and processes, and the progress is evaluated and discussed. The Principal also looks into the **formation and proceedings of the student's development cell, student council, various grievance committees, anti-ragging cell, and other committees.**

The Head of the Department supports a model that connects teachers to professional content, resources, and systems to improve teaching-learning process. The HOD also creates an ecosystem for learning opportunities and the use of open educational resources like NPTEL, Udemy, etc. In this pursuit, **the Heads of Departments regularly** organize review meetings with departmental staff.

The Training & Placement Officer establishes the Industry Institute Interaction and nurtures industry relationships, liaises with the industry, identifies student training, including internship needs, and arranges campus interviews. Progressive student's placements are evident due to these efforts.

The Research Coordinator is responsible for creating an ecosystem for research and development at the Institute. The number of quality publications is also evident for the same.

The Entrepreneurship Development Cell and Startup Cell organizes entrepreneurship development

programs for the students. It also encourages interdisciplinary activities in the institute.

NSS activities are promoted to make the students responsible towards society, the environment, and global issues.

For NEP implementation the institute is following an interdisciplinary approach. Various foreign languages (Japanese/German) trainings are offered to the students. Various audit courses and additional honors courses for comprehensive learning are initiated. Lectures of key NEP implementers of SPP University were arranged by GES.

All the departments of the institute have departmental committees coordinated by faculty members and monitored by Head of the Department for smooth conduction of academic and administrative activities. The Institute maintains an operative coordination and monitoring mechanism with departments and various committees.

The IQAC monitors the functioning of various committees relevant to teaching and learning, student enrichment, and overall Institute development.

Central committees in the Institute are coordinated, and development activities are planned and executed promptly, reflecting effective governance in line with the Institute's Vision and Mission.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute's vision is to provide value-embedded quality technical education through – updated faculty training, and building linkages for developing confidence, creativity, and synergy among its stakeholders. The management of the institute believes an engineering education plays a crucial role in shaping the modern world and addressing some of its most pressing challenges.

The strategic plan was developed by Governing body, Gokhale Education Society, with the future roadmap. The progress is reviewed periodically and the plan is updated annually if needed.

The strategic plan of the institute is devised based on strategic plan of the Gokhale education

society, with the view of future roadmap to receive quality education, employability enhancement, to receive 'Industry Standard Advanced Technology' and consequently to improve comprehensive organizational development. The plan emphasizes on incorporating employability enhancement training programs and is visible through achievements of institute in placement records.

The IQAC reviews progress periodically and updates the plan annually if needed. The staff members execute the planning and provide important support to analysis and to complete these plans effectively.

The institution has formulated different policies related to academics and administration (Human Resource Recruitments, Academics, Faculty Training, Research, Internships, etc.)

For academics, Academic Process manual is prepared and is revised if required.

Service rules procedures: Statutes Governing Terms and Condition of different services like Professors/ Associate Professors/Assistant Professors have been appointed in the institute under the guidance of (as per) UGC,AICTE , SPPU rules and regulations Under Section 42 and /or 73 of the Poona University Act, 1974.

Continuous review of the policies is taken **by the members of the Governing body and College Development Committee. Regular meetings of these committees are conducted to decide action plans** for smooth functioning and the same are communicated to the staff members of the institution.

The institution has established IQAC (Internal Quality Assurance Cell) to ensure quality and standards. IQAC is constituted by a team of representatives from Management, Industry, and Alumni. IQAC monitors all the activities and suggests quality improvement initiatives related to academics and administration as per the strategic plan.

Decentralization, participative management, and decision-making are followed. All the departments of the institute have departmental committees coordinated by faculty members and monitored by Head of the Department for smooth conduction of academic and administrative activities.

Operational quality is deployed, reviewed, and ensured through continual feedback from all stakeholders. Based on this analysis, quality improvement strategies are suggested by IQAC and are implemented by imparting professional development training to faculty and students.

The institution follows the practice of industry-institution interaction to benefit from industrial training and internships, expert talks, job opportunities, etc. The institution, however, has also signed MoUs to promote skill development and training courses. The institute consistently organizes student-centric initiatives like project competitions and makes an effort to expose students to modern world challenges.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Every year, after an employee has completed one year of service, their performance is evaluated. This evaluation aims to assess their performance according to established standards and identify areas for improvement that could lead to further growth and development. **Appraisal form is filled by the employee, endorsed by the head of the department and Head of the Institute and are forwarded to**

the management of the organization for necessary actions.

The institution has effective welfare measures for all the staff members. The institution provides every possible support for academic updations of their staff regularly. **To improve their qualifications, and update their knowledge/skill sets, faculty members are given academic leave or special leave for enhancement in their qualifications. Financial support to attend Workshops / Seminars / Conferences / Industrial training** programs organized by premier institutions is available in the institute. **As such, registration fees/ travel expeses are paid by the institute to the faculty to attend these programs.**

Faculties are encouraged to register for Ph.D. programs and a special full paid leave is given to the faculty to attend to the course work by the affiliating university or premier institution. The faculty members who complete their Ph.D. are given increments as per society's set norms. **In addition, the following are the welfare measures that exist for teaching and non-teaching staff of the institute -**

- **EPF**
- **Gratuity**
- **Accidental Group Insurance**
- **Staff Quarters**
- **On-board Medical Facility**
- **Staff Uniforms**
- **Study Leave**
- **Medical, Maternity Leave & Paternity Leave**
- **Financial support for Research Publications**
- **Advance against salary facility and Other faculties like Wi-Fi, Green Jim, Gymkhana, etc.**

Employee's Provident fund

The institution has the mandatory provision of EPF and contributes the eligible amount to the respective EPF account.

Gratuity

Employees are eligible for gratuity benefits as per the provisions of the "Payment of Gratuity Act" and the rules framed thereof. The appointed vendor "LIC" directly caters the relevant funding to the eligible staff.

Accidental group insurance

All the eligible employees can avail of the Group Personal Accident Insurance Policy, and the appointed vendor "LIC" directly caters the relevant funding to the eligible staff.

Staff Quarters

Employees of the institute (Teaching/Non-Teaching) those are eligible for the availing staff quarter within the lush green campus on demand.

On-board Medical Facility

The institute offers all necessary (minor) medical support to its employees during working hours at the Society's Medical OPD facility.

Staff Uniforms

The non-teaching staff is provided with uniforms at no extra cost every year.

Study Leave

The P.G. / Ph.D. sponsored employee candidates are fully paid study leave during the prescribed study period of their admissions in HEIs.

Medical, Maternity Leave & Paternity Leave

Fully paid Maternity Leave (ML) for a maximum of 90 days is offered to eligible women employees. However, the Gents Staff are also eligible for availing of 8 days of fully paid Paternity leave.

Financial support for Research Publications, Short Term advance Facility & Other facilities like Wi-Fi, Green Jim, Gymkhana, etc.

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

6.3.2

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

Response: 7.95

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
10	0	3	12	16

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 75.58

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
69	70	146	98	7

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
0	0	0	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute primarily relies on student fees as a source of income. All bank transaction fees and costs are covered by this fund amount, which is deposited in the bank. The Principal is responsible for allocating funds in accordance with the budget, considering economy, efficiency, and transparency to maximize institutional financing in consultation with the management.

Clear policies and procedures ensure that the available funds are used effectively, efficiently, and optimally for institute development. The annual budget for the institute is prepared before the academic year begins, taking into account all possible revenue and expenses.

Each department within the institute prepares its own budget requirements based on the current academic year's funding requirements. The accountants carefully review every bill, invoice, voucher, and purchase order related to expenses paid against a specific budget head.

The final step involves the accountant sending the payment procedure to management through the principal and issuing a properly signed cheque to the vendor by the Society authority. **Revenue is generated by conducting various exams, such as the SPPU PET examination. If necessary, the Society manages any budget deficits through a reserve fund.**

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC cell is responsible for planning and implementing various activities to ensure quality. The IQAC has prepared Academic process manual. The academic process manual defines various process for academic activities including teaching learning process.

The IQAC cell takes care of the quality with reference to the following points:-

The meeting of the IQAC Committee members are scheduled on regular basis, twice in academic year. The general agenda meets reviewing our teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC.

The general discussion and corrective actions suggested in the Meeting are as follows.

1. Review of previous IQAC Meeting held Suggestions given and status of Compliance.
2. Review on Academic activities and action plan for academic improvements.
3. Status of faculty Publications and Research.
4. Review and planning of faculty orientation/training programs.
5. Review and planning of students Internship programs.
6. Review of Outcome computing.
6. Review of placement activity, planning of various technical and aptitude training programs.
7. Customer satisfaction, review of feedback from the stake holders - Analyzing feedback from different stakeholders such as students, alumni, and employers and taking appropriate steps for overall improvement and action taken reports are published on institute website under IQAC section.
8. Ensuring the effective implementation of research culture through research projects, publications,

faculty development programs, and training programs.

9. Industry institute interaction and quality improvement.

Feedback from various stake-holders is collected, analyzed and action taken report is forwarded to authorities **by the IQAC**. Based on these reports various training needs are identified and trainings like soft skills, aptitude and various technology trainings according to requirements or suggestions from stakehoders are executed. The institute's value added technical training and aptitude traing have led to **improvement in placement records** in last 4-5 yerars.

The institute through IQAC has taken various measures to promote innovative technologies and research culture. **National conferences and faculty development programs have been arranged in various departments** to aid in the improvement of the teaching-learning process.

The research work of the staff memebres has been published in reputed journals and conferences. **Improvement in number of publications is obsereved** in journals like UGC recognized Journals, scopus indexed and SCI indexed Journals.

IQAC has taken some efforts for improving quality are as follows:

1. Implementing **outcome-based learning education** across all programs.
- 2.Participating in recognized quality audits such as ISO, NIRF and AISHE.
3. Establishing a **Research and Development cell** to promote research and development activities.
- 4.Conducting **quality programs such as seminars, webinars, guest lectures, conferences,** and other events.
5. Enhancing **the use of ICT tools** to strengthen the teaching-learning process.
- 6.Preparing and submitting the **Annual Quality Assurance Report (AQAR) annually** to the NAAC.
7. Institutionalizing efforts to create a ragging-free campus, developing student discipline, and establishing a grievance redressal cell.
- 8 . **Establishing association with different Professional societies like ISTE etc.**
9. **Establishment of different clubs like GDSC, MLSC, Mozilla club etc.** In order to improve participative learning process.

Thus the iqac cell reviews the process, outcomes at periodic intervals and records the incremental improvement in various activities.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equality Promotion Program: The Institute has implemented various initiatives, programs and activities aimed at promoting gender equality and sensitivity to create a secure, safe, and healthy environment. The primary objective behind these efforts is to encourage education sensitive to the needs of all genders and sections of the society. To ensure equal access to education for all genders, faculty members facilitate equal participation and involvement of students in activities like sport events, cultural events, project groups and seminar groups. In pursuit of a safe, secure, and healthy institute environment, the Institute has implemented the following measures:

1.Women Redressal Cell: The Institute has established a Women Redressal Cell responsible for addressing any issues or grievances encountered by female faculty members and students. The Cell conducts various programs aimed at promoting gender equality, empowerment, and the protection of women's rights.

2.Internal Complaints Committee: The Institute has established an Internal Complaints Committee to effectively address and resolve any cases of sexual harassment involving students and staffmembers. The Committee follows a well-defined mechanism for investigating and resolving such complaints.

3.Safety and Security Measures: The Institute has implemented several safety and security measures to ensure a secure campus environment. Trained security personnel monitor the campus 24/7. Ladies security guard is available in working hours of institute for observing safety and monitoring discipline. CCTV cameras are installed across the campus to enhance safety and security. Additionally, it is compulsory for all students to wear complete uniform.It is mandatory for all students to wear their identity cards and instructed strictly to keep them visible at all times when they are in campus. The Institute and Girl's hostel area is secured with 24-Hour working high resolution CCTV cameras installed at all the strategic locations within the campus.

4.Counseling & Mentoring: Women's grievance cell and Women Empowerment Cell (WEC) are actively involved in counselling the girl students on various issues like health, hygiene and career development. The Institute celebrates women's day program every year by organizing expert talks and guidance session for women.

5.Common Room: The Institute provides Common Room facility for boys and girls. Common rooms are equipped with tables, chairs, rest areas, Wi-Fi, drinking water. Girls common rooms are provided with all essential facilities like sanitary napkin vending machine etc. Two incinerators are operative

(Girls' hostel and ladies washroom in main building) for proper and safe disposal of sanitary napkins in washrooms.

6. Health check-up: The Institute organizes health checkup camp for all the FE student every year.

7. Maternity leave and baby care: The institute provides the facility for ladies staff to avail the maternity leave. Although a daycare centre for young children is not available in the institute, but special permission is given to breast feeding mothers to frequently go to their residence to feed the baby as and when needed.

9. First Aid and Sanitary Pad Vending Facility : First aid box with essential medicines is available in every department. Sanitary pad vending machine is installed in the campus for ladies staff and students.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution organizes various National Festivals and birth anniversaries of great Indian personalities every year.

Republic Day, Independence Day and Maharashtra Day - Republic Day and Independence Day are celebrated in the Institute with great pomp. "Ajadi ka amrut mahotsav" was celebrated on 14 August 2022. While Under the theme of International Youth day 2022, Quiz competition on HIV/AIDS in youth was organized on 13th October 2022. A Rally was organized on account of HIV / AIDS day on 1st Dec. 2022 and Women's Day was observed on March 6, 2023, respectively. Flag hoisting ceremony is arranged on occasion of Maharashtra day every year on 1st May.

Shivrajyabhishek Din was celebrated on 6th June remembering the brave King Shivaji and his policies for upbringing the society. The guest lecture was organised on this occasion which motivated the students to follow the values and path taught by King Shivaji.

Institute has organized visit of students to the Traffic park in Nashik city to explain the traffic rules and regulations as a responsible citizen. This initiative is highly beneficial for the students for safe daily commute. The awareness of wearing helmet for safety on road is created among the students and staff by opting No Helmet No Entry policy at the main entrance gate of the institute.

The commitment to environmental consciousness was evident through various initiatives promoting sustainable practices. Initiatives like Ganesh Murti Collection, Tree Plantation drives, and participation in the "Idea Generation Project for Smart Police Hackathon 2021" showcased the college's dedication to environmental responsibility. Activities like a Rally for Youth Awareness further emphasized the ongoing commitment to environmental sustainability. E-waste collection drive was also conducted in January 2023.

Promoting moral values and personal development has been a key focus. Guest Lectures on "Self-Reliance & Dormant Power" and "Personality Development" aimed to connect ethical values and personal growth among the participants. Webinars on "Financial Education for Investment" and "Youth Engagement for Global Action" continued this focus, engaging students and contributing to moral and ethical awareness.

The college's initiative in organizing a Webinar on "Tobacco Prevention and Addiction" addressed 66 students, further contributing to the promotion of moral and ethical value.

Every year as a part of increasing the concentration and Healthy life, we are celebrating the YOGA day on 21st June by arranging the session on this day. On this day YOGA experts are invited and the staff members as well as students are participated in this activity. YOGA teacher explains the importance of YOGA and meditation in day to day life for healthy mind and body.

Every year institute has organized Blood donation camp in our institute and helps society for providing blood in blood bank.

Also the institute celebrate Engineer's day on 15th September by arranging the blood donation camp and also celebrates the Teacher's day on 5th September. On that day students are felicitating the faculty members as part of gratitude and motivate the faculty members by felicitating every faculty members.

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

7.2 Best Practices

7.2.1

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

Response:

1. **Title of the practice:** Holistic Development of Students

2. **Objectives of the practice**

The Vision statement of our institute clearly states that we are abide to- “Value Embedded Quality Technical Education” with the Mission “To Develop a Holistic personality of Learners”. The following points summarize and state the fundamental objectives in achieving the vision and mission of the institute.

- To inculcate skill sets in the students
- To keep students motivated in their studies
- To encourage student achiever orientation through awareness
- To improve students’ technical proficiency’

3. **The Context**

Our institute believes that the most effective approach for assuring overall development of students is to acknowledge and promote their areas of interest. The students from a variety of socio economically disadvantaged groups were admitted in the institute. The college committees organizes curricular programs like workshops, seminars, conferences, webinars, and guest lectures, conducts professional visits to industries, coordinates extracurricular activities with students to inoculate self learning behavior in them. Mentoring system introduced at our institutes help the students at individual level to achieve their goals of becoming holistic and intellectual personality.

4. **The Practice**

The institute cultivates skills in the students at an individual level and fulfils their needs towards learning behavior for all-inclusive growth through the followings:

(I) Skill development activities

Programs such as workshops, seminars, conferences, webinars and guest lectures on different topics such as soft skills, language and communication skills, life skills, ICT and computing skills, career counseling, competitive exams, research methodology/IPR, entrepreneurship etc. were organized by the institute supporting the students to acquire the knowledge related to curriculum of the course. Also, professional visits are regulary conducted for students.

(IV) Co-curricular and Extra-co curricular activities

Every year, institute organizes annual social function- Resonance wherein all students and faculties are involved. During Resonance, various co-curricular activities like technical activities along with extracurricular activities like cultural and sport events were organized for the students and staff to enhance the skill of team work . On the concluding day of Resonance, Institute organizes prize

distribution ceremony to appreciate the students grabbing the winner and runner-up positions in cultural, sports and academics.

(VII) Guidance for competitive examinations and career counseling

Institute motivates the students to appear for a variety of competitive exams like GATE, CAT, IELTS, MBA and TOEFL. Additionally, GATE guidance to the students of T. E. and B. E. and career counseling was provided in the form of various seminars and guest lectures.

(VIII) Social Outreach through NSS and Quick Heal Foundation (QHF)

The NSS unit organizes activities like awareness camps, health check-up camps, blood donation camps, social drives, ganesh murti collection and commemorative day celebrations conducted for the betterment of community, students behave as a responsible citizen and healthcare professional.

The MOU between QHF and Institute has been signed to aware the youth about cyber security. Under this activity our students sanitize the students from schools to junior colleges level about cyber security. Till now nearly 40,000 students are benefited from this activity.

5. Evidence of Success

Increased placements, exam results, regular attendance, higher participation in co-curricular and extracurricular activities, healthy competition in the events, and success in entrance exams are examples of success indicators for the practice.

6. Problems encountered and Resources

At initial stage of implementation of practice, the reluctance of F.E students was overcome with counseling. Continuous curricular activities of academic and examination department, not only reduces the time available to conduct the activities but also reduces the count of participation. Thus, only few but quality activities were conducted for upgrading the skills at individual level. Further, an impact of COVID-19 pandemic, restricts social gatherings and reduced the count of activities. During the period, activities were conducted through virtual mode.

Best Practice 2: Utilization of Solar Energy

2. Objectives of the practice

Solar energy is a clean and renewable energy source that comes from the sun. Solar energy has many benefits for the environment, the economy, and the society. Some of the benefits of solar energy are:

- Reduction in harmful Carbon emissions and pollutants that contribute to climate change and health problems.
- It allows Nations to become more independent and less reliant on fossil fuels.
- Improve the quality of life by reducing energy costs

3. The Context

In response to rising costs and the limited availability of fossil fuels, the Institute has implemented renewable energy sources to create a pollution-free electricity generation. Earlier, the monthly electricity bill was a significant recurring expenditure for the Institute. Solar energy was chosen as the primary renewable energy source, and as a result solar PV systems are purchased and installed.

4. The Practice : The Institute implemented the following critical installations to create an eco-friendly campus using renewable energy. Solar rooftop system has been implemented at GES R. H. Sapat college of Engineering on main building terrace on 27th March 2018. The system uses solar panels (94 Nos of 320w each) of 30 KW Capacity with Inverter of delta make 700v DC/3 ø 440 v AC. A net meter is in operation and generates 100 units per day.

5. Evidence of Success:

Up to July 2023 the plant has generated total 185.97 MWH (Life Energy E-Total) of Electrical Energy. The Run Time equals 21,213 Hrs. The solar PV plant has generated units are exported to MSEDCL. The Institute has partially recovered the solar PV plant installation costs.

Calculations for carbon dioxide emission reduction

So, we get, 1 KWh of energy generated by any solar photovoltaic power plant equals 0.932 kg of carbon dioxide reduction. Taking this average value (0.932 kg of carbon dioxide emission reduction per KWh for the Solar PV plant installed in India).

With 30KW solar generation plant approximate generation is 3000 KWH per month.

The carbon dioxide emission reduction= $0.932 * 3000 = 2796$ Kg per month.

Annual reduction of $2796 * 12 = 33,552$ kg; That is 33.55 tons of CO₂/ annum.

The details of Electricity Units Generated and Saving in electricity bill for 10 sample months for A.Y. 2022-23 are attached in proof section.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

As per our vision of developing World class Engineers for converting global challenges into Opportunities through “Value Embedded Quality Technical Education”, institute has stepped up efforts to achieve employability enhancement and entrepreneurship development. This is the targeted outcome of our mission to impart Technical Education through effective Teaching- learning process.

• **Employability Enhancement**

Industries are increasingly turning to recruiting qualified candidates having innovative capabilities. Considering these aspects, our institute has developed a powerful placement pool in collaboration with other institutes and various engineering industries and companies. We facilitate the students for development of skills desirable for placement, specifically;

- Communication / Presentation Skills.
- Problem-Solving and analytical ability.
- Team Work.
- Leadership Skills.

Students who have undertaken engineering degrees with internships can be productive and contribute from day one. During vacations, our institute in collaboration with local industries organizes In Plant Trainings to prepare the students for future employment. Main objective is that the students should get employed in any capacity including production, quality control, process analysis, plant maintenance, design or research. Our efforts reflected in the increased number of placement in the last five years.

• **Entrepreneurship Development**

An entrepreneur is an individual who develops own venture or business. They are innovators who understand how to capitalize on opportunity. Entrepreneurship is an important part of being an engineer; many of our students have started their own companies as a result of an idea sparked by creative thinking. It fulfills our mission To Nurture Creativity & Critical thinking in applying Engineering skills to face the fast growing

globalization. Institute has identified the modules necessary for the field of entrepreneurship and formed “**Entrepreneurship and Innovation Cell**”. Through this cell every year various activities such expert talk, competitions has been organized. Start-Ups We always endeavor for Industry-Institute-Interaction for the enhancement of academic knowledge and technical skills. Students are consistently encouraged to practice what they

have learned and to develop their professional attribute, corporate philosophy and true human potential. Until now, 14 startups are established by our students. Development of in-house mentor pool on innovations and entrepreneurship at institute level inspires the students and faculty for startups and technical consultancies. Fruitful outcome of these activities can be revealed as student driven startups.

• **Research Orientation and capacity building**

Capacity building refers to establishing resources required to fulfill a mission or achieve a goal. Institute

consider it as a process of developing and strengthening the skills, instincts, abilities and resources that one need to survive, adapt and thrive in the fast changing world of technology. Building a functional human capacity involves education and training designed to provide the individuals with knowledge, skills and attitudes. Our Institute supports the capacity building for faculty by adapting the Research, Industrial Training and Consultancy Services.

(I) Research:

It can enhance the performance of both faculty and students. Major objectives are:

- Research orientation based education.
- Research as a basis for innovation.
- Inter disciplinary approach.
- Share/exchange ideas to change minds/share knowledge.

(II) Industrial Training:

Institute facilitates industrial trainings to the students. It aims to build up in-house advisers to inspire students for startups. Major objectives are:

- Acquisition and development of skills, competencies and attitudes
- Hands-on learning; research/evidence based, and instructional strategies that are aligned to industry skills.
- Determine best practices in technical education program for students' capacity building.
- Supervisory support and organizational support for students' career development.
- Sustainable development.
- Institute not only motivates the students to participate in various competitions but also supports them financially. As a result, our students motivated to participate in National and International competitions (interdisciplinary) and won the prizes in SAE E-bike competitions

(III) Consultancy Services:

- Institute strives to develop knowledge, expertise and abilities to support sustainable development. By completing few consultancies, we started progressing towards capacity building by acquiring competency. Major objectives are:
 - Technical assistance to developing industries and companies.
 - Funds generation.
 - Opportunity to get technical problems for projects / placement of the students.

- **College Infrastructure**

Our institute provided infrastructure that complies with AICTE and DTE norms to enhance it in response to development and expansion. Since its inception, the institute has upheld high standards for infrastructure to meet demands from industry and regulatory bodies. All the laboratories are well furnished and well equipped with higher end hardware and software. Book Bank facility is available for the economically weak student semester wise in the library. Green Gyms are available in Boys and Girls hostel. Institute campus is eco-friendly and have facilities such as RO water, solar panel system, rich greenery and abundant parking area. Center Location in City Our Institute is located in the heart of the

Nashik, on college road. Student can more easily access public transport to reach the institute. Students belongs to remote area can uses City Link city bus facility which is very economical.

- **Alumni**

Although our alumni association is not registered yet, our institute arranges alumni meet every year. Prestigious alumni of this college are actively gathering for meeting. Alumni meet offer networking opportunities, connect recent graduates with established professionals and help people to pursue career. Alumni offer support to the students through interaction, guidance and placement assistance.

- **Center Location in City**

Our Institute is located at college road, in the heart of the Nashik city. Student can more easily access public transport to reach the institute. Students belonging to remote area can use City Link city bus facility which is very economical.

Hence, currently our institute has turned into one of the auspicious Institute for budding Engineers in Nashik and nearby region since last 15 years under the umbrella of Gokhale Education Society, which is celebrating its 105 th anniversary.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Gokhale Education Society's R.H. Sapat College of Engineering, Management studies and Research has proven to be instrumental in providing a significant platform for students to showcase their abilities and talents across various facets of education, extracurricular activities, team building, and overall development. The institution is committed to outcome-based education and has witnessed student's consistent participation national, state, and regional events over numerous years.

To enhance the effectiveness of the teaching-learning process, faculty members employ innovative pedagogical approaches and encourage students to strive for excellence. The Training and Placement Cell plays a crucial role in preparing students for industry employability. The institute, with strong industry connections, offers internship opportunities to students.

Delegating powers at the institute level, promoting research, conducting teacher orientation programs, implementing rigorous skill development programs, providing industrial training for students, and facilitating learning through seminars contribute to the overall growth of both faculty and students. The institute also celebrates national festivals every year to instill universal values among students.

Concluding Remarks :

For the past 15 years, the institution has been unwavering and proactive in pursuing its goal of nurturing engineers and technocrats who are self-disciplined, physically healthy, cognitively strong, and morally upright, with a commitment to serving humanity and the environment. The consistent academic advancements and the harmonious relationships among teachers, students, and management can be credited to the dedicated efforts of a positive and participatory management, highlighting its crucial role in attaining success.

The Institute remains steadfast in its dedication to delivering high-quality technical education. Its systematic and well-thought-out initiatives in this regard are evident in the activities carried out over the years, resulting in numerous recognitions and certifications. The governance structure comprises boards of trustees, the Governing Council, College Development Committee, IQAC, Academic Monitoring Committee, and various other institute-level committees, all playing a crucial role in implementing reforms for the institute's progress.

The academic infrastructure is equipped with cutting-edge tools to elevate the quality of teaching and learning. Adequate budgetary provisions are in place to sustain and enhance the existing infrastructure. To ensure the efficient operation of administrative and academic functions, the institute has a well-established organizational Structure

Institutional endeavors are directed towards engaging with the community and instilling in students a sense of responsibility towards community development in any feasible manner. Ultimately, the institution is actively taking every essential measure for cultivating young aspiring learners into creative and professional individuals for the betterment of society through the provision of quality technical education.