

**Annual Quality Assurance Report of
GOKHALE EDUCATION SOCIETY'S R. H. SAPAT COLLEGE OF ENGINEERING,
MANAGEMENT
STUDIES AND RESEARCH**



YEARLY STATUS REPORT - 2024-2025

Data of the Institution

1. Name of the Institution	GOKHALE EDUCATION SOCIETY'S R. H. SAPAT COLLEGE OF ENGINEERING, MANAGEMENT STUDIES AND RESEARCH, NASHIK
Name of the Head of the institution	Shirish Shrikrishna Sane
Designation	Principal
Does the institution function from its own Campus	Yes
Phone no./Alternate phone no	02532311842 Mobile no 9890014942
Registered e-mail	principal@ges-coengg.org
Address	Gokhale Education Society's College of ENgineering, Nashik Prin. T.A. Kulkarni

	Vidyanagar
City/Town	NASHIK
State/UT	Maharashtra
Pin Code	422005
2. Institutional status	
Affiliated /Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	Self-financing
Name of the Affiliating University	Savitribai Phule Pune University
Name of the IQAC Coordinator	Dr. Dipak Vitthalrao Patil
Phone Number	9970510532
Mobile	9970510532
IQAC Email Address	dipakpatil17@gmail.com
Alternate Email Address	dipakpatil17@gmail.com
3. Website address (Web link of the AQAR (Previous Academic Year)	https://ges-coengg.org
4. Whether the Academic Calendar prepared during the year?	Yes

if yes, whether it is uploaded in the Institutional website Web link:	https://ges-coengg.org/academic- calendar/
5. Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.94	2018	01/05/2019	30/04/2024
Cycle 2	B++	2.85	2025	06/01/2025	15/01/2030

6. Date of Establishment of IQAC	15/09/2018
7. Provide the funds by central/ state government UGC/CSIR/DBT/ICMR/TEQIP /WorldBank/Cpe of UGC etc.	NA
8. Whether composition of IQAC as per latest NAAC guidelines	Yes
◆ Upload latest notification of formation of IQAC	View file
9. No. of IQAC meetings held during the year	02
Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
If No, please upload the minutes of the meeting(s) and Action Taken Report	view

10. Whether IQAC Received any funding from any funding agency to support its activities during the year	No
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
● Analyzed the academic results and devised an action plan for improvements for the next academic results. ● Reviewed placement activity, subsequently, planning and execution of various technical, soft skill, and aptitude training programs. ● For customer satisfaction, reviewed feedback from the stakeholders i.e. Students, Parents, Alumni, Employer, and sent for appropriate action and verified the action. ● Organization of the series of webinars for students in collaboration with different departments of College to sensitize the students towards the Indian Democracy and civil society, philosophical aspects, curricular aspects and environmental aspects.	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	

Plan of Action	Achievements/Outcomes
Planning for academic activities and action plan for academic improvements.	Academic improvements achieved in terms of improving teaching learning process and improved results.
Planning for quality improvement using industry institute interaction.	Training programs were conducted by ZENSAR and Mahindra. Resulted in improved placement.

Planning for student's internship programs.	Students were supported to get internships in various industries. Completed Internships count has strengthened.
Planning Placement Related activities.	Training programs were conducted on aptitude, soft skill and technical training, resulting in improved placement.
Planning for faculty development initiative.	Staff members were motivated to attend various training courses and faculty development programs.
Planning for Feedback from stake holders.	Feedback collected, analyzed and action taken report is prepared accordingly

13. Whether the AQAR was placed before statutory body?	Yes
Name of the statutory body	CDC (College Development Committee)

Name	Date of meeting(s)
CDC	25/10/2024

14. Weather Institutional Data Submitted to AISHE	Yes
Date/ Year	30/08/2025
15. Multidisciplinary / interdisciplinary	

At R. H. Sapat College of Engineering the students are motivated for interdisciplinary projects. Our students from Electrical, Electronics, Mechanical and Computer Engineering have jointly developed electric two wheelers and have received awards for innovation at national level.

The university has started new interdisciplinary courses that integrate many departments in addition to the inter/multidisciplinary research and academics that are already in place in light of the NEP.

Courses in the multidisciplinary and interdisciplinary fields have been added as electives to academic programmes. Every programme is created to give students as much freedom as possible when selecting electives.

The University is aggressively working to put the NEP's recommendations into practice, and R H Sapat College of Engineering at Gokhale Education Society is following the same meticulously.

16. Academic bank of credits (ABC):

Gokhale Education Society's R H Sapat College of Engineering, Management Studies and Research is a Savitribai Phule Pune University affiliate.

Regular programmes are being offered by the institute, and the curriculum's courses are being taught.

The institute has begun the registration procedure for students in 2022 while implementing the instructions set by the affiliated university under the direction of the Academic Bank of Credits.

17. Skill development:

At every stage of the student's journey in R. H. Sapat College of Engineering, Management Studies and Research the student is kept engaged in activities that raised his calibre and skills.

This improvement is done through various initiatives Activities conducted for the students: Technical skill development: Seminars, workshops, and corporate training on current trends (ZENSAR Employability Skill Development Program).

Presentation of a group paper while participating in technical events, competitions, conferences, etc. Mini-projects: developing and implementing software, participating in project competitions like I-Rise, working on consulting projects, and putting academic papers into practice Encouragement and direction for placement tasks. Promotion of professional certificates, industrial training, industrial visits, and promotion of higher

education. Management and leadership training through student chapters of the organisations like GDSC, MLSC and IPA Activities for Slow Learners under the Startup and Innovation cell guidance.
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
We have created some videos on technical topics in marathi. The link for sample video is https://youtu.be/7H4vnFkLviw
19. Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
Outcome-based education (OBE) is deployed in all the departments of R. H. Sapat College of Engineering's programmes while keeping in mind both local and international standards. Program outcomes, programme specific Outcomes, and course outcomes are all explicitly articulated by the Institute's implementation of outcome-based education. Each course is designed to help students develop their cognitive skills in the areas of Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Along with domain-specific skills, learning outcomes at all levels demonstrate social responsiveness, ethics, and entrepreneurial abilities of the students. The students actively contribute to the economic, environmental, and social well-being of the country while upholding the spirit of NEP
20. Distance education/online education:
Educational institutions in the nation have used digital platforms to engage students, hold conferences, seminars, and other events during the pandemic. Aside from the drawbacks associated with the absence of face-to-face instruction, online learning has eliminated distance-based barriers to contact between professionals and students. The opening of educational institutions following the epidemic provided the path for the adoption of a hybrid educational model that combines online and offline resources. This might be viewed as the new norm that is also anticipated in the New Education Policy. Teachers and students no longer face restrictions on accessing online resources as a result of the experience learned during the Covid-19 closure period.

Many activities of the google developer's club and Microsoft students learning community of R H Sapat College of Engineering, Management Studies and Research are in online mode reaching almost 1000 plus participants.

Extended Profile

1. Programme

1.1

Number of courses offered by the institution across all programs during the year

413

File Description Documents

Documents

Data Template

[View File](#)

2. Student

2.1 Number of students during the year

1980

File Description Documents

Documents

Institutional Data in Prescribed Format

[View File](#)

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

341

File Description Documents

Documents

Data Template

[View File](#)

2.3 Number of outgoing/ final year students during the year	UG : 373 PG : 76				
<table> <tr> <th>File Description Documents</th><th>Documents</th></tr> <tr> <td>Data Template</td><td>View File</td></tr> </table>		File Description Documents	Documents	Data Template	View File
File Description Documents	Documents				
Data Template	View File				
3. Academic					
3.1 Number of full time teachers during the year	96				
<table> <tr> <th>File Description Documents</th><th>Documents</th></tr> <tr> <td>Data Template</td><td>View File</td></tr> </table>		File Description Documents	Documents	Data Template	View File
File Description Documents	Documents				
Data Template	View File				
3.2 Number of sanctioned posts during the year	115				
<table> <tr> <th>File Description Documents</th><th>Documents</th></tr> <tr> <td>Data Template</td><td>View File</td></tr> </table>		File Description Documents	Documents	Data Template	View File
File Description Documents	Documents				
Data Template	View File				
4. Institution					
4.1 Total number of Classrooms and Seminar halls	34				
4.2 Total expenditure excluding salary during the year (INR in lakhs)	367.22				
4.3 Total number of computers on campus for academic purposes	649				

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

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 the curriculum and academic calendar prescribed by the University.

The Institute Academic calendar and Departmental academic calendars follow the 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 the 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 files 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. Staff 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 to review the syllabus coverage.

The syllabus coverage report is prepared by the academic coordinator of the department. Project Diary formats are provided by the Boards of Studies according to discipline and are followed by all the students to maintain continuous evaluation of the projects and seminars. CO-PO Correlation 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 through 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	Documents
Upload relevant supporting document	View File
Upload relevant supporting document	View File

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The Institute adheres to the academic calendar of SPPU. The academic calendar is prepared for the institute in line with the University.

1. The departmental academic calendar is prepared before the commencement of the semester. The calendar outlines the schedule for semester classwork, class test, in-semester examinations, external examinations, university online schedules, the conclusion of theory, practical, teamwork, and extracurricular and co-curricular activities.
2. A practical continuous assessment system is implemented. The assessment is done continuously. The syllabus coverage report is compiled monthly for theory and practical. If needed corrective efforts for compensating the losses are made.
3. The performance of the students is also assessed on a continuous basis by conducting unit tests (Department wise) and in-semester examinations. (question papers provided by the university and evaluated by internal staff) according to the academic calendar.
4. The continuous assessment of projects is done by the concerned guide. The students meet the guide and progress diary is maintained. 5. Practical work is assessed continuously for regular attendance, practical performance and timely completion.

File Description	Document
Upload relevant supporting document	View File
Link for Additional Information	View File
1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	
A. All of the above	
File Description	Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

File Description	Document
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. requirement for year: (As per Data Template)

22

File Description	Document
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

378

File Description	Document
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

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 the 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.
5. 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
6. 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.
7. 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 institute equips students to be conscientious professionals capable of navigating the complex challenges of the modern world while respecting ethical issues

File Description	Document
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

118

File Description	Document
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	
MoU's with relevant organizations for these courses, if any	
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1382

File Description	Document
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System									
1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni A. All of the above	A. All of the above								
<table border="1"> <thead> <tr> <th>File Description</th><th>Document</th></tr> </thead> <tbody> <tr> <td>URL for stakeholder feedback report</td><td>View File</td></tr> <tr> <td>Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management</td><td>View File</td></tr> <tr> <td>Any additional information</td><td></td></tr> </tbody> </table>		File Description	Document	URL for stakeholder feedback report	View File	Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File	Any additional information	
File Description	Document								
URL for stakeholder feedback report	View File								
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File								
Any additional information									
1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website								
<table border="1"> <thead> <tr> <th>File Description</th><th>Document</th></tr> </thead> <tbody> <tr> <td>Upload any additional information</td><td></td></tr> <tr> <td>URL for feedback report</td><td>View File</td></tr> </tbody> </table>		File Description	Document	Upload any additional information		URL for feedback report	View File		
File Description	Document								
Upload any additional information									
URL for feedback report	View File								

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

828

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

534

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

At Gokhale Education Society's R. H. Sapat College of Engineering, Management Studies and Research, the institute undertakes a wide range of enhancement activities at every stage of the students' academic journey to improve their skills and overall quality. Students are identified as advanced learners and slow learners based on their performance in university examinations, internal assessments, practical work, and classroom participation.

Activities for Advanced Learners:

The institute provides several opportunities to enhance technical, managerial, and leadership skills. These include workshops, seminars, and corporate training programs such as the Zensar Employability Skill Development Program. Advanced learners are encouraged to participate in technical events, competitions, conferences, group paper presentations, and mini-projects involving application design and implementation. They are motivated to take part in project competitions such as I-RISE, consultancy projects, and research paper implementation. Additional support is provided for placement preparation, professional certifications, industrial training, industrial visits, higher studies, and access to e-resources. Leadership and managerial abilities are developed through active participation in student chapters such as ISHRAE, CSI, and IPA, as well as through guidance under the Startup and Innovation Cell.

Activities for Slow Learners:

Special academic support is provided to slow learners through extra lectures, revision classes, additional practical sessions, question banks, and mock oral and practical examinations. Counseling is conducted for both students and parents using social media and direct communication. Faculty members provide personal attention during the teaching process and adopt suitable pedagogical approaches to address individual learning difficulties.

Case Study:

It was observed that second-year students of Computer, Electrical, and Electronics and Telecommunication Engineering faced difficulties in completing programming assignments. To address this issue, special sessions on Embedded C and Python programming were organized along with soft skills training. Customized question banks and assignments were also developed and provided to help slow learners improve their programming skills and academic performance.

File Description	Documents
Paste link for additional information	View File
Upload any additional information	View File

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

Number of Students	Number of Teachers
1980	96

File Description	Documents
Staff List 2024-25	View File
Student List 2024-25	View File

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

Gokhale Education Society's R. H. Sapat College of Engineering, Management Studies and Research has established a comprehensive experiential learning framework that emphasizes practical exposure and real-world applications across all engineering disciplines. Students of Mechanical, Electrical, Electronics and Telecommunication (E&TC), and Civil Engineering undergo 20 days of industrial training during both summer and winter vacations, while students

of Computer Engineering and Master of Computer Applications participate in internships focused on solving industry-oriented problems.

The institute integrates modern tools and technologies such as Computer-Aided Design (CAD) software and programming languages including Python and Java to enhance technical learning and project development. Participative and problem-based learning methodologies form an essential part of the curriculum, with Problem-Based Learning (PBL) being mandatory for all second-year students. Annual project competitions such as I-RISE provide a platform for students to showcase innovative solutions and collaborate on projects addressing real-world and industry-relevant challenges.

Experiential learning is further strengthened through technical seminars, workshops, e-learning platforms, and additional laboratory experiments beyond the prescribed syllabus. These activities provide hands-on experience, encourage peer learning, and offer networking opportunities with industry experts and academicians.

Professional society chapters and student clubs play a significant role in fostering academic and professional growth. These include the Google Developer Student Clubs, Microsoft Student Club, Environmental Club, National Service Scheme, ISHRAE Chapter, and IPA Chapter. Participation in these organizations helps students develop leadership, teamwork, communication, and ethical values.

The institute also enforces a well-defined code of conduct to ensure discipline and professional ethics. Overall, this holistic experiential learning approach equips students with critical thinking, practical skills, and the confidence to apply engineering principles effectively in real-world situations.

File Description	Documents
Upload any additional information	View File

2.3.2 - Teachers use ICT enabled tools for an effective teaching-learning process. Write description in maximum of 200 words

Gokhale Education Society's R. H. Sapat College of Engineering, Management Studies and Research provides robust digital infrastructure and continuous training to faculty members for the effective integration of Information and Communication Technology (ICT) in teaching, learning, and evaluation. All faculty members extensively use ICT-enabled tools to enhance the teaching-learning process and ensure effective communication with students.

Teachers regularly utilize Google Classroom, institutional email services, and WhatsApp groups to share lecture schedules, study materials, assignments, and announcements regarding various academic activities. Google Drive is widely used for distributing course content and reference materials. For maintaining academic integrity, the institute uses Ouriginal (formerly Urkund) plagiarism detection software to verify the originality of students' reports, assignments, and research papers.

Faculty members prepare instructional content using presentation software such as Microsoft PowerPoint and WPS Office. During online and blended learning, Google Meet with webcam support is used to conduct lectures, practical sessions, and project progress presentations. Tools such as Google Jamboard and traditional whiteboards are used to illustrate concepts interactively during virtual classes.

For conducting practical sessions online, faculty employ specialized platforms such as Virtual Labs for programming and engineering experiments, online database environments for DBMS practicals, and Compiler Explorer and similar compiler tools for microprocessor and programming-related exercises. To support revision and self-paced learning, teachers record lectures using OBS Studio and Google Meet, and upload the videos to YouTube and Google Classroom.

The extensive use of ICT tools, especially during the pandemic period, significantly enhanced the effectiveness of teaching and learning by enabling uninterrupted academic delivery, interactive sessions, and flexible access to learning resources. This technology-enabled approach continues to support student engagement, collaboration, and academic excellence.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teachinglearning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

96

Number of Students	Number of Teachers	Ratio
1980	96	20.63

File Description	Documents
Staff List 2024-25	View File
Student List 2024-25	View File
Mentoring Policy Document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

96

File Description	Documents
Full time teachers and sanctioned posts for year	View File
Staff List 2024-25	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

25

File Description	Documents
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

961.06

File Description	Documents
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institute follows the guidelines of Savitribai Phule Pune University for conducting internal assessments and ensuring transparency in evaluation. The institute has established a systematic and student-friendly mechanism for assessing practical work, class tests, projects, seminars, and postgraduate coursework.

Internal Assessment for Practical and Term Work:

Internal assessment for practical courses is conducted transparently, with evaluation carried out in the presence of students on a regular basis for each experiment. An experiment-wise record of marks is maintained in the practical assessment report. Each experiment is assessed out of 10 marks, with the following distribution:

- Attendance – 3 Marks

- Performance of Practical – 4 Marks
- Journal Completion and Writing – 3 Marks

This well-defined rubric ensures fairness and consistency in awarding marks.

Internal Assessment through Class Tests:

Class tests are conducted periodically as part of continuous evaluation. After each test, answer sheets are assessed and corrected by the concerned faculty members. The evaluated answer sheets are shown to students, and their performance is discussed individually or in the classroom. Any grievances regarding evaluation are addressed immediately and resolved transparently.

Project Work and Seminar Assessment:

For project work, a continuous assessment diary is maintained to track progress. A detailed marking rubric is shared with students in advance. Project progress is reviewed regularly by the project guide along with an additional faculty reviewer, who provide suggestions and corrective feedback. Seminar presentations are evaluated using a similar transparent and structured approach.

Internal Assessment for Postgraduate Courses:

For postgraduate programs, internal assessment carries 50 marks per semester. Evaluation is based on at least two written tests, assignments, and seminar presentations, ensuring comprehensive assessment of students' understanding, analytical abilities, and presentation skills.

Through these well-structured and transparent evaluation practices, the institute ensures that students receive continuous feedback, understand the basis of their assessment, and are encouraged to improve their academic performance.

File Description	Documents
Any additional information	View File

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute recognizes students as the foremost stakeholders in the educational process and has established a well-defined, transparent, and time-bound mechanism for addressing grievances related to internal examinations and institute-level assessments.

In case of any grievance regarding internal examinations, practical assessments, term work, or continuous assessment, the Internal Examination Grievance Committee of the concerned department is responsible for resolving the issue. The committee typically comprises senior faculty members of the department along with the Chief Examination Officer (CEO). Students are first given an opportunity to review their evaluated answer sheets, which are distributed and discussed by the subject teacher. Most discrepancies and concerns are resolved directly at the teacher's level through discussion and clarification.

If a student is not satisfied with the explanation provided by the course teacher, the grievance may be formally submitted to the departmental Internal Examination Grievance Committee. In matters related to internal evaluation, the Head of the Department and committee members carefully examine the answer sheets and relevant records. If any discrepancy is identified, the committee instructs another subject expert or faculty member to reassess the answer sheet to ensure impartiality and fairness.

For grievances related to term work or continuous assessment, the committee verifies the Continuous Assessment System (CAS) records maintained by the faculty and presents the relevant details to the student. Since practical and term work assessments are conducted in the presence of students according to predefined rubrics, transparency is maintained throughout the evaluation process.

The entire grievance redressal process is generally completed within 8 to 10 days, ensuring timely resolution. Through this structured mechanism, the institute ensures that all internal examination-related grievances are handled efficiently, transparently, and with a strong commitment to fairness and student satisfaction.

File Description	Documents
Committees-Grievance	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Institute emphasizes transparency and effective communication in outcome-based education by clearly defining and disseminating Program Outcomes (POs), Program Specific Outcomes

(PSOs), and Course Outcomes (COs) for all academic programs. These outcomes are prominently displayed on the institute website and at various locations within the departments to ensure that students, faculty members, and other stakeholders are fully aware of the educational goals and expectations.

Program Outcomes (POs) represent the knowledge, skills, and attitudes that students are expected to acquire by the completion of a four-year engineering program. These broad outcomes encompass competencies such as strong foundational knowledge, critical thinking, problem-solving abilities, effective communication, teamwork, and professional ethics.

Course Outcomes (COs) specify the measurable knowledge and skills that students should attain upon completing a particular course. They define the cognitive processes and practical competencies developed through lectures, tutorials, laboratory sessions, assignments, and projects.

Program Specific Outcomes (PSOs) describe the specialized capabilities and domain-specific competencies that graduates of a particular program should possess, based on the requirements of industry, higher education, and societal needs.

The PSOs and COs for each program are identified using the syllabus prescribed by Savitribai Phule Pune University and are further refined based on feedback from stakeholders, including industry experts, alumni, employers, faculty, and students. These outcomes are communicated to students at the beginning of every semester and are also included in the course syllabus and course files prepared by faculty members.

Faculty members discuss COs and PSOs during lecture and laboratory sessions, while departmental meetings are used to review and align teaching strategies with the intended outcomes. The institute supports faculty members through various academic and administrative systems to facilitate the effective attainment of these outcomes.

To ensure wide dissemination and accessibility, POs, PSOs, and COs are displayed and communicated through the following platforms:

1. College Website
2. Head of Department (HoD) Cabins
3. Department Notice Boards
4. Department Laboratories
5. Course Files and Syllabus Documents

The institute regularly reviews and updates the outcomes to keep them aligned with evolving industry expectations, technological advancements, and educational standards. This systematic approach to outcome dissemination strengthens the implementation of Outcome-Based

Education (OBE) and helps students understand the competencies they are expected to achieve during their academic journey.

File Description	Documents
Additional Information	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institute follows a structured and systematic process for measuring Course Outcome (CO) attainment in accordance with the principles of Outcome-Based Education (OBE). The Course Outcomes for every subject are clearly defined and are available in the syllabus prescribed by Savitribai Phule Pune University.

The institute evaluates CO attainment using both **direct** and **indirect** assessment methods. Direct assessment is based on students' performance in internal and external examinations, assignments, Problem-Based Learning (PBL) activities, and laboratory work, while indirect assessment is carried out through Course Exit Surveys completed by students at the end of the semester.

Target Marks for Direct Assessment

Specific target marks are established for each assessment component based on their respective weightage:

- Unit Tests and In-Semester Examinations – 12 Marks
- Assignments and Problem-Based Learning (PBL) – 7 Marks
- University End-Semester Examination – 28 Marks

Attainment Levels

The attainment level for each Course Outcome is determined based on the percentage of students achieving marks above the specified target.

- **Attainment Level 1:** 50% to 60% of students score above the target.
- **Attainment Level 2:** More than 60% to 70% of students score above the target.
- **Attainment Level 3:** More than 70% of students score above the target.

Laboratory Course Attainment

For laboratory courses, both internal and external evaluations are considered. Term work marks are awarded based on Continuous Assessment Sheets (CAS). Each assignment or experiment is evaluated out of 10 marks, and attainment is calculated using the same attainment criteria.

Course Outcome Attainment Formula

The final Course Outcome attainment is computed by combining direct and indirect assessments using the following formula:

$$\text{CO Attainment} = 0.3 \times \text{Internal Attainment} + 0.6 \times \text{External Attainment} + 0.1 \times \text{Course Exit Survey}$$

$$\text{CO Attainment} = 0.3 \times \text{Internal Attainment} + 0.6 \times \text{External Attainment} + 0.1 \times \text{Course Exit Survey}$$

Where:

- **0.3** represents the weightage assigned to internal direct assessment.
- **0.6** represents the weightage assigned to university external direct assessment.
- **0.1** represents the weightage assigned to indirect assessment through the Course Exit Survey.

This well-defined methodology enables the institute to measure the effectiveness of teaching-learning processes, identify gaps in student achievement, and implement appropriate corrective actions to improve academic outcomes and overall program quality.

File Description	Documents
Attainment Document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

File Description	Documents
SSS Document	View File

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

File Description	Documents
Any additional information	View-File
e-copies of the grant award letters for sponsored research projects /endowments	View-File
List of endowments / projects with details of grants(Data Template)	View-File

RESEARCH, INNOVATIONS AND EXTENSION
3.1.2 - Number of teachers recognized as research guides (latest completed academic year)
3.1.2.1 - Number of teachers recognized as research guides

File Description	Documents
Any additional information	View-File
Institutional data in prescribed format	View-File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and nongovernment agencies during the year

File Description	Documents
List of research projects and funding details (Data Template)	View-File
Any additional information	View-File
Supporting document from Funding Agency	View-File
Paste link to funding agency website	NA

3.2 - Innovation Ecosystem
3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
ADD Paragraph Internal Hackathon 2024 was organized in the institute to provide a platform for students to compete with real societal problems on 18th September 2024. A Space Exploration Event by ISRO-25 was organised in the institute. It successfully inspired students to explore the world of space science and take pride in India's accomplishments in this field. It was a day filled with learning, exploration, and excitement for all who attended. The “Igniting Innovation – Empowering Nasik’s Startup Ecosystem” event, held on February 27–28, 2025, at Gurudakshina Hall, Nashik, was organized by the District Skill Development, Employment & Entrepreneurship Guidance Center (DSDEEGC), in collaboration with industry bodies like NIMA, AIMA, MACCIA, and others, and hosted by R.H. Sapat College of Engineering. The event aimed to foster entrepreneurial skills, promote networking, and raise awareness of government startup schemes through expert sessions, startup showcases.

File Description	Documents
Upload any additional information	
Paste link for additional information	Nil

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year
3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

File Description	Documents
Report of the event	
Upload any additional information	
List of workshops/seminars during last 5 years (Data Template)	Nil

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

File Description	Documents
URL to the research page on HEI website	View File
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View-File
Any additional information	View-File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	ViewFile

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

File Description	Documents
Any additional information	View-File
List books and chapters edited volumes/ books published (Data Template)	View-File

3.4 - Extension Activities

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

During the academic year 2024-25, the institution conducted a series of extension activities to promote student engagement with the neighborhood community and to sensitize them toward important social, environmental, health, and civic issues. These initiatives provided students with practical exposure beyond classroom learning and encouraged the development of social responsibility, leadership, teamwork, empathy, and a spirit of service. The activities included voter awareness programs, International Yoga Day celebration, democratic dialogue and voter awareness sessions, blood donation camp, Ganesh idol collection drive, eye donation awareness programs, cleanliness awareness initiatives, cleanliness drives, cyber security awareness, biodiversity awareness, Constitution Day celebration, Savitribai Phule Jayanti celebration, women empowerment sessions, population control awareness, poster presentations on social themes, street play on drug and mobile addiction, health awareness sessions, career guidance for school students, stress management, technology awareness, and rescue operation training.

These activities addressed several critical social concerns such as democratic participation, public health, environmental conservation, cleanliness, gender equality, constitutional values, digital safety, youth development, addiction awareness, and community welfare. Students actively participated in awareness campaigns, lectures, drives, presentations, and community-based service activities, which helped them understand real social challenges and their role as responsible citizens. The initiatives also created a positive impact on the community by spreading awareness, promoting healthy and responsible practices, and encouraging public participation in social causes. Overall, the extension activities conducted during 2024-25 reflect the institution's commitment to nurturing socially conscious and responsible students while contributing meaningfully to the development and well-being of the neighborhood community.

File Description	Documents
Paste link for additional information	View-File
Upload any additional information	View-File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

File Description	Documents
Any additional information	View-File
Number of awards for extension activities in last 5 year (Data Template)	View-File
e-copy of the award letters	View-File

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

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

File Description	Documents
Reports of the event organized	View-File
Any additional information	View-File

Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View-File
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3.4.4 - Number of students participating in extension activities at 3.4.3. above during year
3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

File Description	Documents
Report of the event	View-File
Any additional information	View-File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View-File

3.5 - Collaboration
3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year
3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

File Description	Documents
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e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View-File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View file
Any additional information	View File
Details of functional MoUs with institutions of national international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES 4.1

4.1 - Physical Facilities

Physical Facilities 4.1.1 : The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc

- The institute possesses sufficient and well-planned infrastructure facilities to effectively support both Undergraduate (UG) and Postgraduate (PG) programs. A total of 33 well-equipped laboratories are available for UG programs, providing students with strong practical and experimental learning opportunities.
- Dedicated facilities such as the CAD Center and Workshops are provided for UG students to strengthen their design capabilities and hands-on technical skills.
- For PG programs, the institute offers specialized laboratories, seminar halls, and advanced computing facilities to facilitate higher-level learning and research activities.
- Shared facilities including the Language Laboratory and Computer Centers cater to the communication and computing requirements of students across all programs.
- The availability of a Research Laboratory encourages innovation and nurtures a research-oriented environment among undergraduate students.
- The library, equipped with OPAC software, offers a spacious, user-friendly, and resource-rich environment. Access to e-journals and digital resources is provided through the digital library facility. The institute is supported by four IBM servers and 660 high-performance computers, all interconnected through a LAN-enabled internet network.
- The network infrastructure is secured through a hardware firewall and efficiently managed using switches. Additionally, the institute provides uninterrupted access to various online resources through a 305 Mbps Internet Leased Line (ILL).

File Description	Documents
Any additional information	View file
Paste link for additional information	View file

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Apart from academic and teaching-learning facilities, the institute provides ample opportunities for recreation, physical fitness, sports, and cultural activities, contributing to its objective of fostering the holistic development of students.

Various physical fitness activities such as walking, jogging, running, yoga, indoor games, outdoor sports, and health-oriented exercises are regularly conducted on the campus. The institute offers well-maintained sports facilities where students practice and prepare for intercollegiate and interuniversity competitions.

The campus also serves as a venue for athletic meets, intercollegiate competitions, and technical events such as “RoboRace,” “Gesttronica,” “ELECTROSPARK,” and “ASHWAMECH.”

Students actively celebrate occasions like Teachers’ Day, Guru Purnima, Engineers’ Day, and Women’s Day through lectures, cultural programs, and various extracurricular activities.

The student council organizes the annual social gathering “Resonance,” which includes events such as cultural nights, art exhibitions, Rangoli competitions, prize distribution ceremonies, and sports activities.

As per university guidelines, first-year undergraduate students undergo physical fitness assessments. Additionally, students have established several technical and professional clubs and associations, including “E-CELL,” “Google Developers Student Club,” “MLSC,” and “Cyber Security Awareness,” to encourage innovation, technical learning, and collaborative activities.

File Description	Documents
Any additional information	View link
Paste link for additional information	View link

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

19

File Description	Documents
Upload any additional information	View File
Paste link for additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

8.76

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File

Upload Details of budget allocation, excluding salary during the year (Data Template)	View File
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4.2 - Library as a Learning Resource
4.2.1 - Library is automated using Integrated Library Management System (ILMS)
R. H. Sapat college of Engineering Management Studies & Research has an ample collection of Books, National and International Journals, Project, Dissertations, Audio-Video Material and E-resources. The library is partially automated using commercial software Soul 3.0 (Software for University Libraries 3.0). Library collection and member status can be browsed/ searched on SOUL WEBOPAC intranet using SOUL 3.0 OPAC and also users can access the library collection through WebOpac from anywhere. The library maintains a separate Special Reference collection consisting of Encyclopedias, Dictionaries, Projects, Dissertation, and Handbooks as well as Competitive exam books. Books are classified using the Dewey Decimal Classification Scheme. Initiatives Taken By Library to Achieve Its Objectives: • Library Orientation is conducted to first year engineering students to make them aware of the library facility and services. • Book Bank Facility: Books bank facility is available to SC and ST Students and economically weak students. • Current Awareness Service: such as newspaper clippings display, Document Delivery service through e-mail such as scanning the content pages of periodicals, regular updates from library. • 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.).

File Description	Documents
Upload any additional information	View File

Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File
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4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs) View File
4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/ejournals during the year (INR in Lakhs)
3.70 Lakhs

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)
4.2.4.1 - Number of teachers and students using library per day over last one year
146

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure
4.3.1 - Institution frequently updates its IT facilities including Wi-Fi
• The institute continuously upgrades its IT infrastructure by incorporating modern computers, advanced software, and enhanced internet security mechanisms. The institution is equipped with four high-performance servers capable of efficiently handling extensive network activity and computational loads. • As per AICTE norms, the institute provides a 305 Mbps Internet Leased Line (ILL) connectivity. To ensure seamless internet access across the campus, nearly 20 Wi-Fi access points have been installed. The server infrastructure is supported with racks and manageable network switches for effective administration and maintenance. • Various server operating systems such as Windows Server, Red Hat Server, Ubuntu Server, and CentOS are deployed to support diverse academic and administrative requirements. In addition, every laboratory is equipped with UPS backup facilities to ensure uninterrupted operations. • Computing systems are regularly upgraded according to academic and industry requirements, with the latest systems featuring Intel i7 processors. To meet the requirements of high-performance computing and advanced research, the institute has established a dedicated GPU-based laboratory. • While the institute maintains more than 400 licensed software copies, it also actively encourages the use of open-source technologies such as Ubuntu, OpenOffice, and MySQL. Industry-oriented software applications including MATLAB, Altair HyperWorks, DSpace, ANSYS, StudioMAX, and NetSim are available for academic and research purposes. • For network security, the institute has deployed a SOPHOS XGS 2300 firewall to protect users from malicious websites and cyber threats. Additionally, Quick Heal Antivirus is installed on all computers and centrally monitored through the Admin Console for effective security management.

- To enhance the teaching-learning process, the institute has also implemented digital interactive display panels for effective and engaging lecture delivery.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	View File

4.3.2 - Number of Computers
649

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution
305 Mbps

File Description	Documents
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Upload any additional information	View File
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure
4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)
4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)
367.22

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.
The institute hires outside contractors to maintain its buildings,including the campus, the elevators,the water cooling and purifying systems and the housekeepings.

- Civil work is maintained and repaired in response to complaints and requests from different departments.
- Hardware and IT problems are maintained and fixed internally.
- For security reasons,the institute has hired an outside organization,and CCTV has been placed in all noteworthy and critical areas.
- Technical support and license renewals for the various Software are carried out annually.
- For the drinking water,RO and purification systems have been installed.
- Every computer lab has a range extending UPS in addition to a photovoltaic solar panel.
- Small material and electrical repairs are completed inhouse.
- The appropriate supplier or business regularly calibrates the devices and equipment.
- A fire extinguisher undergoes routine inspections and refills and also given instruction on how to manage it in an emergency as well.
- In addition to a sizable reading room,the library has a dedicated digital space where students can access e-resources.
- Students have access to sports facilities.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	View File

STUDENT SUPPORT AND PROGRESSION 5.1
Student Support 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year
5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year
1652

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year
5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year
18

File Description	Documents
Upload any additional information	View File

Number of students benefitted by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
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5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above
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File Description	Documents
Link to Institutional website	https://ges-coengg.org/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year
1015
5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year
1015

File Description	Documents
Any additional information	
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression
5.2.1 - Number of placements of outgoing students during the year
5.2.1.1 - Number of outgoing students placed during the year
290

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year
5.2.2.1 - Number of outgoing student progression to higher education
03

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)
5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year
8

File Description	Documents
Upload supporting data for the same	View File
Any additional information	
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year
5.3.1.1 - 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 year.
2

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co- curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The Board of Students' Development (BSD) functions according to the guidelines and directives issued by the Board of Students' Development, Savitribai Phule Pune University (SPPU). Our college BSD operates under the supervision of BSD, SPPU. It is responsible for safeguarding students' rights and overseeing their developmental activities across various departments. BSD encourages and coordinates a range of student initiatives to enhance campus life. It focuses on nurturing the mental, physical, and cultural development of students through various programs, thereby supporting their overall personality development and helping them grow into responsible and confident citizens capable of competing in a globalized world. To accomplish the above objectives, the BSD organized several activities during the academic year 2024–25, as listed below:

1. Formation of the Student Council:

In accordance with Section 40(3) of the Maharashtra Universities Act, 1994, the Student Council is constituted each year at the institute and carries out its designated responsibilities. The purpose of forming the Student Council is to actively involve students in academic, co-curricular, and extracurricular activities. Through these engagements, members gain valuable skills such as planning, organizing, analyzing, estimating, executing tasks, and handling challenges—contributing significantly to

their holistic development. One Class Representative (CR) from each discipline is selected based on their academic performance in the previous year's examination.

This year's Student Council was formed on 16 th October 2024. During the meeting held on the same day, the Class Representatives elected Mr. Gangurde Om (CR, BE–Mechanical) as the General Secretary and Ms. Bhandarkar Prajkta (CR, TE–Electrical) as the Cultural Secretary. The Student Council functions under the guidance of a committee of faculty members led by the Principal. This year, the Council has been further divided into various committees, including the Student Grievance Committee, Anti-Ragging Committee, Cultural Committee, Sports Committee, Magazine Committee, NSS, Equal Opportunity Cell, Student Development Cell, Student Counsellor Committee, and others.

The following is a summary of the roles and activities carried out by various committees:

a. Student Grievance Committee:

This committee addresses student grievances and works to maintain harmony and discipline on campus. Its members include Principal Dr. S. S. Sane, Mr. Y. R. Bhavsar (Senior Faculty Member),

and Dr. P. A Chaudhari (HOD, MCA Engineering), Mr. P. N. Pagare (Senior Faculty Member).

b. Anti-Ragging Committee:

This committee ensures a zero-tolerance environment toward ragging and creates awareness among students regarding anti-ragging policies. Mr. Y. R. Bhavsar serves as the coordinator of this committee.

c. Cultural Committee:

Responsible for organizing cultural events throughout the year, this committee coordinates activities that highlight students' artistic talents. The annual social gathering Resonance showcases a wide range of cultural performances. Mr. J. M. Sonawane is the Cultural Coordinator for this year.

d. Magazine Committee:

The annual magazine Resonance, published by the Magazine Committee, is designed around a specific theme each year. Students actively contribute articles, poems, interviews, and other creative pieces, fostering their social and cultural awareness. This year's edition was released on 19th February during the 107th Foundation Day of Gokhale Education Society, by the hands of noted international researcher Dr. S. R. Yadav. The theme for this year's magazine is "Disconnect to Reconnect."

e. Equal Opportunity Cell:

This cell undertakes and implements various initiatives to support differently-abled and specially challenged students. The cell will be coordinated by Mr. Y. R. Bhavsar.

f. Student Development Cell:

This cell is dedicated to organizing activities that promote the overall personality development of students. It will be coordinated by Dr. S. P. Agnihotri.

g. Student Counsellor Committee:

This committee supports students in understanding and managing their personal, emotional, social, academic, family, and peer-related challenges. It provides guidance to help them address their concerns effectively. The committee will be coordinated by Prof. J. M. Sonawane.

h. NSS Committee:

Acknowledging that education is incomplete without a sense of social responsibility, the NSS Committee involves students in a range of community service activities. The NSS activities will be

coordinated by Prof. C. R. Barde.

2. Ganesh Utsav:

This year, we celebrated Ganesh Utsav 2024 from September 9 to September 14, 2024. Our multi-talented students came together and began the decoration preparations a week in advance, creating culturally themed décor. Various cultural competitions—such as Talent Hunt, Rangoli, Essay, and Drawing—were also organized to provide students with a platform to showcase their talents.

3. Noise-Free Pledge Campaign:

The Noise-Free Pledge Campaign was organized on 25/10/2024 to raise awareness about the Noise Pollution (Regulation and Control) Act of 2000. This initiative plays an important role in encouraging a reduction of noise pollution during the upcoming Diwali celebrations.

4. Resonance:

This year, the college organized its annual social gathering, “RESONANCE 2025,” from 16th January to 21st January 2025. A variety of cultural and sports events were conducted as part of the celebration. The annual prize distribution ceremony was held on 21st January 2025, with Mr. Bhushan Matkari, RJ at Radio Mirchi and a distinguished alumnus, gracing the event as the Chief Guest. Mr. Abhay Phadake, Director of Konark Global Pvt. Ltd., Nashik, attended as the Guest of Honour.

5. ShivJayanti:

This year, we celebrated Chhatrapati Shivaji Maharaj Jayanti on 17th February 2025. On this occasion, Mr. Kartik Malsane, Nashik Mahanagar Sanyojak, Durg Sanvardhan, Nashik, delivered an expert talk on Shivcharitra. Various events such as painting, essay writing, poetry writing, poem recitation, and quiz competitions were also organized to mark the celebration.

File Description	Documents
Paste link for additional information	https://ges-coengg.org/resonance-2/
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)
5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year
40

File Description	Documents
Report of the event	View File
Upload any additional information	

Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template))	View File
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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

File Description	Documents
Paste link for additional information	
Upload any additional information	

5.4.2 - Alumni contribution during the year (INR in Lakhs)	NIL
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File Description	Documents
Upload any additional information	

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The R.H. Sapat College of Engineering, Management Studies, and Research, under the Gokhale Education Society, is affiliated with Savitribai Phule Pune University and recognized by AICTE Delhi. Located in Nashik, an emerging industrial hub, the institute provides quality education at minimal fees. The Gokhale Education Society, with a legacy of 105 years, aims to deliver affordable, high-quality technical education to all students. Beyond technical education, the institute fosters humanity, guiding students to become responsible citizens of a new India.

The R.H. Sapat College is committed to producing world-class engineers equipped to address global challenges and convert them into opportunities through value-based, quality technical education. The vision and mission statements of all departments align with the institute's goals and reflect the society's dedication to students' holistic development.

File Description	Documents
Paste link for additional information	https://ges-coengg.org/about-college-vision-mission-statement/
Upload any additional information	VIEW FILE

6.1.2 - The effective leadership is visible in various institutional practices such a decentralization and participative management.

The institute adopts a decentralized and participative management approach at all levels. Guided by a forward-looking vision and mission, it involves all members in addressing societal needs. As an ISO-certified institution, it adheres to well-defined process documents under ISO standards.

Authority is delegated through the active involvement of Heads of Departments (HODs) and coordinators of various cells and committees in decision-making. Processes are clearly identified, with functional heads or coordinators appointed as per NAAC and ISO requirements. Each functional head prepares an action plan at the start of each semester and regularly reports progress to the Head of the Institute.

The governance structure comprises a Governing Body (GB), a College Development Committee (CDC), and an Internal Quality Assurance Cell (IQAC), each playing a vital role in implementing reforms that strengthen the institute's reputation among stakeholders.

File Description	Documents
Paste link for additional information	https://ges-coengg.org/organizational-structure-of-the-institution/
Upload any additional information	VIEW FILE

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Gokhale Education Society has devised a strategic plan centered on quality education, employability, technological advancements, and organizational development. This plan is periodically reviewed by the Project Director and the Board of Directors and updated annually as needed. During its formulation, the organization's strategic direction was defined with staff support and critical analysis.

The institute's mission is to deliver high-quality, value-based technical education. It aims to nurture creativity and critical thinking among learners, equipping them to tackle the challenges of rapid globalization. Additionally, the institute fosters holistic student development and aspires to become a leading research center.

To meet industry demands and equip students with advanced skills such as industrial automation, advanced controls, and the Industrial Internet of Things, the Project Director and Board of Directors have introduced postgraduate courses in engineering. The institute offers postgraduate programs in Computer Engineering, E&TC Engineering, Electrical Engineering, and Mechanical Engineering, each aligned with higher education policies and performance goals. Furthermore, to address industrial needs, intake capacity has been increased in Computer, Mechanical, and Electrical Engineering

programs.

File Description	Documents
Strategic Plan and deployment documents on the website	VIEW FILE
Paste link for additional information	VIEW FILE
Upload any additional information	VIEW FILE

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The institute adheres to the educational programs approved by Savitribai Phule Pune University (SPPU). Each year, groups such as the Board of Studies (BOS), Subject Chairmen, and subject revision committee members collaborate to shape the curriculum. Faculty members are encouraged to pursue Ph.D. programs at various institutions and are provided with infrastructure to support research activities.

To enhance research and development, the Industry-Institute Initiative has been introduced. This includes activities such as signing Memoranda of Understanding (MoUs) with companies, sponsorship opportunities for BE students, internships for TE students, and organizing industrial visits.

The admission process is centralized and governed by the Admission Regulating Authority (DTE), Maharashtra State.

Theory courses are assessed through mid-semester and end-semester examinations for FE, SE, TE, and BE students. The library uses SOUL 2.0 Integrated Library Management System software for automation. Its resources can be accessed through the library website at <http://114.143.218.234/webopac/home.html>, and within the campus via the intranet at <http://192.168.0.251/webopac/>.

The institute offers well-equipped classrooms, tutorial rooms, a computer center, a workshop, sports and gymnasium facilities, a firefighting system, parking, and other amenities. A digital library and campus-wide Wi-Fi are available in the library to support access to e-resources.

File Description	Documents
Paste link for additional information	VIEW FILE
Link to Organogram of the institution webpage	https://ges-coengg.org/organizational-structure-of-the-institution/

Upload any additional information	VIEW FILE
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6.2.3

Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	VIEW FILE
Screen shots of user inter faces	VIEW FILE
Any additional information	VIEW FILE
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	VIEW FILE

6.3 - Faculty Empowerment Strategies

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

The institution effectively implements various welfare schemes for both teaching and non-teaching staff. The college facilitates access to government schemes such as Gratuity, Maternity Leave, Medical Leave, Paternity Leave, and Leave for attending conferences and workshops. Additionally, the college offers Group LIC Schemes and grants permission for faculty development programs (FDPs) like Orientation programs, Refresher courses, and short- term courses. Other benefits include subsidized on-campus medical facilities, 24-hour power backup (100%) through solar power plants, and Wi-Fi access. These facilities are designed to support the career development and well-being of both teaching and non- teaching staff.

File Description	Documents
Paste link for additional information	VIEW FILE
Upload any additional information	VIEW FILE

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

File Description	Documents
Upload any additional information	VIEW FILE
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	VIEW FILE

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	VIEW FILE
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	VIEW FILE

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

File Description	Documents
IQAC report summary	VIEW FILE
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	VIEW FILE
Details of teachers attending professional development programmes during the year (Data Template)	VIEW FILE

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Each year, after an employee completes one year of service, their performance is evaluated based on established standards. This evaluation aims to assess their effectiveness and identify areas for improvement, fostering continued growth and professional development. At the end of each semester, students provide feedback on the courses they attended through structured questionnaires. These forms gather insights about the teaching quality and various aspects of the learning experience. The feedback

is reviewed by the Head of the Department and a Senior Professor, who then propose strategies to enhance the teaching and learning process.

However, it should be noted that, currently, non-teaching staff are not subject to a formal performance appraisal system.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	VIEW FILE

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Yes, the parent trust, Gokhale Education Society, has appointed an auditor for the financial audit. The institution has qualified practicing Chartered Accountants as an auditor who audit the accounts annually. The audit is carried out to check various vouchers, Ledgers, bank accounts, cash books, tuition fee reconciliation, fixed assets, investments and advances, etc. The income Expenditure Balance Sheet is thoroughly checked by an auditor. After the audit, the report is sent to the management for review. Details of External audit External Audit Date of Last Audit Details of Compliance Auditor : S.V.GINDE & CO.CHARTED ACCOUNTANTS, MUMBAI 31/03/2023 No suggestions received

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	VIEW FILE

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	VIEW FILE

Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	VIEW FILE
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6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

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

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

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

The final step involves the accountant submitting the payment procedure to management through the Principal and issuing a properly signed cheque to the vendor by the Society Authority. Revenue is also 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	Documents
Paste link for additional information	Nil
Upload any additional information	VIEW FILE

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

The IQAC cell is responsible for planning and implementing various activities to ensure quality. Deficiencies in planned and conducted activities are noted, and appropriate actions are suggested in the IQAC meetings. The IQAC cell takes care of the quality with reference to the following points:

- Reviewing academic results and discussing academic activities and action plans for academic improvements.
- Reviewing and planning faculty orientation programs.
- Reviewing and planning students' internship programs.

- Reviewing placement activities and planning various technical and aptitude training programs.
- Reviewing customer satisfaction by analyzing feedback from stakeholders such as students, parents, alumni, and employers.
- Enhancing industry-institute interaction
- Ensuring the effective implementation of research culture through research projects, publications, faculty development programs, and training programs.
- Analyzing feedback from different stakeholders such as students, alumni, and employers and taking appropriate steps for overall improvement.
- Conducting activities such as expert talks, visits, industry sponsored projects, in-plant training, etc. to bridge the gap between industry and institute.
- Conducting the ISO audit and certification process to ensure quality standards, The IQAC is continuously working to ensure quality standards are met, and appropriate steps are taken to improve the academic and research environment.

File Description	Documents
Paste link for additional information	https://ges-coengg.org/iqac-committee/
Upload any additional information	VIEW FILE

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

IQAC periodically reviews the teaching-learning process, structures and methodologies of operations, and learning outcomes: The standard methods of teaching, learning, and evaluation which are proven over the years are being followed.

Academic Calendar: Based on the University Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year with the various events like seminar/ guest lecture/ workshops/ FDP's/ Hands-on-series and many more.

Preparation of lesson plan for each Semester: The lesson plan is prepared by the faculty members for all the subjects they teach in that particular semester. Enriching the curriculum with guest lectures, industrial visits, and Internships

Daily lecture Record: Everyday faculty prepare details of the lecture along with the topic covered on an online portal. Evaluation of teachers by students: The institution has a feedback system to evaluate the teachers by students and take appropriate corrective actions.

Student learning outcomes: The institute monitors the performance of the students regularly. It has

specified procedure to collect and analyse data on student learning outcomes

Extra classes for weak students to solve their problems.

Students' result analysis: Institute analyses of students' performance on results, necessary steps are taken towards improvement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	VIEW FILE

6.5.3

**Quality assurance initiatives of the institution include:
Regular meeting of Internal Quality Assurance Cell (IQAC);
Feedback collected, analyzed and used for improvements
Collaborative quality initiatives with other institution(s)
Participation in NIRF any other quality audit recognized by
state, national or international agencies (ISO Certification,
NBA)**

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://ges-coengg.org/wp-content/uploads/2024/11/Annual-Report-AY-23-24.pdf
Upload e-copies of the accreditations and certifications	VIEW FILE
Upload any additional information	VIEW FILE
Upload details of Quality assurance initiatives of the institution (Data Template)	VIEW FILE

INSTITUTIONAL VALUES AND BEST PRACTICES
7.1 - Institutional Values and Social Responsibilities
7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year
Specific facilities provided for women in terms of a. Safety and security: Women security Guards are employed through security agencies in the institute and in the lady's hostel. CCTV Cameras are installed in maximum locations on campus and are observed by authorities. b. Counselling: women's grievance cell and Women Empowerment Cell (WEC) are actively involved counselling the girl students on various issues. Various programs was arranged for women in college. c. Common Rooms: Girls common rooms are provided with all required 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. d. Day care centre for young children: 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 also provide the maternity leave for women.

File Description	Documents
Annual gender sensitization action plan	View file
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children. Any other relevant information	View file

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogasplant Wheeling to the GridSensor-based energy conservation Use of LED bulbs/ power efficient equipment	A.4orAll of the above
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File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste managementWaste recycling system Hazardous chemicals and radioactive waste management
The key to solid waste management in the college campus is onsite segregation of waste generated from various sources. Dry and Wet Waste management Dry and wet wastes from canteen, mess and hostel are collected separately and handed over to municipal solid waste handling facilities regularly. A biogas plant has been installed to treat the food waste generated from the college mess and canteen. Disposal of sanitary napkins has always been a crucial issue in institutional buildings. There are two incinerators for proper onsite disposal of sanitary napkins. Paper Waste management The paper waste shares the major portion of the solid waste. Paper waste is reduced at source by reuse of one sided papers. Class tests/unit tests are conducted in the form of online/offline e-quiz. The paper waste is collected from all departments regularly, stored for a temporary period and handed over for recycling. A heavy duty shredder helps in reducing the volume of paper waste significantly. Yard Waste Management The garden waste from the premises is used to prepare compost. The yard waste from all the colleges in the Vidyanagar campus is collected and a good quality compost is prepared using aerobic composting method. The compost plant is located at Shram Chintan Bag in Science

College campus

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A.Any 4 or all of the above
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File Description	Documents
Geo tagged photographs/ videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

All of the above

File Description	Documents
Geo tagged photos/videos of the facilities	View File
Various policy documents/decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A.Any 4 or all of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certificationbytheauditing agency	View File
Certificatesoftheawards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	A.Any 4 or all of the above
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File Description	Documents
Geotag photographs/ videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Gokhale Education Society's R. H. Sapat College of Engineering, Management Studies and Research is dedicated to fostering an inclusive and harmonious environment that celebrates diversity in all its forms. The institution firmly believes in promoting tolerance, mutual respect, and unity across cultural, regional, linguistic, communal, and socio-economic backgrounds. Through a wide array of initiatives and celebrations, the college ensures that every individual, regardless of their background, feels valued and included. The college organizes various cultural and social events, such as **Ganesh Chaturthi, Blood Donation Camps, Traditional Day, Shiv Swarajya Din. Noise-Free Pledge Campaign** each of which serves to strengthen community bonds and promote inclusivity. Ganesh Chaturthi is a widely celebrated festival that holds immense cultural and spiritual significance in India. These events encourage participation from all students and staff, fostering a spirit of unity and mutual respect while celebrating the rich cultural diversity present within the institution. By embracing and celebrating different traditions and values, Gokhale Education Society's R. H. Sapat College strives to create an environment where diversity is not only acknowledged but celebrated, contributing to the personal and academic growth of everyone in the community. This will create an inclusive environment in and around the society with students and staff as well by creating socioeconomical culture.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	

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

It is necessary to sensitize the students and employees to their constitutional obligations, as these form the cornerstone of civic responsibility. A key objective of education in India is to instill an understanding of the values, rights, duties, and responsibilities that every citizen must uphold. Through the sensitization of students and employees, educational institutions play a pivotal role in fostering informed, responsible, and active citizens who contribute to the nation's growth and progress. The Indian Constitution lays down fundamental values such as justice (social, economic, and political), liberty, equality, and fraternity. It is essential for students and employees to be made aware of these values, as they guide the functioning of the Indian democratic system. Hence the lecture series on the Constitution's Preamble and key provisions conducted by institution. By reflecting on these values, individuals can better appreciate the importance of respect for human rights, social justice, and the rule of law. An integral part of constitutional sensitization is the promotion of ethical citizenship. Institutions organize interactive sessions, camp on topics such as medical **Checkup for FE Students, blood donation camp, session on electricity conservation**, etc. This not only helps individuals understand their rights and duties but also sensitizes them to broader social issues to give social justice. These efforts contribute to shaping individuals who are aware of their role in building an inclusive, fair, and just society.

File Description	Documents
Details of activities that inculcate values; necessary to render students into responsible citizens	View File
Any other relevant information	

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff	A.All of the above
4. Annual awareness programmes on Code of Conduct are organized	

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution organizes various National Festivals and birth anniversaries of great Indian personalities every year. **Independence Day, Republic Day and Kamgar Din, YOGA day.** Republic Day and Independence Day are celebrated in the Institute with great pomp. All the Office Bearers, faculty members and students from various Institutes in campus gather at the Central Gymkhana. The program starts with Flag Hosting at the hands of the Chief Guest followed by the National Anthem. Patriotic songs, various acts and skills are presented to the gathering by the students. The proofs of attendance for A.Y. 24-25 are attached in proofs

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View file
Geo tagged photographs of some of the events	
Any other relevant information	

7.2 - Best Practices

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

1. Holistic Development of the Students, Practice details: The institute cultivates skills in the students and fulfils their needs towards all-inclusive growth through the activities like (a) Skill development programs like hands on workshops, seminars, conferences, webinars and guest/ expert lectures, project /mini project competitions, career counseling, competitive exam guidance etc (b) Industrial visits are arranged for procuring the practical knowledge. (c) The NSS unit organizes special camps and regular social activities for the betterment of the community and to make the students responsible citizens by improving interpersonal and social skills. (d) Institute organizes annual social function- Resonance. During Resonance, various cultural and sports activities are conducted. (e) Prize distribution ceremony is organised to appreciate the students showcasing excellent performance in all domains.

2. Problem Based Learning: A group of 3 to 4 students is formed and the students are provided with real world problems. They apply their knowledge of Engineering and mathematics to design a solution to the problem. This activity helps the students in improving their analyzing ability, problem solving ability, work in team and communication amongst the team members.

File Description	Documents
Best practices in the Institutional website	View File
Any other relevant information	View File

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

To meet our vision of producing world class engineers converting global challenges into opportunities through value embedded quality technical education, institute has stepped up efforts to achieve employability enhancement and entrepreneurship development. Employability Enhancement: To ensure students have the communication / presentation skills, problem-solving, analytical and innovative capabilities desired by recruiters, our institute has developed a powerful placement pool in collaboration with other institutes and industries. Also, students are sent for in-plant training / internships during vacations so that they become job-ready in any capacity including production, quality control, and process analysis or plant maintenance. These activities have resulted in 53.52% of eligible students getting placed in 2024-25.

Entrepreneurship Development: To nurture creativity and critical thinking and enhance skills necessary for entrepreneurship, the institute conducts activities for team building, opportunity recognition and customer acquisition and encourages students to develop professional attributes and corporate philosophy. Until now, 15 startups have been established by our students. Research Orientation: Our institute supports capacity building of faculty and students by providing a proper research environment and encouraging an inter-disciplinary approach, by providing industrial training for skill and competency development and encouraging consultancy services in the form of technical assistance to industries

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

7.3.2 - Plan of action for the next academic year

1. Industry Institute Interaction Activities: To enhance the industry institute interaction activities in line with our vision and mission, industry expert sessions, alumni talks and lectures by subject experts would be arranged. Students will be encouraged to take up industry problem-based projects and internships.
2. Student Training: All departments will initiate activities related to technical training, soft skill and aptitude training for SE/TE/BE students so as to improve placements. Students will be encouraged and motivated to participate in national and international competitions like Smart India Hackathon, BAJA SAE etc.
3. Quality assurance program:ISO 9001:2015 will be continued for the next academic year.
4. Outcome-based Education Practices: OBE practices will continue to be implemented for all programs: Internal assessment of OBE will be done to assess the quality of the teaching learning and monitored meticulously.
5. Research and development: Students will be encouraged to publish their work at suitable conferences and in reputed journals. The staff members will be motivated to prepare research proposals and send into funding agencies. The staff members will also be motivated to prepare and submit research papers in standard Journals like SCI, Scopus indexed or UGC approved Journals.
6. Self-improvement activities like FDPs, STTPs webinars conferences: These activities will be planned and implemented at department levels. Every faculty will be asked to attend at least one FDP / STTP in a semester