SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

HON.SHRI BABANRAO PACHPUTE VICHARDHARA TRUST'S GROUP OF INSTITUTIONS FACULTY OF ENGINEERING,KASHTI

AT POST - KASHTI , TAL - SHRIGONDA, DIST-AHMEDNAGAR, PIN - 414701
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hon. Shri. Babanrao Pachpute Vichardhara Trust Group of Institutions, Faculty of Engineering (H.S.B.P.V.T GOI FOE) was established in 2009 and one of its kind "Village for global welfare" at Kashti.

The Institute is located in the area of Kashti is an open pollution free, secure, safe and peaceful locality. The Institute is approved by AICTE, New Delhi, and Recognized by Directorate of Technical Education, Government of Maharashtra and affiliated to the Savitribai Phule Pune University (SPPU), Pune.

At present, Institute offers five Under Graduate engineering program namely Civil, Computer, Electrical, Electronics and Telecommunication, Mechanical leading to the award of Bachelor's degree in Engineering. The total intake capacity of Institute is 360 students for undergraduate course.

It is located in the educational environment like KG to PG having various colleges such as Management, Pharmacy, Polytechnic, Science College and CBSE School etc.

H.S.B.P.V.T GOI FOE boasts to provide students with excellent academic ambience, good infrastructure, innovative teaching-learning aids, incubation support, training opportunities, providing entrepreneurship skills and values inculcate in students like honesty, hard work, Ethics, Leadership, Team work and Social Responsibility.

Standing by its mission to provide best technical opportunities to students of rural area, Hon. Shri. Babanrao Pachpute Vichardhara Trust Group of Institutions, Faculty of Engineering is recognized as a vital knowledge center in the University.

Vision

- To provide opportunities for students to become able professionals for socio-economic upliftment of rural India.

Mission

- Providing opportunities for students by encouraging them for professional education.
- Creating self-disciplined, mentally robust and morally strong professionals.
- To serve the needs of industry and society in general and rural areas in particular by imparting knowledge and skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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- Hon.Shri. Babanrao Pachpute Vichardhara Trust's (HSBPVT) Group of Institutions management has always consistently provided quality-based education through the hiring of staff members who are highly qualified, experienced, and motivated.
- Integrated campus concept of management helps to create a comprehensive understanding of subject of different discipline.
- Institute ensuring safety and security of students in the college with CCTV camera and face detection at entry.
- Institute's Mentor Mentee System monitor the overall performance of students in various activities.
- Sprawling campus spread over 110 acres with calm and pleasant environment ample green and non-polluting ambiance.
- ISO 9001:2015 QMS and 14001:2015 EMS certified institute.
- Adequate infrastructure as per AICTE guidelines.
- Encouraging students to complete additional Internship & technical courses like NPTEL, Coursera, Intershala etc.

Institutional Weakness

- Lack of technology business Incubation Centres to transfer the technologies to industry.
- Moderate Industry Institute interaction.
- Need to work on consultancy.
- Students weak in soft skill due to rural area.
- Less number of book publication and patents.

Institutional Opportunity

- Collaboration on research initiatives with top academic institutions and businesses.
- Improving industry-institute communication.
- Encouraging professors to improve their credentials.
- Encouraging students to start their own businesses.
- Encouraging research and creative initiatives among students

Institutional Challenge

- Increase employment in key fields.
- Students' skills must advance in line with changes in industry technology.
- Improving pupils' soft skills who come from rural backgrounds.
- The Institute accepts students with medium or lower academic standing. To raise their total performance is a huge challenge.
- To support entrepreneurial start-up efforts.
- To establish industry-supported and sponsored laboratories.

Continue to operate a vibrant Entrepreneur Development Cell with a centre for incubation supported by numerous authorities.

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1.1 Curricular Planning and Implementation

Our institute is affiliated to Savitribai Phule Pune University, Pune Hence we adopt the curriculum and schedule provided by the university from time to time. For effective delivery of academics we create institute academic calendars aligned with University academic calendars, which is followed by departmental academic calendars. Before semester starts teaching load distribution is done in departmental staff meetings conducted by the Head of Department. According to curriculum and workload distribution departmental time tables are prepared. Load distribution and time table is approved by the principal. Course files are prepared by faculties and get it checked. Institute Academic monitoring committee monitors syllabus coverage, attendance and addresses issues related to the teaching learning process. Semester Examinations are conducted by Savitribai Phule Pune University, Pune. Results declared by the university, which is then analyzed for further required actions.

1.2A cademic Flexibility

In addition to university curriculum institute organizes some special value added courses for students. Special software trainings, Programming languages training, soft skill trainings etc are conducted for students. During COVID-19 online education became essential. Our institute collaborated with welknown online training provider Coursera. In association of institute with coursera, many students took advantage and completed online courses provided by international universities and various experts.

1.3 Curriculum Enrichment

Along with university curriculum our institute encourages students for industrial internships & field projects. All final year students must have to complete projects. All departments appoint project coordinators and internship coordinators. Students take continuous guidance from allotted project guide. Here we focus on nuriting of students for industry and research.

1.4 Feedback System

Institute collects feedback from Students, Teachers , Alumni and Employers. These collected feedback forms are analyzed and required actions are taken for this. Feedback links and action taken reports are maintained on institute website.

Teaching-learning and Evaluation

The institution is dedicated to provide students with an engineering education that is quality driven through effective teaching and learning processes.

The institution has a clear, well-managed admissions procedure that complies with all regulations and rules set forth by the relevant regulatory and governing bodies, including the state and central governments, particularly with regard to the reservation policy. With a student to teacher ratio of 16.26, the institute has a sufficient quantity of highly qualified, experienced and competent faculty.

To increase the effectiveness of teaching-learning, all of the institute's departments compile the academic calendar for the entire semester and accordingly faculty members develop their lesson plans. Faculty uses ICT-enabled tools in addition to traditional ones that's leads to improvement in the students' progress. The average passing percentage for graduating students increased significantly to 87%.

The students are involved in learner-centric education through the use of a variety of teaching strategies and tools. Through industrial visits, internships, intershala, case studies, project work, seminars, project based learning, participation in various competitions, NPTEL, Coursera and other activities, the institute promotes and practises experiential learning, participative learning and problem-solving approaches.

Institute policies for internal/external examinations are based on the rules and regulations of the Savitribai Phule Pune University. There is complete transparency in internal/external assessment and grievances redressal mechanism. The learning levels of the students are evaluated and particular efforts are made to serve the students with varying capacities such as slow and advanced learners. Assignments, extra classes and academic mentoring by mentors are used to help slow learners. The more advanced students participate in group discussions on various technical subjects.

The institute measures the degree to which Programme Outcomes and Course Outcomes are attained using the "Outcome Based Education" methodology. The internal evaluation procedure is carried out effectively and transparently. Exam-related complaints are handled in accordance with the procedure established by the Institute and University in a timely, effective and transparent manner.

Research, Innovations and Extension

Institute has created research environment by motivating faculties and students by conducting allowing to participate in different events at nearby college and to participate in project competition arranged by SPPU Aviskar. During last five years two research proposals of amount Rs.430000/- were sanctioned by BCUD Savitribai Phule Pune University.

Institute has created ecosystem for innovation and transfer of knowledge by arranging different workshops, technical events for faculties and students. Research and Development Cell is formed at college level for supporting and guidance to students. Institute encourages to faculties whose research papers are accepted by reputed journals and the faculties improving their qualifications. Faculties ate permitted for attending conferences and workshops and they are provided academic leaves for attending conferences and workshops and for the purpose of their Ph. D. works. College library is kept open 24 x 7 for the purpose of research and study for students and faculties Library equipped with required reference books and journal subscriptions online and in hard copies with requires quantity. Institute provides funding assistance to selected projects of students when necessary as per suggestion of their heads.

Through the programs of experts and consultants, awareness regarding Intellectual Property Rights (IPR) is developed. Institute also supports the faculties and students for filing patents. Workshops and seminars are organized to give wide exposure to the faculty members and students. At least one research paper publication is made mandatory for faculty members every year.

Infrastructure and Learning Resources

Our campus is spread out over 22.5 acres and has a lush, peaceful setting free from noise and pollution. It is also conveniently connected by air, rail, and road. Institute offers the degree with Civil Engineering, Mechanical Engineering, Computer Engineering, Electrical Engineering and Electronics & Computer Engineering.

To satisfy the needs of all departments, the institute is well-equipped with classrooms, labs, a central library, tutorial rooms, seminar halls, and ICT resources. The institute ensures that the infrastructure is accessible to physically challenged students. The administration is provided with well-equipped offices, such as admission and scholarship, account and establishments, T&P cell, transportation facilities, play area, cafeteria, central store, etc. for effective administration.

There is a central library with a large collection of books, periodicals, and other educational materials such as books for competitive exams, question papers, electronic magazines, and electronic books, DELNET, Shodh Sindhu, e-Shodhganga. The entire campus is networked by Wi-Fi and LAN. The campus has one boys' hostel, one girls hostel, guest house and staff quarters for principal, teaching faculty and staff. The hostel and mess is provided with all facilities and security staff. The boys' and girls' hostels are facilitated by gymnasium. Medical services are accessible to staff and students both during and after working hours at the institute.

 The infrastructure is provided with sufficient resources to ensure proper care, maintenance, and utilization.

Student Support and Progression

Our institute HSBPVT's FOE facilitates all the scholarships offered by both the State and Central Government. Through SPPU's Earn and Learn program, which receives a 30% contribution from the college and a 70% contribution from the university, needy students are assisted. Institute also provide its own scholarship to deserving students.

The institute supports students for entire development, the capability enhancement and development programs include skill development courses, communication skills, soft skills, technical skills, co-curricular and extracurricular activities, and technical skills. The institution encourages students to pursue advanced coursework and research endeavours. There is a central Training and Placement cell at the institute. It has a systematic process to help students become marketable and also aids in assisting them in selecting the vocation of their choice. Maximum qualifying students are placed on campus each year. Students are provided guidance for competitive exam and career making.

The institution has a clear process in place to handle student complaints, including situations of sexual harassment and ragging. The class teacher, guardian teacher, and higher authorities, when needed, handle the pupils' academic and personal complaints. The anti-ragging committee and squad at the institute are made up of the principal, senior professors, and student representatives. Through registered alumni associations, the alumni association actively supports the development of the students and institute.

The institute arranges the "UDAAN" yearly student cultural gathering. Institute also arrange "PARAS EVENT" the yearly student technical fest, which highlights the technical prowess of students. Students are also encouraged to take part in national in technical, athletic, and cultural events. Winning the events in all these activities, students were recognized with awards. Students and faculties are also encouraged to participate in activities arranged by our institute and other institute.

Governance, Leadership and Management

Institute has adopted a well-planned Standard operating procedure. In tune with the vision and mission, the Institute, GB and CDS have developed several policies and strategies. The standard procedures for academic and administrative activities are implemented on a regular basis. Through effective leadership, the Institution is trying to attain outcomes of the program. Institute has adopted a participative culture thereby creating ownership amongst all stakeholders. The continuous efforts of stakeholders and teamwork imparts quality education in the institute which makes students able professionals for Socio- economic upliftment of rural India. The perspective plan of the Institute focuses on overall development of students and faculty members. The management, Principal and faculty members are playing an important role in the designing and implementing of quality policy and development plans. For decentralization of work, various committees are formed. Institution follows best practices for quality improvement related to effective teaching-learning and industry interaction. Institution also focuses on professional development of teaching and non- teaching staff members in terms of technical and personal training. Self-appraisal system is implemented at the institution level that guides for an effective teaching -learning process to all the teachers. Institution regularly monitors effective and efficient use of available financial resources. An external audit is carried out annually to verify actual expenses. Quality Assurance at all levels is always on priority. Quality Assurance policies are designed, implemented and reviewed by the Internal Quality Assurance Cell (IQAC). Quality assurance focuses on smooth and effective functioning of academics and administrative activities.

Institutional Values and Best Practices

The department encourages gender equality in both academic and extracurricular endeavours because it is a co-educational institution. Under this gender equity we conduct various programs like nirbhya kannya abhiyan for the girls and boys students. The institute implements green practices like solar-powered energy conservation, tree planting, and rainwater harvesting. Institute properly utilised such energy and water for daily use purpose. The institute helps rural and economically weaker students pursue their technical Education of becoming professionals despite its remote location. All student safety purpose institute has installed high level face recognitions system at the entry point of the college. Institute start the facility for all students that is doctor on call for medical emergency.

Institute also take the initiative in the green campus, for this assessment institute conduct energy audit, Environment audit and Green Audit.

Faculty members participate in all activities to develop moral values and social ethics in the students. Before

the institution starts the day, the national anthem is played every working day. Departments monitor students' behaviour and encourage responsible study habits, on-time completion of assignments, learning during practical's, and participation in extracurricular activities. Each student's performance and activities are observed, assessed, and advised on at several levels, including subject instructors, mentors, class teachers, and academic coordinators, HODs, Deans of Academics, and IQAC. For overall student growth monitoring purpose institute implement mentorship from the first year.

Institute celebrate the constitution day, on this day college has arrange the speech of eminent personality from the core area, for student should aware the importance of constitution.

Institute celebrate various days in the college like engineers day, science day, women's day , yoga day,

Sports day, Teachers day, republic day etc. every year. For exposing students hidden potential institute organising cultural activity by the name "UDAN" every year.

Institute also provide the good facility to disability students such as ramp, lift and wheel chair. For care taking purpose institute has appointed one person as physical assistant to physical disability person.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HON.SHRI BABANRAO PACHPUTE VICHARDHARA TRUST'S GROUP OF INSTITUTIONS FACULTY OF ENGINEERING,KASHTI
Address	At Post - Kashti , Tal - Shrigonda, Dist- Ahmednagar, Pin - 414701
City	Kashti
State	Maharashtra
Pin	414701
Website	www.parikramaengineering.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vijay Naredranath Patil	02487-232120	9284733744	-	vvnnpp2002@gmail.com
IQAC / CIQA coordinator	Mohan D Dhagate	-	9422726334	-	mohandhagate@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At Post - Kashti , Tal - Shrigonda, Dist-Ahmednagar, Pin - 414701	Rural	22.5	30808.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Mechanical Engineering	48	HSC CET JEE	English	60	17
UG	BE,Civil Engineering	48	HSC CET JEE	English	60	20
UG	BE,Computer Engineering	48	HSC CET JEE	English	60	60
UG	BE,Electrical Engineering	48	HSC CET JEE	English	60	37
UG	BE,Electronics And Computer Engineering	48	HSC CET JEE	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				10				45			
Recruited	1	0	0	1	2	2	0	4	31	11	0	42
Yet to Recruit	4				6				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				14			
Recruited	0	0	0	0	0	0	0	0	7	7	0	14
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	20	1	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	9	1	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	2	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	38	15	0	53
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	133	0	0	0	133
	Female	61	0	0	0	61
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	7	2	2
	Female	9	4	5	2
	Others	0	0	0	0
General	Male	51	19	27	25
	Female	22	10	16	18
	Others	0	0	0	0
Others	Male	9	2	4	1
	Female	5	2	2	2
	Others	0	0	0	0
Total		107	45	56	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute's vision and mission are to promote the overall development of both teachers and students. In order to realize the institution's vision, the mission statement explicitly focuses on the requirements of society, emphasizing the adoption of a distinctive value system, an open workplace culture, superior academic and physical conditions, and an atmosphere that is conducive to learning and creativity. First-year engineering students must take the fundamental engineering sciences, such as physics, chemistry, and mathematics, whereas civil engineering students must take geology. The institute adheres to the university-designed curriculum, in which courses in the humanities and social sciences are given appropriate

	weighting to provide a holistic approach. The institute adheres to the university's credit-based curriculum. Through NSS, PARAS,UDAAN etc., the students participate on a regular basis in community development initiatives. At this time, a multidisciplinary flexible curriculum that allows for various entry and exit at the conclusion of the academy year is not conceivable because the institute follows the Savitribai Phule Pune University curriculum. Additionally, there are opportunities for internships and industrial projects in relevant disciplines through the SPPU curriculum.
2. Academic bank of credits (ABC):	ABC is an acronym for the Academic Bank of Credits. Major component of NEP 2020 that aims to provide students more freedom to pursue their academic interest's goals. Using the ABC database, students can compile, a place to keep and transfer credit earned through various streams like a program located in a college, various entry and exit ports, apprenticeships, virtual mobility made possible by technology, etc. Students can decide which credits they want to add to the database in line with their goals without being limited by a degree program's time limit or academic direction. Moreover, this technique permits colleges should acknowledge and value the up student skill development at their discretion. "The ABC" a database generates a comprehensive evaluation of the students based on the credentials it has amassed. In accordance with the directives from Savitribai Phule Pune bank credits from a university IDs are produced using the undergrads.
3. Skill development:	Vocational education is supported under the New Education Policy 2020. The institute must sketch out the resources it needs for skill development, including trainers, facilities, programs, and related paperwork. The Institute has formed MOUs with industries for training and internships in order to acquaint students with the expertise required by business. In the following years, the institute also plans to provide B. Voc. courses. The emphasis is on integrated knowledge acquisition and human skill improvement to produce young people who are employable. NPTEL/SWAYAM/INTERSHALA/COURSERA courses are recommended for instructors and students to increase their knowledge. The institute's

	educational programs must include experience-based learning, such as internships and apprenticeships, as this helps students make the connection between academic theory and real-world application. In the fourth year, value-added courses on the newest technology advancements and popular engineering disciplines are taught by industry professionals to help students expand their skill sets in line with market demands. These value-added programs go beyond what SPPU's curriculum covers and are offered in response to student interest.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Due to the fact that the majority of the students enrolled in the institute come from rural areas, the institution is encouraging the use of the mother tongue or local language as a medium of teaching and attempting to offer bilingual programs. This will make it easier for students from rural backgrounds to pursue engineering degrees. Through cultural events, the Institute invites students to learn about and absorb Indian culture. The nation of India and the individual both benefit from the promotion of Indian arts and culture. In order to provide students a sense of identification, belonging, and appreciation for various cultures and identities, it is vital to enhance their cultural awareness and expression skills. Children can develop a strong sense of their own cultural history, arts, languages, and customs as well as a sense of self-worth through the development of these skills. Therefore, cultural awareness and expression play a significant role in promoting both individual and society well-being. The institute hosts an orientation program and observes national and regional holidays to promote Indian culture.
5. Focus on Outcome based education (OBE):	The New Education Policy 2020 has placed a strong emphasis on outcome-based education (OBE), and this also applies to Indian higher education institutions (HEIs). The institute has established specific learning objectives for each of the courses in order to be prepared for OBE. Additionally, tests have been developed to appropriately gauge these objectives. OBE system of education has been embraced by the university, and because it is an affiliated institution, the same has been implemented in the curriculum. To implement outcome-based education into the curriculum and in accordance with examination reform principles, internal exams are administered. The course outcomes, which are

	connected with the POs, are taken into consideration when preparing the questions and tasks for the internal assessment. Each department has clear COs and PSOs that are in line with the curriculum.
6. Distance education/online education:	Since online learning is now considered standard practice, the institute is prepared to deliver high-quality instruction online. For the purpose of implementing online education effectively, the faculties use Google Classroom. It is being used by professors to distribute materials such as eBooks, PPTs, video lectures, question banks, assignments, and examinations. The academic staff is prepared to instruct students using technology. The institute has set up the NPTEL/SWAYAM/INTERSHALA/COURSERA centre. The institute has the necessary ICT infrastructure in place to undertake online education. Additionally, online certificate programs in a variety of skills are likely to begin soon.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes , An electoral literacy club is a venue for educating institution students about their rights as voters and acquainting them with the registration and voting processes through engaging activities and practical experience. In universities all around India, Electoral Literacy Clubs are specifically being established to target new voters (between the ages of 18 and 21) who are pursuing their degree. In 2020, the institute established the Electoral literacy club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Our college has created the Electoral Literacy Club. All students from all semesters will be eligible to join the club. To ensure that the target audience exercises their right to vote in a self-assured, relaxed, and morally responsible manner, the institution has designated the faculty coordinator, the student's coordinator, and the members who assist the target audience in understanding the significance of their vote. The following coordinators are working as a active members of ELCs- Prof. P.D. Gunaware - ELC coordinator Prof. P.M. Surywanshi - ELC Additional Coordinator Prof. R. D. Bhonadave - ELC Member Mr. V. B. Gaikwad - Student Representative Ms.

	M.S. Lagad - Student Representative
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Under the umbrella of the ELC club, the institute had arranged a variety of creative programs. Among the programs are the Constitution Oath, the Voting Awareness Campaign, the Voting Awareness Rally, the Voter ID Registration Camp, and a seminar to teach the targeted populations about voter registration, the election process, and related topics through practical experience in order to improve democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute had organized the street play about VOTER AWARENESS at various locations in and around the college area to promote voter awareness and to increase informed and ethical voting while also upholding the principles of "Every vote counts" and "No Voter to be Left Behind." The Deputy Collector, Officer in charge of Election Commission Hon.Shri Milind Kulthe, Tahsildar, Shrigonda visited the institute and motivated the students for enhancing electoral participation of the voters in India. Under their valuable guidance and in support of ELC club the HSBPVT's GOI FOE had conducted the above said event.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Election Commission of India hopes to enhance the electoral engagement culture among young and upcoming voters through ELC. The goal of an electoral literacy club is to engage college students who have not yet registered to vote through engaging activities and practical experience in order to educate them about their rights as voters and acquaint them with the registration and voting processes. Additionally, ELCs intend to increase voter knowledge among those over 18 who attend remote villages and colleges. ELCs combine learning with enjoyment. Activities and games are created to excite and encourage pupils, encouraging them to reflect and pose questions.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1041	838	626	666	721

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 88

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	59	61	60	59

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
30.12	302.97	157.30	119.93	123.24

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

 Response:

The institutions have developed their own action plans for effective implementation of the curriculum. The Internal Academic Monitoring Committee of our institute was formed to effectively carry out academic tasks.

The full procedure is as follows.

- The curriculum and academic calendar are developed and published by SavitribaiPhule University, Pune.
- The academic calendar of institute and department for the semesters is displayed on the notice board of the department.
- At the beginning of each semester, workload distributed among faculties at a faculty meeting chaired by HOD.
- The academic timetable is prepared semester-wise & displayed on the notice board before the commencement of each semester.
- All faculties prepare course files, teaching plans & get it approved by HOD.
- Faculties maintain course files that contain the following information: Academic calendar, individual timetable, syllabus, teaching notes, CO-PO Mapping, assignment, tutorial questions, handouts, class test, and university question papers.
- The academic monitoring committee & HOD regularly monitors theory and practical classes and reviews the teaching-learning process. Reports of syllabus coverage, monthly class attendance, and test marks and assignments are submitted to the HOD at the end of every month by class coordinator.
- The Institute library has an ample number of reference books, textbooks with recent trends and demands of the industry.
- Syllabus completion, monthly class attendance, and test marks are conveyed to students through mentors and communicated to parents in parents meetings.

- The teachers are encouraged to attend and implement FDP's.
- We arrange student practice classes and seminars for effective teaching and learning. Students are motivated through industrial visits, internships and hands-on work to gain real-world experience.
- Stakeholder feedback are received and shared with the Principal to promote curriculum delivery and overall improvement.
- Groups of 15-20 students are formed for performing practical's effectively in laboratory.
- Continuous Assessment Process Implementation is carried out.
- For effective implementation of academic extracurricular activities assessment mentor mentee scheme is implemented effectively.

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

1.2 Academic Flexibility

1.2.1

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

Response: 34

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 53.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
813	180	88	404	614

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

1.3 Curriculum Enrichment

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

Response:

Affiliating Savitribai Phule Pune University has cross cutting issues relevant to Gender, Environment and sustainability, human Values and Professional Ethics into the curriculum by offering the various courses such as environmental engineering, disaster management, soft skills, energy audit management, human rights, smart cities, and water management for building best character in the students and benefit of society.

In addition, under the banner of National Service Scheme (NSS) various activities are also conducted.

Gender issues:

- To spread the importance of gender equality, institution practice equal opportunity policy forming

various committees.

- Equal opportunities are offered to all students (girls and boys) in terms of admissions, training programs, sports, and cultural activities.

- Girls and boys equally participate in various co-curricular, extracurricular activities like paper presentations, group discussions, and project work.

- Students are equally encouraged to participate in NSS activities for social awareness and Human Values.

- Every department has a student association where students are given equal opportunity.

- Institution has established Women Grievance Cell (WGC) to address the issues related to girl students. Institution is deliberate and intentional about issues like gender inequality, child abuse, and sexual harassment and arranges workshops/expert lectures.

Human Values:

- The Human value of truth, honesty, sacrifice, commitment, team-work, and relationship is included in the curriculum. This creates awareness about social responsibilities.

- Institute has NSS unit under the university which organizes different activities to understand social problems faced by villagers and try to find out solutions.

- NSS impart various life skills by participating in camps arranged at district levels.

- Students participation in different activities like blood donation camp, Swach Bharat Abhiyan also support to aware about human values

- Yoga and meditation activity organize by institute to improve self-understanding, power of concentration and stress management.

Environment and Sustainability:

- Some core courses like energy engineering, power plant engineering, refrigeration and air conditioning, turbo machines focus on the design and development of various mechanical systems in an energy-efficient manner. Also courses like basic civil and environmental engineering, environmental studies-I and II, solid waste management focuses on environmental issues.

- NSS organizes tree plantation on the campus and at winter camp unit for environmental awareness.

- The infrastructure of the institute promotes the use of natural light. Use of LED and CFL lamps is encouraged and implemented on the campus. Energy saving display boards showcased at

prominent places.

Professional Ethics:

- The term professional ethics involve personal, organizational and corporate standards of behavior during the practice. It emphasizes greeting people, handshaking protocol, meeting room protocol, dressing etiquette at offices and social events.

- Some courses introduce to students about importance of ethics for social and business etiquettes, personality development for better job opportunities, to develop interpersonal skills and leadership qualities

- Students are encouraged to participate in various events like workshops, conferences, seminars, to improve professional ethics.

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

1.3.2

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

Response: 47.74

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

Response: 497

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 24.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
107	45	56	50	114

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 7.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	16	13	7	13

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

2021-22	2020-21	2019-20	2018-19	2017-18
195	195	217	217	217

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.27

2.3 Teaching- Learning Process

2.3.1

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

Response:

By using the student-centered strategies listed below, the institute promotes and puts into practice problem-solving, experiential learning, and participative learning approaches.

1. **Experiential learning**

Through case studies, presentations, internships, industrial visits and NSS experiential learning is carried out in the curriculum.

a) Industrial visits

Industrial visits are planned to improve industry ties and promote hands-on education. Every department arranges at least one industrial tour per semester so that students can learn about Industry procedures, production methods, tools and machines.

b) Internships in the Industry

During the Semester, the maximum number of students participate upto 6 weeks industry internships to develop their problem-solving abilities while working on modest projects and learning industrial practices.

c) Project-Based Learning

The curriculum's key elements for active experimentation and learning by doing are final year projects, mini projects, and project-based learning. For students to work on actual industry projects and gain practical experience utilizing real parts, tools & machines.

d) Fieldwork for NSS

By participating in various field activities like the Clean and Green India campaign, the Save Water-Save Life campaign, tree planting drives, blood donation camps, Ajadi ka Amrut mahotsav rally and vaccination camps, the institute's NSS unit supports experiential learning through social and environmental issues.

e) Case studies and presentation

Numerous case studies pertaining to the subject chosen by the students are used to assist final year projects. A group of students is given a topic relating to the curriculum to prepare and deliver a presentation in order to develop their presentation skills.

2. **Participative learning**

To learn about new trends in technologies, students routinely compete in events like poster and paper presentations, project exhibits, and model-making competitions organized by the institute. Students also participate in the above competition hosted by the other institutes. To develop their talents in a particular field, students have enrolled and successfully completed a variety of online courses through NPTEL and

Coursera. Additionally, students have taken part in numerous quiz contests held by the institute and other institutes. Along with technical learning students also take part in enjoyable activities like games, role plays, rangoli competitions, etc.

3. Problem solving methodology

Different tasks such as assignments, class tests and seminars are given to students. Students receive skill-development training from the institute that was set up with the assistance of well-known industries. To realistically illustrate the contents of the syllabus, various video lectures are held. For the delivery of course content using ICT tools, innovative pedagogy strategies, etc. Remedial classes are offered to strengthen weak students.

ICT used the following tools for the quality of the teaching learning process-

- During the Covid pandemic the ICT tools are utilized including Google Classroom, Google Meet, Zoom Meet, Microsoft Teams etc.

- Powerpoint presentations are used to better comprehend and clarify concepts, diagrams, graphs, animations, audio-visuals, flow charts, etc.

- Broadband Internet, WIFI, & LAN are accessible in all classrooms, computer laboratories, libraries, seminar rooms, etc.

- Students may use the digital library

- ICT classrooms have LCD projectors and smart digital boards.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	63	63	63	90

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

2.4.2

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

Response: 8.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	6	5	3

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Institute policies for internal/external examinations are based on the rules and regulations of the Savitribai Phule Pune University (SPPU). There is complete transparency in internal/external assessment and grievances redressal mechanism. Following are the policies .

A)External Assessment

- Theory examinations are conducted by SPPU in each semester In-Semester Examination of 30 marks and End-Semester Examination of 70 marks for each subject as per syllabus structure.
- Theory examination paper setting and evaluation is done through the subject chairman, examiners appointed by SPPU.

- For Oral/Practical examinations SPPU appoints subject wise external examiner through subject chairman. External examiner conducts OR/PR examination in association with internal examiner.

- SPPU declares schedule for conduction of theory and OR/PR examination to all affiliated colleges.

B)Internal Assessment

- Internal assessment is done through unit tests and assignments to have continuous learning and evaluation.Departmental examination coordinator communicates the internal examination activities to the students and teachers and maintains the record of attendance and results summary sheet for all courses.

- Unit Tests/Assignments are conducted unit wise and its schedule is   included in academic calendar and communicated to student at the time of commencement of semester.

- The evaluation and distribution of marks for internal assessment are communicated to students by the respective course coordinator during lecture and practical. Question paper is prepared as per Blooms Taxonomy levels and CO.

- It is a practice of the college to show internally evaluated answer books to the students in the class for discussion and students are counseled regarding areas of improvement.The internal assessment marks of Unit tests are displayed on the noticeboard and also circulated in class for student's information and acknowledgement.

- Term work evaluation is based on Continuous assessment in presence of the students. Performance of students is assessed for every experiment. The evaluation is based on UPRT (understanding, Presentation, Regularity) rubrics.

C)Internal examination related grievances:

- In case of any discrepancies in the marks obtained in internal examination (Unit tests and assignments), students can approach the course coordinator. The answer sheets are once again evaluated in the presence of the students and the grievances are resolved.

D)External examination related grievances Theory Examinations:

- Students grievances related to discrepancies in the marks obtained in the University exams is addressed through a two-step process prescribed by the University,

1. Application for obtaining photocopy of assessed answer sheets

2. Application for verification and revaluation.

- Upon the declaration of the University result online applications for the photocopy of the assessed answer sheets is made by the concerned student.

- A soft copy of the assessed answer sheet is sent by the University to the concerned student by email.Students then apply for the verification and revaluation process by filling online form on the University portal. Students submit verification and revaluation fees through challan to the university.

- After the process of verification and revaluation completed by the University, the student section receives the revised mark lists from the university. Examination section then collect the old mark sheet from the student in case of change in marks and distribute revised mark list to the student.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

The institute follows all the Program Outcomes and course outcomes of the all the programmes and courses that are stated by the Savitribai Phule Pune University (SPPU) and are communicated to the teachers and students through institute website and displayed at prominent places of the institute.

- Savitribai Phule Pune University has well defined Program outcomes (PO), Course Outcomes (CO) for each course of each programme that institute offers. .
- Program outcomes and course outcomes of the all the programmes and courses are stated and communicated to the students through institute website and displayed at respective departments of the institute.

The process of CO framing for all courses in all programs is discussed below:

SPPU has specified the semester wise syllabus for each course for each programme. Institute follows the same. However, in case, if unit-wise COs are not specified by the university, then the same are identified as follows.

- For every course unit-wise or 6 intended learning outcomes are defined as Course Outcomes (COs).
- The CO statements are formed on the basis of unit wise course content from the syllabus, provided by the university.
- Appropriate Blooms Taxonomy (BT) levels are addressed by CO statements by considering proper abilities and skills to be acquired by the learners.
- The COs are mapped with POs having correlation levels of

0-Not Mapping.

1-Low Mapping.

2-Medium Mapping.

3-High Mapping.

The CO-PO matrix gets generated after mapping the COs of each course with listed POs.

POs and COs are displayed for teachers and students at following institute premises:

- Institute web site.

- HOD cabins.
- Notice Boards.
- Department Laboratories.
- Department Library.
- Course materials.

Mechanism of Communication of Course Outcomes (COs):

Course Outcomes (COs) are communicated to the students through the following ways:

- COs are published through institute website- www.parikramaengineering.com.
- COs are communicated and discussed with the students during teaching learning process at the beginning of the each semester.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Response:

The attainment levels of the program outcomes and course outcomes are important as it helps the institute to achieve academic excellence.

- The institute follows Outcome Based Education (OBE) philosophy for the measurement of levels of attainment of Program Outcomes (POs) and Course Outcomes (COs).
- The attainment level of all course outcomes is obtained from the student's performance in the internal and external examinations.
- It helps in PO attainment as each CO is mapped with certain PO.
- As well as course exit survey is taken from students for indirect assessment of COs.
- The PO attainment is assessed based on direct and indirect CO Assessment.

The assessment methodologies and the process of measuring attainment levels is summarized below.

Direct Assessment Methodologies

Direct assessment methodology have two components viz- internal assessment (50% weightage) and external assessments (50% weightage). Internal assessments are carried out for Class Tests/ Assignments/Tutorial. External assessments are carried out for in-semester, end-semester examination, oral/practical examination and term work evaluation of laboratory work.

Tools For Assessment	Parameters		Weightage	
Direct Tools:	1. End Semester Exam (TH+TW+PR/OR)		50%	80%
	TH	70%		
	TW	15%		

PR/OR	15%		
2. Internal Tests		50%	
3. Assignments/Tutorials			
Indirect Tools:	Course Exit Survey	100%	20%

The Threshold used for Direct assessment rubrics is as follows:

- **For External assessments, to pass the exam the threshold is: 40% of the marks**
- **For Internal test, to pass the tests the threshold is: 50% of the marks**

The CO attainment levels calculation is as follows:

- Attainment Level 0: < 30%
- Attainment Level 1: 30% to 39%
- Attainment Level 2: 40% to 49%
- Attainment Level 3: >= 50%

- **For Internal Assessment (Assignment/Tutorial) to pass the tests the threshold is: 70% of the marks**

The CO attainment levels calculation is as follows:

- Attainment Level 0: < 40%
- Attainment Level 1: 40% to 59%
- Attainment Level 2: 60% to 69%
- Attainment Level 3: >= 70%

- CO attainment is calculated with 50 % weightage to external assessments and 50 % weightage to internal assessment.

  CO Attainment =   (0.5* Attainment Level of External Assessment)   +

  (0.5* Attainment level of Internal Assessment)

Indirect Assessment Methodologies for Program Outcomes (POs):

- Indirect assessment methodologies for PO's is carried out based on course exit survey taken at the end of each semester for each course.

Attainment Level 0: < =40%

Attainment Level 1: 40% to 54%

Attainment Level 2: 55% to 69%

Attainment Level 3: >= 70%

- Percentage of strongly agree and agree is only considered.
- To measure the ability of students for each course outcome is on the basis of Strongly agree, Agree & Disagree.

CO PO Attainment:

CO-PO attainment is calculated by using CO-PO mapping matrix and respective CO attainment.

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

2.6.3

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

Response: 87.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
222	205	156	154	146

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

2021-22	2020-21	2019-20	2018-19	2017-18
265	208	175	190	174

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 4.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	4.3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

1. Incubation Center: The institution has set up an Incubation Center to support the development of innovative ideas from students and faculty members. This center provides resources, mentorship, and guidance to help turn ideas into successful ventures.

2. Research and Development (R&D) Cell: The institution has a dedicated R&D cell that focuses on promoting research and development activities. The cell comprises senior faculty, academicians, and industry experts who plan, address, and monitor research activities in the institute.

3. Financial Support for Innovative Projects: The institute financially supports innovative projects undertaken by students. This support helps students bring their ideas to life by providing the necessary funding for research, development, and implementation.

4. Technical Symposium: The institution hosts an annual technical symposium that includes various technical competitions. This symposium serves as a platform for students and faculty members to showcase their innovative projects, share knowledge, and engage in healthy competition.

5. Appreciation for Research Work: The institution appreciates and felicitates faculty members who complete their Ph.D. and research work. This recognition motivates faculty members to actively engage in research activities and contribute to the knowledge base of the institution.

6. Intellectual Property Rights (IPR) Awareness: The institute conducts programs and workshops to create awareness about intellectual property rights (IPR) among faculty members and students. Consultants are brought in to educate and guide the stakeholders on IPR-related matters. The institute also supports the filing of patents by faculty members and students.

7. Workshops and Seminars: The institution organizes workshops and seminars to provide exposure to faculty members and students. These events cover various topics related to research, innovation, and entrepreneurship, allowing participants to learn from experts in their respective fields.

8. Interactions with Research Laboratories and Industries: To foster collaborations and knowledge exchange, the institution encourages faculty members and students to interact with various research laboratories and industries. These interactions help in gaining practical insights, exploring research collaborations, and staying updated with the latest developments in different fields.

In addition to the above initiatives, the institution has established an Entrepreneurship Development (ED) Cell to promote entrepreneurship among students. The cell provides training, assistance, and guidance to students interested in starting their own ventures. It organizes expert lectures, seminars, workshops, and industrial visits to provide students with exposure to entrepreneurial experiences and industry insights.

The objective of the ED cell is to encourage innovative ideas among students and support them in developing technically feasible and economically viable project reports. The cell also focuses on faculty development programs to inspire and equip the teaching staff to instill an entrepreneurial spirit in students.

Overall, the institution has created a comprehensive ecosystem for innovation, research, and knowledge transfer, involving multiple cells, committees, and initiatives to support and nurture the creative ideas and entrepreneurial aspirations of its students and faculty members

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

3.2.2

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	3	2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	9	2	3

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

3.3.2

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

Response: 0.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	0	1

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

3.4 Extension Activities

3.4.1

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

Response:

In line with institutes vision and mission, institute is very insightful to the impact of various extension activities on its students, employees, as well as on the regional community and on the environment. The institute believes in giving back what it has gained from the communities in which we live, work and play. The Institute considers the impact of all expansion activities on the local community, therefore the various social and technical activities, events and programs strongly reflect our commitment to act in a technically and socially responsible manner.

The institute helps the student in various social and technical activities. The institute has so far undertaken various social and technical activities to sensitize and motivate students towards social issues and their holistic development.

Different Social activities are performed as follows:

- **Beti Bachao Beti Padhao Awareness Rally :**

Students of HSBPVT GOI FOE actively participated in rally at kashti village to create awareness about ensuring survival & protection of the girl child.

- **Awareness Rally on Save Trees and save water:**

Students HSBPVT GOI FOE actively participated in rally at kashti village to create awareness about plantation of trees and saving of water.

- **Awareness Rally on Vyasan Mukti:**

To create awareness in Youth about Vyasan/ Nasha and its impact on their health, institute organizes Rally at Sangavi Dumala village.

- **Swachhata Abhiyan:**

In line withSwachh Bharat mission launched by Honorable Prime minister of India in 02 october 2014, HSBPVT GOI FOE started swachhata abhiyan in college campus and neighborhood villages like Hiradgaon, kautha etc, to improve the quality of life in rural areas through cleanliness and personal hygiene.

- **Matdar Janjagruti Abhiyan:**

To educate the voter about the importance of vote in democratic country like India by voting for a suitable and right candidate and to ensure that people understand their right as voters, and utilize that right responsibly and fully informed. HSBPVT GOI FOE organizes matdar janjagruti abhiyan in neighborhood village.

- **Aadhar PAN Linking Abhiyan:**

To create awareness about Aadhar Card, PAN card and its linkage HSBPVT GOI FOE   organizes Aadhar PAN linking program in neighborhood village.

- Institute has conducted various social activities like Covid-19 awareness program in neighborhood community to create social awareness and Preventive measures against COVID-19 infection.
- The college had taken an initiative to organize workshop on Women Harassment to evolve a permanent mechanism for the prevention and redressal of sexual harassment cases and other acts of gender based violence at the workplace.
- Youth Leadership and Personality Development Training, Business and Career Guidance in the neighborhood villages.
- Social activity enhances the knowledge of student in the field such as time management, project management, marketing skills, event management, communication skill etc.

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

3.4.2

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

Response:

Giving back to the community and having a positive influence on it are essential. Our ultimate goal should be to contribute to the betterment of society in addition to doing well for ourselves. This can be accomplished through raising awareness, participating actively in government-organized drives, and many other things. Our college strives to examine all aspects of problems and provide solutions for them.

During the pandemic, our college made significant efforts to raise awareness about COVID-19 by organizing awareness programs in neighborhood villages . The NSS expressed their appreciation for our work. Additionally, we volunteered for the Swacchata Abhiyan, Voter Awareness program, Andhshraddha Nirmoolan Abhiyan, Vyasan mukti Abhiyan, Aadhar PAN Linking Abhiyan organized by our college and Grampanchayat of neighborhood villages. These efforts have been acknowledged through Appreciation Certificate from government agencies, non-profit organizations and community groups. These recognitions are a testament to the institute's commitment for making a positive impact on the community and its dedication to social responsibility. students participated in a plantation drive held in and around the college campus.

Institute Honored by Appreciation with Certificate from respective Government bodies for various Social Activities like:

- Awareness Rally on Beti Bachao Beti Padhao, Save Trees and save water, Vyasan Mukti, Andhshraddha Nirmoolan Abhiyan in the neighborhood villages.
- Awareness Programs like Swachhata Abhiyan, Matdar Janjagruti Abhiyan and Aadhar PAN Linking Abhiyan in the neighborhood villages.
- The college had taken an initiative to organize workshop on Women Harassment, Youth Leadership and Personality Development Training, Business and Career Guidance in the neighborhood villages.

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

3.4.3

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

Response: 49

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	13	10	14

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

3.5 Collaboration

3.5.1

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

Response: 31

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

HSBPVT's GOI Faculty of Engineering has the mandatory infrastructure required for effective teaching-learning processes and co-curricular and extra-curricular activities to fulfill the norms laid by the AICTE, DTE, and SPPU. The available facilities are enhanced by addressing the needs of students and faculty members to support research and development activities in the Institute campus. The facilities such as audio-video and ICT tools have been provided to strengthen the IT infrastructure of the Institute. The college is spread over a 22.5 acre of area.

The college features a 15 well-equipped classrooms, 05 tutorial rooms, 35 laboratories, and 01 seminar hall. All laboratories are outfitted with all required instruments and equipment in accordance with AICTE standards & as per curriculum of Savitribai Phule Pune University. Each department has computer laboratories with internet connection for the benefit of the students. The college has a sick room, boy's common room and a girls' common room. The college features a 150 Mbps internet connection on a campus with a number of machines that are powered by UPS and housed in a single server room. The computer center is used to administer a variety of competitive exams. All campus activities are easily visible for the protection of both students and staff with the aid of CCTV.

Both students and staff have access to water coolers with RO systems that produce 1000 Liter/hr. of water. Generator set with capacities of 125 KVA was used to supply the electricity backup facility. The workshop has every tool needed for construction and manufacturing activities, including a lathe and other instruments for carpentry. The students use the workshop to work on their projects. A well-established library with a wide selection of textbooks, reference books, e-books that can accommodate 150 people in the reading area.All campus activities are easily visible for the protection of both students and staff with the aid of CCTV.

The institution has a well-equipped gymkhana where various sporting and cultural events are effectively and efficiently planned with the aid of the student sports and cultural committees. The institution has a playground where students can engage in outdoor activities like volleyball, badminton, Kabaddi, cricket and indoor games carrom and chess. The institute has dedicated space for Yoga and Meditation for improving mental and physical health of faculty and students.

HSBPVT's GOI Faculty of Engineering has been playing a vital role in the overall development of the students. The student's achievement is acknowledged by felicitating them at Institute level functions.

Apart from participation in various sports and cultural events, the Institute also organizes events every year like the Annual Social Gathering 'UDAAN', Inter-department sports competition, Ganesh Utsav, Dahi-Handi, Shiv-Jayanti, traditional day, Rangoli Competition etc. Sports and cultural committees are actively involved in organizing the said events and are organized by the students and for the students. Students who participate in a variety of sporting and cultural events are recognized by the institution by providing them with travel fees, sporting goods, and congratulations at institute-level competitions.

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

4.1.2

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

Response: 17.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.12	78.99	12.46	10.02	24.40

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is believed as bestowing part of education system, which is also the asset centre point of knowledge of any institutions. Our library is having 512.20 square meter area which is main resource hub for knowledge and which consist of a many different collections of such as 13078 books, 41 print journals, magazines etc. This library is consisting of safety features like CCTV surveillance facility, fire extinguisher, first aid kits etc. Our institute's library is having computerized Library Management System Software and OPAC system which helps the students and other staff to have a glance at the number of books available, number of issued books, new books added to the library. All books available in the library are having bar coded and reference ID. The digital issue and return facility are installed in the library. There are different sections made for books, journals, magazines, student's project etc. in which around 150 students can seat in reading hall of library.

Apart from this our institute's library is having following facilities:

NDL:

National Digital Library which is nationalized renowned platform of knowledge is available with our institute's library.

Reprographic system:

If any students or faculty members needs to get photocopy or do scan of any books of journals our library provides separate xerox, scanning and printing facility for this.

Free access to students:

To search students the books they want, library is providing open access facility for them.

Auto Lib facility:

To keep watch on student's entry and exit in the library, the institute's library is having digital Auto Lib facility.

ERP:

By use of this ERP facility students can gets their ID card easily.

Digital Library Facility :

As institute's digital library is having many e-resources like EBSCO e-books Engineering core Collection, e-journals, J-GET, DELNET, NDL, so get access for this facility the library is providing separate computers with recent configurations.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

HSBPVT's GOI FOE provides the required IT infrastructure to meet the curricular demand and updates it frequently to provide the overall development of students. In recent year, HSBPVT's GOI FOE purchased 50 dell desktops (Intel i5, 6th generation 8 GB DDR4 RAM, 240 GB Crucial SSD), 30 Dell OptiPlex 5000 small form factor without graphic (i7 - 12700, 12 core 8 GB DDR4 Non ECC memory, OS US Internal windows 11), 30 Dell OptiPlex 5000 small form factor with graphic (i7 - 12700, 12 core 8 GB DDR4 Non ECC memory, OS US Internal windows 11).

Classrooms have been equipped with LCD projectors and most of them are supported by Wi-Fi/smart classroom facilities. In addition to this, HSBPVT's GOI FOE purchased LCD projectors, Scanners, Photocopying Machines. The entire campus is under observation by CCTV cameras monitored at the central/ admin level which was updated recently.

HSBPVT's GOI FOE has provided a computer center for student activities and learning during extra-academic activities. This includes an internet facility available through TATA dedicated leased-line service and Wi-Fi for providing uninterrupted internet connectivity to students and faculty members. The computer center has a UPS backup system for all computers.

The bandwidth of the internet connection in HSBPVT's GOI FOE is 155 MBPS and is upgraded based on the requirement to provide quality internet connectivity.

All the laboratories in the Institution have been updated at regular intervals with annual emergency maintenance based on the need to support students, making the learning process more flexible and effective. The effective use of open-source software is encouraged as per the guidelines given in the SPPU curriculum. HSBPVT's GOI FOE has various networking devices like Servers, Routers provided by D Link, Cisco Gigabit Ethernet switches, etc.

FOE has installed the Access Controller system which has authorized visitor management WEB based systems. The system has a high speed face and card access controller at the entrance.

FOE has various open-source software needed for academic purposes which include Microwind, Turbo

C, Anaconda, Arduino Ide, SPJ system Ide, Turbo C++, VScode, JupyterLab, Keil, PLC and Scada, Java and apart from basic software like Open Office, Tally, autolib etc. FOE has license copies of the Windows Operating System along with open-source operating systems like Ubuntu, and Linux OS. Anti-virus software is installed to provide better security and performance.

HSBPVT's GOI FOE has a well-equipped Computer lab where faculty members can prepare their video lectures. This has been very useful during the phases of the pandemic. Certain measures have been taken during the year 2020-21, due to the pandemic for ensuring the best teaching practices for students by using virtual labs developed by IITs and online lectures by using various platforms like Zoom, Webex, MS-Teams, Google Meet, etc.

The Principal's office, Administrative office, Examination cell, Training and Placement Department, HoDs, faculty members, and all departments are well equipped with computer systems, scanners, printers, and Wi-Fi routers with advanced configurations. Enough printers and scanners are available on the campus and are increased as per the requirements.

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

4.3.2

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

Response: 3.12

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

Response: 334

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 32.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.78	113.76	43.38	27.95	45.09

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 92.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
1011	808	599	598	574

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 45.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
465	54	309	672	269

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 38.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	80	54	53	62

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

2021-22	2020-21	2019-20	2018-19	2017-18
222	205	156	154	146

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

5.2.2

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

Response: 1.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	3	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	8	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 15.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	0	19	19	17

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

HSBPVT's GOI FOE has a registered Alumni Association. It has been functional and meets regularly. Members of the alumni are also part of the teaching staff of our Institution. The alumni association of HSBPVT'S GOI FOE, KASHTI was registered on 04/10/2017 by name "Parikrama College of Engineering Maji Vidyarthi Association" to develop a strong bond between the Alumni, Institution and the students.

Aim

The main aim of the Alumni Association is to provide a good and strong bridge for the students, faculty and the institute for mutual benefit and coordination / cooperation.

Objectives

- To promote a lifelong relation and to act as a forum for the exchange of information among its members.

- To establish and have contact with all old students of the college and meet periodically.

- To exchange professional knowledge, organize Seminars, Induction Programs, Guest Lectures, Workshops, Technical conferences & Training Courses.

- To provide career development and guidance.

- To create interest and motivate the alumni to participate in the progress of the institute and make them contribute towards the enhancement of their Alma mater.

- To hold and organize periodical alumni meetings in the premises of the Institute or at any other common place.

- To generate resources and funds through membership or subscription fee to carry out the objective of the Association.

- All the income earned through the membership or subscription fee of the Alumni Association shall be solely utilized and applied towards the promotion of its aim and objectives only.

- Preserving the updated and current information of all Alumni.

The formation of an alumni association contributes to the development and strengthening of long term

relationships with our alumni, the Institute and current students. The alumni association will promote participation in campus activities and utilize alumni member knowledge and expertise to assist current students. Alumni members contribute to a variety of activities including technical seminars, webinars, guest lectures and mentors for events and judges for various technical activities.

Every year, the college hosts an alumni meeting to encourage interaction among management, faculty members and alumni. The college organizes an interaction with these alumni to stay updated about the advancement of their careers. During the meeting, department coordinators inquired about recent industry trends as well as solicited feedback on the scope of improvements in infrastructure, research labs, sponsored projects and internships. Apart from the regular event, the alumni visit the department to provide guidance through guest lectures, seminars, workshops and support for industry visits, internships and placement drives, etc. throughout the year. We take Alumni Feedbacks during our Alumni Meet and when they visit our college for No Dues.

We are proud to share that our alumni have occupied various positions like Entrepreneurs, plant heads at various MNCs, Public sector and Government organizations at global, national and state level. Alumni inspire and motivate the student to infuse confidence by quoting his journey, deep career to achieve excellence. In this scheme the alumni support till he graduates with career prospects.

HSBPVT's GOI FOE, KASHTI has established a WhatsApp group of passout students year wise for regular interactions and to know the information about job openings, achievements, current trends in Industrial and other relevant sectors.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

VISION

To provide opportunities for students to become able professionals for Socio- economic upliftment of rural India.

Mission:-

- Providing opportunities for students by encouraging them for professional education.

- Creating self-disciplined, mentally robust and morally strong professionals.

- To serve the needs of industry and society in general and rural areas in particular by imparting knowledge and skills.

Encouraging the students for professional education by creating awareness about professional education by conducting career oriented aptitude training and tests. Providing opportunities for students to become able professionals results in socio economic upliftment of rural India. The opportunities and socioeconomic growth are the key parameters in the vision statement as perceived by the institution. The mission statements clearly state that the need of the society is self-disciplined, mentally robust and morally strong professionals for industrial work for the development of rural areas to accomplish the vision of the institution. To achieve these missions, the teaching-learning process involves imparting the knowledge and skill to the students through various courses/subjects like sciences, professional core and project work. Courses in Human Values and Professional Ethics are offered to the students through curriculum to impart knowledge on ethics to students which they can imbibe and cultivate in their personal and professional lives. Disciplinary activities are carried out for the students by making compulsory I-card, uniform, helmet etc. in campus. The aptitude and soft skill development tests are carried out by the training and placement cell for the enhancement and development of the student's career.

The governing body (GB) is formed as per the norms and it provides guidelines for further improvements keeping the vision, mission and strategic plan in view. Institution is well represented in

the management through the Principal of the institution.

The College Development Committee (CDC) provides the framework of policies, structures, relationships, systems, and processes for the smooth functioning of the Institution. Governance in all areas is achieved through active participation of faculty members in the governing body, CDC and internal quality assurance cell (IQAC).

The various committees involving faculties are established to ensure the smooth operation of various activities. The institution maintains effective coordination with all departments and committees, through IQAC.

This demonstrates good governance that is in tune with the institution's vision and mission.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

The faculty members participate actively in the decision making through different committees in various departments. For example here we are attaching a sample of a department committees which indicate the participation of the faculties in decision making bodies.

A case study is here as the College Development Committee (CDC) is formed which actively participates in discussions with the Management.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The vision of the Institute is to provide opportunities for students to become able professionals for socio-economic upliftment of rural India. All stakeholders are involved in the leadership of the Institute through participative management throughout a structured organizational system. The organizational structure of the Institute includes GB, CDC, IQAC, Principal, HoDs, Teaching, and Non-teaching staff. They look over the strategic plans for the institutions, which in turn define the academic goals and the funding and recruitment tactics. The organizational structure lends itself to sustaining institutional capacity and educational effectiveness through the involvement of external members in various

Committees/Boards. Various stakeholders of the Institute are members of different committees. The decision-making procedures are made at appropriate levels in the organizational hierarchy.

As per SPPU and government guidelines, faculty are appointed, and all service rules are followed at the Institute. Various committees are constituted with well-defined functions that give academic and administrative leadership.

Governing Body (GB)

GB is formulating the policies of the Institute. GB provides guidelines for further improvements keeping the vision, mission and strategic plan in view.

College Development Committee (CDC)

CDC is formed as per section 97 of the Maharashtra Public Universities Act, 2016 which looks after the overall functioning and progress of the Institute through necessary guidelines.

Internal Quality Assurance Cell (IQAC)

IQAC plays a vital role by suggesting reforms in various academic and administrative areas. IQAC coordinator conduct regular meetings with HoD's, TPO, Librarian, workshop superintendent, system admin and faculty to discuss various aspects of quality enhancement.

HoDs

Contributes to the growth of the department by organizing various activities related to teaching, research and training program for students at the department level.

Training and Placement Officer (TPO)

TPO helps to initiate and coordinate the industrial interactions related to the training and placements of students.

Various statutory committees such as ICC, Anti-ragging, SC/ST, research, examination, library, academic monitoring have been formed to facilitate the smooth functioning of the related activities. Various academic and administrative support sections such as admission, accounts, library, workshop, physical director, Entrepreneur Development Cell, and Alumni association have been formed to support, monitor, and facilitate the academic, administrative, and student development activities. This makes the administration more participative and transparent.

Service rules and procedures:

Employee Service rules and procedures are guided by the SPPU, the rules and regulations of the college and the State Government as amended from time to time in this regard. The recruitment rules for the teaching staff are as prescribed by the UGC and the eligibility is as per AICTE. The promotional policies for the employees are according to SPPU. Employee service books along with personal files are maintained in the Institute. Institute has prepared a booklet for the service rules and procedures.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

6.3.1 The institution has effective Welfare Measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Welfare measures:

All the staff that are eligible as per the Staffs' Provident Fund legislation shall be enrolled as members. The College contributes Rupees 1800 per person per month, towards the Employer's contribution to the EPF Scheme and Rupees 1800 is paid from the pay of the individual staff every month, towards his/her giving to the Employer's contribution to the EPF Scheme. The College forwards both the contributions stated above to the EPF Scheme authorities. Institute provides a gratuity scheme. The faculty members are eligible to avail the Casual Leaves of 08 days per year. The Medical Leaves of 09 days per year are provided to faculty members. Summer and Winter Vacations are sanctioned for teaching faculty as per university norms. The Earn Leaves of 15 days per year are provided to the non teaching faculty. The institute allows faculty to go for higher studies with paid leaves. For teaching staff the institute offers on duty (OD) facility, financial support for training and travel, grants for attending workshops (conferences/seminars). For non-teaching staff, financial support is provided to accompany skill development. Institute provides residential facilities for the staff members in the campus. A fee concession for admission in CBSE School is provided for staff member's children. Institute provides uniforms to peons, class IV staff, drivers and workshop instructors. Uniform is being provided for Security personnel with all required accessories.

Performance Appraisal System:

The institute has started a well-designed appraisal system for the evaluation of performance of teaching and non-teaching staff. Every year performance of staff is assessed by circulating performance appraisal form which comprise of Performance Appraisal Scheme (200 marks); Part A (shall be filled in by the staff member, along with necessary documentary proof) and Part B (shall be filled in by the respective HOD/ Principal). Performance appraisal assessment of teaching faculty is based on determination of their performance index by evaluation of various parameters like teaching-learning methodology, participation in co-curricular and extracurricular activities, research contribution, mentoring of students as well as contribution of faculty in institutional excellence and growth. The parameters used for assessment of performance of the non-teaching staff are attendance, regularity, job acquaintance and performance, attitude, reliability, communication as well as contribution of staff in administrative works.

The administrative office of the institute requests the teaching and non-teaching staff to fill the performance appraisal form with all supporting documents. Then HOD's evaluate defined parameters and calculate the performance index of the staff. Further it is forwarded to the Principal for scrutiny and approval. The approved form is then submitted to the Management for necessary action.

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

6.3.2

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

Response: 6.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	12	8

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

6.3.3

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

Response: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	38	24	24

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	7	10	11

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The mobilization of resources and funds is done through a well-planned process. The Institute strictly maintains a record of the mobilization of resources and funds. The institute has formed CDC, College Development Committee which includes the President, Secretary, Principal, Head of Departments and Faculty members (teaching and non teaching). The Institute along with the GB and CDC has designed specific rules for the mobilization and optimal utilization of resources and funds.

The following are the sources of funds:

1. Fees: Students are charged admission fees as per the Shikshan Shulka Samiti (SSS) report and government norms.

2. Govt. / Non Govt. / Other Grants: Some fees are received from the Government in terms of Scholarship.

At the beginning of every financial year, the Head of Departments submits budget requirements to the Principal of the institute. The head of the departments is making a budget by considering information provided by lab in-charges. The budget is put forward for approval by the Principal in the Governing Body and College Development Committee. On approval of the budget, reports are sent to the management for review.

Once a budget is sanctioned against each head for that financial year, the Institute's account section informs the approved budget to respective departments for further procedure and for utilization of funds and resources. The procurement procedure for lab consumables, equipment, and upgradation is initiated by the account section in consultation with departments. The Institute's account section informs the approved budget to the respective departments for further procedure. On confirmation of the approved budget by account section, the departments initiate the required purchase/items. Before the purchase, the management representatives, Principal, HoD's, and Faculty go through purchase activities like seeking quotations, technical bids, preparing comparative statements, and negotiations. The institute ensures that instrument/equipment with the right specifications is bought at a minimum price.

The principal, HOD and faculties discuss and organize various co-curricular activities for students like expert lectures, guest lectures, seminars, webinars, poster presentation, project exhibition, industrial visits and extra-curricular activities like Tree plantation, NSS Camp, Annual gathering. The management/institute sends faculty members for FDP and offers them sponsorship for conferences/workshops/professional memberships.

The funds are used for planned and unplanned activities. It is also used for the development of infrastructure and labs as per the curriculum. The major institute-level work such as infrastructural development/ upgradation of infra, common utilities, housekeeping, etc. are taken care of by Management.

Care has been taken that the teaching-learning process will remain functioning and will not be affected due to budget crunch. It is ensured that the staff salary, upgradation and maintenance, infrastructure build-up and academic activities are upheld and improved for the benefit of all the stakeholders.

The Principal and accountant exercise the budget. The unutilized funds are transferred to the next financial year. For the audit of a budget, the institution has an external Chartered Accountant. The external audit conducted ensures the proper utilization of resources and funds.

In the month of March, the budget is prepared. The Admissions and fees allocation is done in June/ July. So there may be some deviation in utilization and budgeted amount.

The audited statements of accounts of the institution are available in the account section.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC defines the quality standards for various academic and administrative activities. It also encourages the use of best practices to improve quality-related measures. The parameters like admissions, placement, best practices, and results of the institute are analyzed for improvement. The quality standards are decided by considering a broad view of the regulatory, technological, and educational scenarios. With the aid of various ICT technologies like Google Classroom and Zoom Meetings, the teaching-learning process is being improved, and a learner-centric atmosphere is being created. The faculty members' up-skilling is accomplished through a variety of skill development programs like faculty development programs, faculty orientation programs, certification programs, workshops, seminars, and conferences. Experiential learning, participatory learning, and problem-solving approaches are developed in the students to improve their attitudes and participation. The Experiential learning activities include Internships, technology courses like NPTEL, Coursera, and Intershala, spoken tutorials, Microsoft courses, virtual labs, self-learning, case studies, and group projects. Participative learning is achieved through Poster presentations, Project exhibitions as a part of the curriculum, and extracurricular activities (Tree plantation, NSS Camp, Annual Gathering). The development of mini-projects, project-based learning, programming competitions, and final year projects are all examples of problem solving approaches.

The institute has adopted teaching learning policy as per university norms. All the faculty members prepare an academic plan well in advance before the commencement of classwork for the courses. Every faculty member maintains a course file for each course being taught. Mentor Mentee meetings are held to know the attendance, progress of course coverage, pedagogy practices and fruitfulness of the teaching learning process. The Lecture record of all the faculty members is reviewed to ensure uniform coverage of syllabus as per Lesson Plan. The internal unit test question papers are preserved in the department. The institute has adopted outcome-based education and prepared course outcomes and program outcomes for all the programs. Course exit survey is collected from the students to improve the course content, its delivery mechanism and evaluation system. Attainment calculations are made for each course at the end of the semester and in turn, the Program Outcomes are mapped and evaluated. The continuous assessment of students is done with the help of theory, practical, seminar, project, PBL and audit courses. To maintain a disciplined administration, various activities are centrally monitored. Student data collection is done with the help of ERP. A performance appraisal of staff is done at the end of the academic year. We followed "GO GREEN".

The institute has a close relationship with its alumni. Alumni participate in the teaching-learning process by giving expert presentations, and evaluating projects.Through job placements and internships, alumni also contribute further. Every year, an alumni meeting is held, during which the alumni's feedback is considered and appropriate action is taken.

Stakeholders play a crucial role in the development of the institute. The stakeholders are frequently updated on the development efforts and feedback is periodically collected. e.g.Student Satisfaction Survey, Course Exit Survey, Alumni Feedback, Employer Survey and Parent Feedback. Analysis of the feedback results in action. IQAC conducts activities like workshops on strategic planning, workshop on team building, and One day program for faculty induction, Academic monitoring, and training for Non-teaching staff.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Fairness of treatment for women and men according to their need is maintained in the HSBPVT's GOI Faculty of Engineering. From the recruitment process to work in the office and department gender equity is maintained. Different departments and specially women studies Centre take initiative to organize different program on gender equity and discuss through seminar, meetings for its promotion. The institute conducts regular gender equity promotion programs. Guest speakers from prominent field are invited to speak on the given topic which highlights the importance and contribution of women in the society.

(a) Safety and Security

- Well-trained and vigilant women security guards stationed across the campus.
- Advance Digital Face recognition Security check points at campus entries and exits.
- Extensive surveillance network with 24x7 monitored control rooms.
- Sports faculty members for discipline and security.
- The Proctorial Committee includes male and female proctors at institute as well as faculty level.
- Night Patrols by local community including students and teachers.
- Summer Patrols by students.
- Strict implementation of Anti-Ragging, Anti-Smoking.
- Awareness campaigns on women safety and gender sensitivity through street plays, rallies and camps by NSS student volunteers.
- Separate hostels for men and women with dedicated wardens.
- The Institute is the preferred destination of parents for education of their female wards as evidenced by the Stakeholder Feedback.

(b)Counseling

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.
- Class and Proctorial Committees are available for counseling of both males and females 'students.
- Grievance Redressal Committees for staff and students
- Gender sensitization camps in slums and rural areas of shrigonda Tahasil that include the following aspects:
- Women's rights

- Human rights
- Child rights
- Gender justice
- Gender equality
- Gender sensitization workshops
- Specific courses dedicated to gender issues.
- Campaigns against female feticide.
- Business Advisory Clinic provides free counseling to various MSMEs.
- Faculty Placement Cells and Alumni Placement Assistance Cell
- Others – Entrance Exam Counseling, Matrimonial Counseling, Orientation Programmes for Teachers and Students.
- Medical Counseling, Moral Counseling, Career Counseling, Village Counseling, Vocation Counseling weekly through medical camp

Common Rooms:

- In most of the Departments, common rooms have been allocated for men and women, which also facilitate meetings and discussions.

(c)Other Measures

Other measures of Gender Sensitization include –

- Curriculum and Course work.
- Co-curricular activities.
- Enrolment of 68% women students and 49% women staff

HSBPVT's GOI has been successful in caring for its diverse students and staff population harmoniously in its efforts to steadily achieve its vision and mission. This is also evident from regular feedback from all its stakeholders.

Community Outreach

As part of NSS activities, free educational camps are organized fortnightly in neighboring villages, which help transform rural women in building awareness about health, hygiene, importance of child education and provide a launching pad to induct them into vocational skilling.

HSBPVT's GOI has been successful in caring for its diverse students and staff population harmoniously in its efforts to steadily achieve its vision and mission. This is also evident from regular feedback from all its stakeholders.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

HSBPVT's GOI FOE is always aimed at providing an inclusive environment characterized by tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic diversity, as well as sensitization of students and employees to constitutional obligations, values, rights, duties, and responsibilities of citizens are crucial for fostering a harmonious and equitable society.FOE established and enforce comprehensive diversity and inclusion policies. These policies should explicitly outline by our institution's commitment to fostering an inclusive environment and provide guidelines for addressing discrimination, harassment, and prejudice. By setting clear expectations, institutions can ensure that everyone understands their responsibilities in promoting tolerance and respect.

We conduct student induction program for the fresher's when they enter an institution as they come with diverse thoughts, backgrounds, and preparations. The purpose of the induction program is to make the students feel comfortable in their new environment, open them up, create bonding in the batch as well as between faculty and students, and develop awareness, sensitivity, and understanding of the self, people around them, society at large, and nature.

All the students and staff celebrate together and greet each other on all the cultural events, festivals, holidays. All the extracurricular, co-curricular, professional society activities including sports are well organized and participated by all the students irrespective of their background.

The NSS Cell has undertaken many a socially responsible drives in the areas of charity and initiatives towards the underprivileged in society.

The Institute is fully committed to the Indian Constitution, in word and spirit. Various initiatives are taken at the institution to make the students and staff aware of the constitutional values, obligations,

values, rights, and responsibilities. Every year Independence Day is celebrated to highlight struggle of freedom and importance of Indian constitution. Republic day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly, Constitution Day is celebrated on 26th November by reading out the Preamble as stated in Constitution of India. As part of the curriculum a noncredit audit courses on Constitution of India, Cyber Security Social awareness, are included to make the students aware of the constitutional values, obligations, values, rights, and responsibilities.

In conclusion, institutional efforts and initiatives to create an inclusive environment characterized by tolerance and harmony are essential for nurturing a diverse and equitable society. By implementing policies, conducting sensitization programs, integrating diversity into the curriculum, providing support systems, engaging with the community, demonstrating leadership, and continually evaluating their efforts, institutions can foster an environment where everyone feels valued, respected, and empowered to contribute positively to society.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

1. **Title of the Practice:** Eco-friendly campus
2. **Objectives of the Practice:**

- Maintain a green and clean campus environment.
- To promote awareness of environmental issues among the students, staff and society.
- To save the human being from the effect of environmental pollution.
- To make the campus as pollution-free as possible.
- Transformation of the campus into pollution free and environmentally friendly zone
- To support and implement "Swachh Bharat Abhiyan" for healthy India

1. **The Context:**

Today there is a great need for conservation. Because we are facing several environment problems. The main caused behind these problems is that human beings are consuming natural recourses at a much quicker pace than they can be replenished. Pollution is becoming very serious day by day due to

deforestation and urbanization. As College is located in rain shadow region, it receives scanty rainfall. It was necessary to look forward to make efficient use of available water and other resources.

1. **The Practice:**

- The college has developed beautiful campus with Lawns, Botanical Garden.
- Bore well recharge pits are constructed on the college campus for harvesting the rainwater.
- The college is using renewable energy like solar energy.
- The college has installed Solar Power Generation Plant of 1kWh.
- Energy efficient equipment like LED bulbs are installed in the college buildings to save electricity. Sensor based energy conserving methods are installed to reduce the wastage of electric power.
- The different varieties of plant species are planted at defined intervals in the campus with the help of stakeholders. During last five years, college has planted hundreds of plants and trees. Present green campus is the outcomes of our sincere efforts.
- Plants in the campus are watered without wasting the water.
- Rain Water harvesting system is in place to collect roof top water into the underground drainage.
- Students are provided safe and clean drinking water.
- Exhaust fan is installed in the workshop to expel hazardous gases.
- Dustbins for waste segregation are kept at different locations of HSBPVT's GOI FOE.

1. **Evidence of Success:**

- Water conservation methods employed are helping maintaining gardens and campus green and eco-friendly.
- Green audit, environmental audit and Energy audit of the campus is done periodically and regularly.
- Ban on plastic items has made college campus clean and beautiful.
- College is able to save a lot of money on electricity bills due above initiatives and is evidenced from the past electricity bills.
- Eco-campus strategies employed resulted in one of the beautiful and clean college in the vicinity. It has resulted in attracting more students.
- Through periodical tree plantations, which has turned into eco-friendly campus.
- The greenery in the campus has been promoted.

1. **Problems Encountered and Resources Required:**

- In summer season, we have to face lot of water scarcity. Hence in order to meet requirements we need to hire water tankers.
- Preservation and healthy growth of plants require a lot of human resource planning. NSS, Water shortage problem was overcome with drip irrigation.
- More number of labours / workers are required for the establishment and maintenance and retaining labours / workers of this category is challenging.

Best Practice 2:

1. **Title of the Practice:** Mentor-Mentee System
2. **Objectives of the Practice:**

- To nurture students as mentees by taking individual care of each student and mentioning students through the programme both in their professional and their personal lives.
- To provide guidance and training to undergraduate students in all disciplines.
- To monitor the overall performance of student in curricular, co- curricular as well as in extra-curricular activities.
- To Increase the participation of all students in the different activities conducted by the Institute.

1. **The Context:**
2.
3. **The Practice:**

- In HSBPVT's GOI Parikrama FOE mentorship scheme, a Teacher (mentor) is allotted a group of approximately twenty students (mentees). In regular **Mentor – mentee meetings** various activities like career goal setting, presentation skills, communication skills, resume writing, aptitude test etc. are organized.
- Mentors keep all **academic records** of their mentees, monitor their attendance and progress and take care of even their personal problems.
- Mentor groups meet fortnightly and discuss curricular and extracurricular matters of students. The group also discusses general grievances if any and finds solutions for the same. Mentor gives guidance required for better academic performance through necessary tips and motivates students. Mentor Group also observes days relevant to the groups such as the birthday of mentees, announcement of achievements of mentees, local festivals or important occasions in the family of mentees by sharing sweets. The Mentor Keeps minutes of the Mentor Group Meeting.
- They also keep in touch with mentees parents. Those students have less than 75% attendance, mentors **call to parent's** personally. The parents are informed of the students' attendance and academic progress from time to time in person by the Mentors. The Mentors invite parents for **parent meetings** after internal examination and keep them informed of academic challenges and the progress of their wards.

1. **Evidence of Success:**

- Increase in student attendance and improvement in students' academic performance.
- There is an increase in the number of students participating in various events held within and outside the college, since the implementation of Mentorship System.
- Active participation in the curriculum, co-curricular and extra-curricular activities.
- Parents were happy to have a system where, the overall progress of their ward is monitored and informed to them timely right from the first year till the course completion.
- Increased no of students entering higher studies.

1. **Problems Encountered and Resources Required:**

At the initial stage, students show reluctance to update their academic details in mentor books. They are hesitant to openly discuss their problems with the mentor. Gradually they get adjusted to the system. Maintenance of mentor record, regular updating and frequent meetings/counselling sessions is the requirements of this system. Implementation of Mentor-Mentee System to the 1st semester is depends on

admission of students to the programme.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

1. **Student safety :-**

A) Safety and Security

·Women security officers stationed all throughout campus who are well-trained and watchful.

·Advanced Digital Face Recognition Security Checkpoints at Campus Entrances and Exits.

·Widespread monitoring system with control centers that are supervised round-the-clock.

·Athletic department staff for safety and discipline.

·Both men and women proctors at the faculty and institution levels are represented on the proctororial committee.

·Student and teacher-led nighttime patrols by the neighborhood community.

·School-based summer patrols.

·Anti-Ragging and anti-Smoking laws are strictly enforced

·Gender sensitivity and women's safety education efforts by NSS student volunteers in the form of street plays, rallies, and camps.

·Dedicated wardens in separate hostels for men and women.

·Based on stakeholder feedback, it is clear that parents prefer to send their female wards to the Institute for education.

B)Counseling

- ·Formal and unofficial channels for staff and male and female students to seek therapy for academic and other challenge
- Both male and female students can receive counseling from the class and proctorial committees.
- Committees for staff and students to address grievances
- Camps for gender sensitization in Shrigonda Tahasil's slums and rural areas that cover the following topics:
- The rights of women
- People's rights
- Children's rights
- Gender equity
- Equality of gender
- Workshops on gender sensitization
- Raises awareness of female feticide.
- Alumni Placement Assistance Cells and Faculty Placement Cells
- Other: Orientation programs for teachers and students.

C)Common Rooms:

Men's and women's common spaces have been designated in the institute, which also makes it easier to have meetings and have conversations.

D)Other Measures

Additional indicators of gender sensitization include:

- Coursework and the curriculum.

- Extracurricular pursuits.

- 68% of pupils and 49% of staff are female

1. **All-inclusive Campus and Policies for Overall Development of Students**

HSBPVT'S GOI Faculties of Engineering is associated with Savitribai Phule University of Pune. It is acknowledged as one of the top universities, not just in Maharashtra but also throughout India and internationally. The college has received admissions from all surrounding regions. The college's uniqueness is its welcoming campus and supportive policies for students' overall growth. The campus has every facility needed on a daily basis by the faculty and students, with the following specifics:

1. **Academic Infrastructure:**

The Institute offers all the tools necessary to perform lectures and practicals in a variety of laboratories and bright classrooms. Modern labs and classrooms with ICT capabilities make teaching and learning

more successful and entertaining for the students. The institute values sustaining friendly relationships between faculty and students. Any disagreements or problems are swiftly investigated and fixed. For their overall growth, the Institute also encourages students to take part in co-curricular and extracurricular activities.

The All Inclusive Campus adds to the total academic infrastructure by providing students with a pleasant and enjoyable stay. This enables the students to succeed in their chosen professional path, whether it be campus employment, entrepreneurship, competitive exams, or further education. Along with academic infrastructure, the following facilities support students on campus as they pursue their academic goals:

1. **Excellent Hostel Facility**

There are separate hostels for boys and females that can accommodate a combined 500+ students. For the protection of female students, Girls' Hostels feature full security guards on duty around-the-clock and CCTV surveillance.

1. **Central Library:**

The institute includes a distinctive Central Library that allows patrons to borrow books from other subject areas. Therefore, engineering students enrolled in multidisciplinary programs like architecture or pharmacy can easily borrow books using their library cards from these libraries. The Library is available twenty-four hours a day and can accommodate 400 students at once. Alumni of the institute who are studying for competitive exams like the MPSC and UPSC are also given access to the library.

1. **Mess and Cafeteria:**

Students have mess and canteen Facility available in college.

1. **Staff Quarters:**

Staff personnel may use the staff quarters as they become available. Many employees have resided in these accommodations for a considerable amount of time—more than 10 years.

1. **Special Efforts for Student Mentoring:**

A teacher is responsible for watching over a class of about 20 pupils as part of the institute's Teacher Guardian Scheme. The Teacher Guardian serves as the students' mentor and investigates any academic and personal challenges they may be having.

1. **Strong Training and Placement Cell:**

An established training and placement cell for the institute is run by the dean, the training and placement

officer, and departmental faculty coordinators. Numerous MNCs and reputable businesses come to the school to recruit. Thus, the training and placement cell makes organizations with a solid reputation at the national and worldwide level available to the students for their internships and employability. The institute has a solid history of placing the most people over the course of many years.

1. **MoUs With Industries:**

All of the institute's departments have strong Memorandum of Understanding (MoU) relationships with the business world. Through internships and capstone projects, students have the opportunity to work on real-world tasks in the workplace thanks to these MoU.

1. **Co-Curricular and Extra-Curricular Activities:**

The Institute promotes student engagement in co-curricular and extracurricular activities, like as technical competitions held by universities of national significance like the IITs and NITs. The institute has the Students Council, which offers numerous groups for students, for the development of leadership and skills. The clubs include ones for photography, English, etc. The institute encourages its students to take part in extracurricular activities such competitions in drama, debate, elocution, oratory, and theatrical reading held by various organizations at the university, regional, state, and national levels. The institute also encourages students to compete in sports at all levels, from community to university to state to national. The institute's students have achieved success in all of the aforementioned activities for the institution became one of the reputable throughout the course of several year's institutions at the state and federal levels. The student's general development is aided by participation in such activities, which also prepare them for higher education and job placement as well as for the challenges of the working world.

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

5. CONCLUSION

Additional Information :

The institute is dedicated for students from rural areas to provide higher technical education to support their socioeconomic development. Well-developed and adhered-to quality policies are formed in order to realize the institute's vision.

 The teaching staff works hard to transmit knowledge to the students in order to produce engineers who are capable and prepared for the workplace, ultimately establishing the institute as a center of excellence.

As and when Savitribai Phule Pune University implements the revised syllabus, the departments' existing laboratories are modernized accordingly. Students of the institute have access to a conducive environment.

Concluding Remarks :

Our institute's vision and mission are clearly stated and take into account all stakeholders. It carefully adheres to and implements the academic calendar, curriculum, and examination regulations of SPPU. Our faculties prepare test papers and evaluate students. The institute has an efficient feedback system for monitoring and enhancing the teaching-learning process.

Institute encourages a research environment. Several extension activities are planned and carried throughout the year. To improve the industry-institute interaction in the teaching-learning process, all departments have operational Memorandums of Understanding. Institute has a Student Grievance Cell in place for promptly resolving student complaints. The institute has a registered Alumni Association that organizes alumni gatherings & other activities.

Budgetary preparations are made in the right amounts to maintain and improve the current infrastructure. The organizational structure at the institute is well-established to carry out efficient administrative and academic activities. Effective welfare programs are in place for both teaching and non-teaching staff. Wherever necessary, e-governance has been introduced.

The institute is planning for "Centre of Excellence" and "Academic Autonomy" in collaboration with industry and governmental agencies in light of all the aforementioned credentials and recognition in the field of technical education over the period of time.

The institute is renowned for its demanding teaching and learning procedures, which include innovative teaching strategies, continuing learning and evaluation, effective monitoring, support for students from all backgrounds, and efficient examination and assessment systems. For social awareness in students NSS is organizing various events and activities. Health and physical education department organizes sports and cultural events.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :34 Remark : DVV has made changes as per the report shared by HEI.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 498 Answer after DVV Verification: 497 Remark : DVV has made changes as per the report shared by HEI.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} Remark : DVV has made changes as per the report shared by HEI.
3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years** Answer before DVV Verification: {{TABLE3}}

Table 1 (Answer before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	2	4	23

Table 2 (Answer After DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	9	2	3

Table 3 (Answer before DVV Verification):

2021-22	2020-21	2019-20	2018-19	2017-18

| 12 | 9 | 20 | 13 | 17 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	13	10	14

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

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :31
	Remark : DVV has made changes as per the report shared by HEI.
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*
	5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1033	812	608	628	585

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1011	808	599	598	574

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

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**
	5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
465	54	309	572	269

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
465	54	309	672	269

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	26	75	16	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	38	24	24

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	7	10	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	7	10	11

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

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations