



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VISHWABHARATI ACADEMY'S COLLEGE OF ENGINEERING

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414201

www.vacoea.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vishwabharati Academy's college of Engineering is well known premier institution established in 2007 by a team of dedicated and competent professionals and technocrats. The institute is placed on the a hill top overlooking the picturesque view of the valley around and about 8 km away from the city center having 11.34 Acres of landscape area. The academy is committed to imparting technical education for the upcoming youth of India to compete the whole world. The institute is focus on empowering the rural community with affordable technical education. We assure that our students are adequately equipped to meet the present and future challenges of the technology requirements. Currently the institute is offering, four under graduate courses and two post graduate courses .

Vishwabharati Academy's College of Engineering, Ahmednagar is an institute affiliated to Savitribai Phule Pune University (SPPU). The institute is having well qualified and experienced faculty team for the holistic development of students. The institute is having well equipped laboratories and library having books, journals along with e library facilities.

We are committed to transform our students to dedicated technical professionals having an ingenious mind and a high capacity of adaptability. We shall create a congenial academic ambience and simultaneously inculcate a spiritual culture with high standard of ethical values. They will be able to serve the industry and society with a high degree of technical caliber have been grown in the quality culture and quality education. We trained the students to excel in result and placements by conducting extracurricular activities to make them industry friendly. We constantly upgrade our staff members to keep them at par with the highest standard of teaching capability. Discipline is the core requirements of any individual to shine in life, we put the concept in the minds of the students for their success in the industry and as a good citizen in the society. In addition to all of these for their overall development lot of extracurricular activities are carried out. Such as National level technical symposium every year namely "VISHWOTECH". Also the students organize annual cultural meet ever year.

Vision

To create a center of academic excellence where in the young students are motivated to understand imbibe the basis principles of Engineering and technology and apply this knowledge to competently solve practical problems of national to help the country achieve faster progress.

Mission

To adequately prepare young Engineers to shoulder the responsibility of leading mother India to glory.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institute enjoys robust management support for its holistic development.

The campus is situated over 11.34 acres of lush green land, away from the city, providing a serene and unpolluted atmosphere.

Skilled professionals provide soft skills training from campus to corporate.

The institute boasts well-ventilated and spacious classrooms, laboratories, and cutting-edge infrastructure.

The campus is equipped with Wi-Fi connectivity, and a generously spacious and ventilated reading room.

The institute provides facilities for sports and gymnasium.

It is a hub for the NPTEL Local Chapter and facilitates the conduction of various online government and non-governmental exams.

The institute offers multidisciplinary and advanced learning opportunities through Honor/Minor Degree courses, NPTEL, Swayam courses, and other MOOC courses.

The institute's staff comprises of qualified and dedicated personnel who are always eager to enhance their knowledge and skills in various emerging fields.

Transportation services are available for students and staff from all corners of the city.

The institute prioritizes the overall development of students through their involvement in curricular and co-curricular activities.

Curriculum enrichment is ensured through value-added courses and syllabus extensions.

Institutional Weakness

Insufficient resources for job placement in core industries and limited industry-institute interaction.

Inadequate availability of experienced personnel for student interaction and limited exposure to diverse cultures.

Scarce research project grants from government agencies.

Enrollment rates are low

Limited opportunities for students to engage with different cultures, which may restrict their perspective and impact their educational journey.

Students and staff facing transportation difficulties while accessing the institute due to limited availability of transportation facilities

Institutional Opportunity

The institute need to enhance the industry-relevant training and exposure of students by improving collaboration with local industries.

To engage in research and development activities with government agencies or other research institutes to improve collaboration.

To provide a world-class education experience to its students by adopting modern technologies and teaching methodologies.

The departments can be strengthened by hiring faculty members with Ph.D. degrees

To contribute to the socio-economic development of rural areas by implementing initiatives to enhance it

Institutional Challenge

Enhance job placements in core fields

Draw in highly qualified students and faculty members.

Raise awareness, upgrade, and adapt to emerging technological fields

To achieve self-sustainability while offering quality education at an affordable cost

To reinforce entrepreneurial startup initiatives

To set up laboratories supported and funded by the industry.

Attract high-caliber students.

Adapt to rapidly changing technologies.

Maintain an active Entrepreneur Development Cell with an incubation center funded by various agencies

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute directs the departments to create a detailed academic schedule that covers educational, co-curricular, and extracurricular events based on university norms. To undertake a variety of academic and extracurricular events, departments produce academic activity planners. Class teachers, mentors, academic coordinators, HODs, Deans, IQAC coordinators, and the principal are the people who plan and oversee all activities while providing the necessary documentation.

Being an affiliated institution, it must adhere to the university's curriculum. Yet, the institute has the academic latitude to introduce the option-based courses in the senior year. To further develop the students as marketable products, each department also plans technical events, workshops, internships, mini-projects, and industrial trips. For the overall development of students, enrichment programmes like yoga sessions, Experts Talk on health issue, Physical fitness, Language and Communication skill, career counseling, opportunities in higher studies are organised by the departments.

For the overall development of students, the feedback is collected from many stakeholders, including students, alumni, are collected, analyzed, and put into practice. To achieve excellence in terms of Social development by conducting audit courses related to professional ethics, environment and sustainability prescribed in the curriculum. Hence, we conduct a large number of add-on, beyond curriculum, co extra-curricular activities to incorporate these issues in the teaching learning process. The bridge a gap between industry and the institute the institute organizes various industrial visit, industry institute meet and encouraging the staff members to attend the various faculty development program.

Teaching-learning and Evaluation

Students are admitted based on their performance in the Joint Entrance Examination (JEE), which is administered by the central government of India, and the Common Entrance Test (CET), which is administered by the admission regulating authority (ARA) of the state government. According to the standards of the relevant authority, the admissions process is transparent and carefully adhered to.

All of the institute faculties make an effort to develop their learning skills by using ICT resources in addition to books to prepare the course materials. By first assessing their learning levels, efforts are made to improve the performance, and teachers take steps to provide a variety of learning methods. The faculty members enhance themselves to higher level and develop them to adopt all modern and innovative methods in teaching and learning process. Faculty members at the institute are knowledgeable, devoted, and experienced from a variety of backgrounds. The institute starts upgrading teachers abilities based on input from students by routinely hosting and attending seminars, and workshops, certificate programmes on leading edge technologies.

To ensure academic excellence for all students, Continuous Internal Evaluation (CIE) of assignments, unit tests, in-semester exams, and preliminary exams is periodically conducted. The internal assessment process is open and comprehensive, covering all areas of learning. With the help of COs, the question papers validity is checked and evaluated by all department. Extracurricular activities including Extra classes, mentorship, and counseling are offered to students. Internal and external assessment are used to determine whether students have met their learning objectives.

Research, Innovations and Extension

To encourage a research culture among staff and students, the institute has updated its laboratories. The institute offers resources including infrastructure, finance, and experts. It has become required for UG and PG final-year students to complete their research projects in their respective departments. By offering special leave for presenting their work at national and international conferences, the faculties are encouraged to engage in research activities.

The institution conducts technical events to bring out the innovative culture among the students. The institution

conducts workshop, seminars for start-ups, Intellectual Property Right (IPR), research Methodology project reviews.

In accordance with the publication code of ethics, faculties have published research articles in national and international journals and conferences. The institute is organizing a variety of outreach initiatives in the local community of villages to educate students about social issues. These initiatives include blood donation drives, tree planting campaigns, the Swatch Bharat Abhiyan, programmes to raise awareness of AIDS, road safety, and programmes to promote energy and water conservation. The institution has connections with a number of businesses to encourage students to participate in projects, internships and training programmes, and field visits. The institute has signed MOUs with the industries to inculcate the innovative and research ideas among the students and faculty. Institute organizes seminars, workshops, expert sessions, which help the faculty and students to upgrade their knowledge and skill set.

Infrastructure and Learning Resources

Our campus is spread over 11.34 acres with lush green, noise free and pollution free environment with well connected by air, rail and road. Institute offers the degree with Mechanical Engineering, Computer Engineering, Civil Engineering and Mechanical Sandwich Engineering with PG Course in Mechanical Engineering (Design) and Computer Engineering.

The institute is well-equipped with classrooms, laboratories, Central Library, Tutorial rooms, Seminar Halls, and ICT resources to meet the demands of all departments. For efficient administration, well-equipped offices are offered, including admission and scholarship, account and establishments, T&P cell, Transportation facilities, Play ground, Cafeteria , Central store, etc. The institute offered students a good environment to plan and engage in both academic and extracurricular activities.

For ongoing physical facility upkeep and improvement, yearly financial allocations have been created. In addition to departmental libraries, there is a central library with an abundance of books, periodicals, and other educational resources including books for competitive exams, question papers, Electronic journals, Electronic books ShodhSindhu, e-Shodhganga, DELNET. To uphold the standard of education, digital resources such as e- course materials as per curriculum, e-books, e-journals subscription NPTEL video lectures, SWAYAM courses are made available

The entire campus is connected with Wi-Fi, LAN. The infrastructure is given enough resources to ensure its care, maintenance, and best utilization.

Student Support and Progression

The institution offers ongoing assistance to the students through programmes including mentoring, the Student Council, the Students Grievances Cell, NSS, placement, and the Welfare Cell, among others. Learning style questionnaires are used to improve the student's performance by giving the assignments, question bank and conducting the regular test. Actions are then made to help them. Via its training and placement cell, the institute provides internships, job placement, and advice for postgraduate and higher studies. Extra classes are scheduled for the improvements based on performance. Regular academic audits, coaching, students feedback , have all further improved performance.

Regular aptitude, training, internships, groups discussion, personality development, etc. are implemented for the employment and higher education of the students.

Each department has a departmental association that students can use to conduct technical quizzes, technical paper contexts, and events to practice teamwork and event planning. Students routinely participate in orientation, induction, NSS, and social activity programmes to help them develop their social skills and become better people. For holistic development, activities such as sport, culture, blood donation, tree planting, road safety, power and water conservation, supporting those in orphanages, maintaining a clean and green environment, and Swachh Bharat Abhiyan are arranged.

Alumni interact with Department, faculties and students. Alumni shares their experience, delivers the expert talks and support for the employment.

Governance, Leadership and Management

The Vishwabharti Academy Trust sought to support the empowerment of women via need-based education and to offer a high-class education system that was comparable to the best in both urban and rural areas. For the planning and execution of both the academic and administrative initiatives towards the realisation of the institution's vision, well-defined, transparent, and effective leadership is offered. Timetable, Extra Activity, Laboratory, Mentoring, Exam, Alumni, Industrial Visit, Placement, and Project are just a few of the committees that exist at the departmental level to promote accountability in the implementation of academic and administrative aspects for the department's overall quality.

The governing body, governing council, IQAC, disciplinary committee, Training and placement cell, women's grievance, anti-ragging, alumni, NSS, students welfare committee, cultural, sport committee, etc. are some of the various administrative and academic committees that contribute to the growth and maintenance of overall quality.

Advanced degree holders are hired as faculty members by the institution. With the availability of medical, maternity, earn, duty leave. The institute aids professors in their pursuit of advanced study, research, and development. For the purpose of advancing their professional knowledge, faculty members are permitted to take part in FDP, seminars, and conferences to achieve the professional skills. Through IQAC various feedback mechanisms from stake holders and annual performance appraisal leads to improve the quality in teaching learning and administrative skills.

Budgetary allocations and sanctions are set according to the requirements of the department and their best use is supervised. At the institutional level, regular internal and external financial audits are performed.

Institutional Values and Best Practices

Since it is a co-educational institution, the department upholds gender equality in both academic and extracurricular pursuits. The institute developed environmentally friendly techniques like tree planting, rainwater collection, and energy conservation using solar power. The institute is relatively close to the MIDC of Ahmednagar, Supa, and Chakan for enhanced industry-institute interaction. Due to its remote location, the institute supports rural and economically underprivileged students in pursuing their dreams of becoming professionals. In order to instill moral principles and social ethics in the students and , faculties are involved in

all the activities.

The national anthem is played before the institution opens for the day. Departments keep an eye on students' behavior and promote good study habits, punctual assignment completion, learning during practical's, and active engagement in extracurricular activities.

At many levels, including subject teachers, mentors, class teachers, academic coordinators, HODs, Deans of Academics, and IQAC, each student's performance and activities are observed, evaluated, and counseled on. Prior to the start of classes, all programmes develop and distribute semester-by-semester academic calendars. A well-planned academic schedule will ensure that all academic and extracurricular events run smoothly. Students' online and offline input on academics and infrastructure is collected each month, assessed, and remedial action is done as necessary. For the purpose of improving the performance of the ward, one parent-teacher interaction meeting is organised each semester. Students participate in regular industrial trips, internships, and professional events to expand their knowledge and skill sets.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VISHWABHARATI ACADEMY'S COLLEGE OF ENGINEERING
Address	Sarola Baddi Jamkhed Road Ahmednagar
City	Ahmednagar
State	Maharashtra
Pin	414201
Website	www.vacoea.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	V. S. Dhongde	0241-2660033	9049067000	-	principal_vacoea@yahoo.com
IQAC / CIQA coordinator	S.g.joshi	0241-	9422220088	0241-2660033	acdnaac@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 minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	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	Sarola Baddi Jamkhed Road Ahmednagar	Rural	11.34	13216.62

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,Civil Engineering,Civil	48	HSC	English	30	2
UG	BE,Computer Engineering,Computer	48	HSC	English	60	59
UG	BE,Mechanical Engineering,Mechanical	48	HSC	English	30	1
UG	BE,Mechanical Sandwich Engineering,Mechanical Sandwich	48	HSC	English	30	0
PG	ME,Computer Engineering,Computer	24	BE	English	18	8
PG	ME,Mechanical Engineering,Design	24	BE	English	18	5

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	6				9				33			
Recruited	0	0	0	0	0	0	0	0	14	7	0	21
Yet to Recruit	6				9				12			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				27			
Recruited	0	0	0	0	0	0	0	0	9	18	0	27
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				31
Recruited	20	11	0	31
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				7
Recruited	5	2	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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	14	7	0	21
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	9	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	552	2	0	0	554
	Female	140	0	0	0	140
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	15	0	0	0	15
	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	4	12	26	17
	Female	2	4	6	4
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	14	39	33	28
	Female	9	5	9	2
	Others	0	0	0	0
General	Male	20	106	88	83
	Female	9	25	24	19
	Others	0	0	0	0
Others	Male	9	25	31	13
	Female	1	7	5	6
	Others	0	0	0	0
Total		68	223	224	173

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. All programs are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is proactively working towards implementation of the suggestions given in the NEP. The institute offers Major and Minor honors courses in emerging areas at Third Year and Final Year level which are interdisciplinary in nature. The choice rests with the learners to undertake honors / minors rendering the scheme totally voluntary. From the academic year 2020-21 following interdisciplinary Major and minor courses have been commenced - Name of Subject and Number of Students Artificial Intelligence and Machine Learning :134 Data Science:12 Internet of Things:63 Robotics:22 Architecture and Town Planning:45.Faculties are involved in various multidisciplinary and collaborative project work, publications in national, international journals and conferences. Faculty are also involved in participation and organization of various multidisciplinary faculty development programs, workshops and conferences.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) is an important part of NEP 2020 and is designed to give students greater flexibility in pursuing their academic goals. The ABC database allows students to collect, store, and transfer credits earned through different streams like college-based programme, apprenticeships, multiple entry and exit points, technology-enabled virtual mobility, etc. Students can choose the credits they wish to accumulate in the database according to their aspirations without being restricted by the duration of a degree programme or academic stream. This system also enables universities to recognize and appreciate the up skilling of students at their own will. The ABC database creates a holistic assessment of the students based on the credentials accumulated in it. As per the guidelines received from Savitribai Phule Pune University Academic bank credits IDs are created by the UG students.</p>

3. Skill development:	<p>New education policy 2020 is having the provision to support vocational education. The institute has to map out their skill development resource requirements, such as trainers, infrastructure, courses, and associated paperwork. In order to familiarize students with the skill as per the Industry requirements, the Institute has signed MOUs with industries for training and internships. The institute also intends to offer B. Voc. Courses in the upcoming years. In order to create young people who are employable, the emphasis is on integrated knowledge acquisition and human skill improvement. Students and faculty are encouraged to take NPTEL/SWAYAM courses in order to advance their expertise. The institute is providing experience-based learning like internships and apprenticeships is an essential component of their educational offerings since this helps bridge the gap between theoretical knowledge and practical application.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>As most of the students enrolled in the institute is from the rural background so the institute is promoting to use the mother tongue/local language as a medium of instruction, and trying to offer programme bilingually . This shall facilitate students from rural background to go in for Engineering education. The Institute encourages students to learn and imbibe Indian culture by way cultural events . The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in student, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being. The institute celebrates national and regional festivals and induction program to inculcate Indian culture.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education (OBE) has been at the heart of the New Education Policy 2020, and this extends to Indian Higher Education Institutions (HEIs) as well. To be ready for OBE the institute is having clear learning outcomes for each of the</p>

	<p>courses, as well as create assessments to measure these outcomes accordingly. University has adopted OBE system of education, Since the institution is an affiliated institution the same has been adopted in the curriculum. . Internal examinations are conducted to incorporate the outcome-based education in the curriculum and in line with examination reform policies. Internal examination question paper and assignments are prepared by considering the course outcome which is mapped with the POs. is mapped with the Each Department has well defined PEO,s and PSO,s aligning with curriculum.</p>
6. Distance education/online education:	<p>Online education has become the new normal, the institute is well-equipped to provide quality education virtually .The faculties are using Google classroom for effective implementation of online education. Faculties are using it to provide material like eBooks, PPTs, video lectures, question bank, assignments, tests etc. The faculty members are trained to use the technology for instructions. The institute has established the local chapter center for SWAYAM - NPTEL. The institute has in place the required ICT facilities for conduct of online education. And in near future tends to start online certificate courses in various skills.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>An Electoral Literacy Club is a platform to nurture the institute students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. The institute formed the Electoral literacy club in the year 2018.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The Electoral Literacy Club has been established at our college The club will have all the students from all semesters as its members. The institute has appointed the faculty coordinator, the students coordinator and the members who help the target audience to understand the value of their vote to</p>

	<p>ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. The ELCs of the institute is functional from the year 2018. The following coordinators are working as a active members of ELCs- Prof. A. C. Bobade - ELC coordinator Prof. S. A. Bangar - ELC Additional Coordinator Prof.R.G. Brahmane - ELC Member Mr. Jay Upadhye - Student Representative Ms. A. S. Sathe - Student Representative Mr. Atharw Joshi - Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The institute had organized different innovative programs under the ELC club. Some of the programs are constitution oath, Voting awareness campaign, Voting Awareness Rally, Voter ID registration Camp and a seminar to educate the targeted populations about voter registration, electoral process and related matters through hands on experience to strengthen the democracy.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind' to keep this in mind the institute had organized the street play about VOTER AWARENESS at different places in and around the Ahmednagar city . The Deputy Collector, Officer in charge of Election Commission Hon.Shri. Arun Anandakar, Hon.Shri Umesh Patil, Tahsildar, Ahmednagar 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 VACOE had conducted the above said event.</p>
<p>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.</p>	<p>Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation among young and future. An Electoral Literacy Club has a future plan to engage college students who are yet to be enrolled as voter through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. ELCs has also plan to spread voter awareness amongst who are above 18 years in college and rural communities At ELCs, learning meets fun. Activities and Games are</p>

designed to stimulate and motivate students
provoking them to think and ask questions. voters.

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
706	526	360	410	572

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: 104

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
31	29	32	39	47

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
63.83	90.28	64.05	47.87	100.29

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:

Institution ensures effective curriculum delivery through a well-planned and documented process. Academic calendar is designed and published by SPPU before commencement of each semester and accordingly institute and department calendar is drafted that includes planning of industrial visits, extra activities, tests, SPPU examination etc. Subject allocation is done by HOD as per choice of faculty. Class, laboratory and individual faculty time tables are prepared. Lab manual, theory and practical teaching plans are prepared by faculty. To enrich curriculum contents, faculty members participate in faculty development programs, workshops, syllabus revision workshops organized by SPPU. Faculty maintain course file of each subject. Academic Dean and HOD regularly monitors theory and practical classes and takes a review of teaching learning process. Report of syllabus coverage, monthly class attendance and test marks are submitted to Dean Academics, Principal at the end of every month by HOD. Extra classes are conducted for timely syllabus completion and doubt solving. Student's hands on training and workshop are conducted for effective teaching learning. Students are motivated for industrial visit, internship, hands on practice to gain experiential learning. Academic progress, grievances, feedback from stakeholders are taken and conveyed to Principal for strengthening curriculum delivery and overall improvement. Based on result analysis and attainment of CO, PO and PSO corrective action are suggested. Mapping of planned and conducted activities are verified at the end of each semester

The continuous improvement is achieved through periodic audits. A strong teaching learning process is created as per IQAC guidelines.

Mentors appointed for a group of 20 students. Counseling is done twice a semester to resolve the Academic, and personal issues of the students.

The adherence of these activities is continuously monitored once per semester in association with IQAC.

Continuous Internal Evaluation (CIE):

CIE process is adopted to test subject knowledge and practical skills. The CIE is based on direct tools viz. practical attendance, performance and assignments. The institution implements CIE as follows;

1. Internal Examinations: Departmental Exam Coordinator conduct internal examinations, based SPPU exam pattern and requirements which benefits students to visualize and understand SPPU examination pattern. To ensure transparent assessment and evaluation internal test papers are distributed to the students.

2. Term Work Evaluation: The institution's term work evaluation policy is declared to the students at the commencement of semester. The evaluation is based on the overall attendance, punctuality, subject knowledge and performance, internal examination, and assignment completion.

3. Assignments: Assignments are based on course content and assessed by faculties.

4. Project and Seminar Assessment: The institution encourages students to undertake projects to tackle industrial and real-world problems. Students are motivated to undertake seminars based on latest technological advancements. Project assessment is a continuous activity throughout year. Assessment of Seminar and Project is done as per the BOS guidelines and also the criteria decided by IQAC.

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: 19

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: 66.67

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
580	342	187	317	290

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:

Various courses that address gender, environment, sustainability, human values, and professional ethics are included in the SPPU curriculum (e.g. Environmental Engineering, disaster management, soft skills, energy audit management, human rights, smart cities, water management).

Gender concerns:

Co-curricular activities tackle gender equality topics as part of curriculum. Through departmental association activities, both boys and girls take part equally in a variety of academic and extracurricular activities, including project groups, seminars, paper presentations, group discussions, technical quizzes, debates, and extempore.

The institution forms numerous committees in accordance with its equal opportunity policy to promote gender equality. Girls and boys are afforded same chances in terms of admissions, training programmes, sports, and cultural pursuits.

Students are equally encouraged to take part in NSS social awareness initiatives. There is a student

association for each department where all students have the same opportunities. An Internal Complaint Committee (ICC) has been set up by the institution to handle complaints involving female students. The institution organizes A Expert lectures for the girls on topics, gender inequity, child abuse, and sexual harassment Save Girl Child because it is aware of concerns including.

Additionally, the institution runs initiatives guest talk on health checkup camps. For the purpose of educating females about health and hygiene issues,

Human Values: The curriculum covers the importance of truth, honesty, sacrifice, commitment, teamwork, and relationships. This raises awareness of social obligations, environmental issues, and sustainable living.

The university's NSS unit was founded by the institution, and it plans various activities to comprehend the fundamental issues that the villagers confront and attempt to find answers. For environmental awareness, NSS organizes tree plantation in and outside the campus, cleanliness drive and social activities to instill a variety of life skills. Students take part in a variety of events, organized in the institution.

Yoga and meditation sessions are organized by the institution to boost attention, stress management, and self-awareness.

Environment and Sustainability:

Energy-efficient mechanical system design and development are emphasized in some fundamental courses like energy audit and management, power plant engineering, refrigeration and air conditioning, and turbo machinery. Environmental issues are the topic of courses like fundamentals of civil and environmental engineering and environmental engineering I and II.

The institution's architecture makes it easier to utilize natural light. On campus, using LED and CFL lighting is promoted and used. Displays are available to save the energy.

Professional ethics: The phrase "professional ethics" refers to norms of conduct for individuals, organizations, and businesses. It emphasizes proper greetings, handshake protocol, meeting room protocol, and attire for work and social occasions. To instill professional ethics, students are encouraged to take part in activities including workshops, conferences, and lectures. UG and PG students are made aware about the Research methodology, entrepreneurship and Intellectual Property rights by organizing an Experts talk. This helps the faculty and students to check Plagiarism and review articles in the research. The institution sponsors different training initiatives.

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: 52.55

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

Response: 371

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 35.21

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
286	221	149	81	164

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
453	477	507	524	598

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: 31.69

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
145	89	65	21	79

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
226	238	253	246	296

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: 22.77

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute encourages and practices experiential learning, participative learning and problem solving methodologies by employing student centric methods described below.

1. Industry Internships

The number of students undergoes industry internships of 3/4 weeks during summer and winter vacations to improve problem solving skills as they work on small projects and learn industrial practices.

2. Industrial Visits

Industrial visit are organized to strengthen industry connect and facilitate experiential learning. Every department organizes Industrial visit as per syllabus provided by university for students to get exposure to the industrial practices, manufacturing processes, equipment and machinery.

3. Project Based Learning (PBL)

Project Based Learning is the important components in the curriculum to do active experimentation and learn by doing the things. As per academics PBL is included in syllabus of first year and second year engineering students to get hands-on experience of using real world components, techniques, methods etc.

4. Project in final year

Final year projects are the important components in the curriculum to do active experimentation and learn by doing the things. Institute has exclusive lab for students to work on real time industry projects and get hands-on experience of using real world components, instruments and machinery.

5. Seminar

All third year engineering students gives seminar on individual topics. Topic is selected by students, relevant to any subject of programme. One faculty from department guide them to make presentations and reports over selected topic.

6. Innovative pedagogy techniques

Faculty promotes participative learning through innovative pedagogy techniques such as group discussions, quizzes etc. during semester. Faculty uses PowerPoint presentations, various models, NPTEL videos etc. to improve student's interest in learning.

7. NSS field work

NSS unit of the institute support experiential learning through social and environmental issues by undertaking various field activities such as Clean and Green India campaign, Importance of yoga and meditation, save water-save life campaign, blood donation camp, tree plantation drives, sanitation survey, health is wealth campaign, road safety awareness drive, career guidance program for schools etc.

8. Department Activities

Each department organizes various departmental activities like quiz competition, Rangoli competition, Poster presentation etc. as extra-curricular activities to involve students. It helps them for participative learning.

9. ICT Tools

Faculty uses various ICT tools for teaching such as Google classrooms for study material distribution, online platforms for lectures and practicals like google meet. Institute having various e-journal subscriptions in central library for reference material to teaching learning process. Institute also provided ICT enabled infrastructure facilities to teaching learning process.

File Description	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: 62.9

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
48	48	48	51	88

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: 7.87

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
3	2	3	3	3

File Description	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:

Transparency in Internal Assessment

Transparency is maintained in internal assessment.

1. The notices regarding the evaluation schedule of internal assessment are displayed on the notice board or circulated through what's App Groups as well as conveyed to students through announcements from time to time by the faculties.
2. The internal marks are displayed on the notice board. Students are allowed to meet and clarify their queries, also discuss with respective faculties about their performance in internal evaluation.
3. Evaluated answer papers are distributed to students. Faculties clarify queries of the students and give feedback and suggestions to the students for improvement.

Frequency of Internal Assessment

The internal assessment is conducted on a continuous basis throughout the semester.

Mode of Internal Assessment - There is adaptability in the structure of Internal Assessment. The faculties are allowed to select an evaluation method appropriately for their course like

1. Unit test
2. Assignment

Internal examination related grievances-

1. Term-work marks are given by following continuous evaluation process based on the performance of the students throughout the semester in assignments, internal Unit Tests, record in practical journals, conduction of experiments. Grievances raised by the students regarding term-work marks are resolved collectively by subject teacher and HOD.
2. In case of any discrepancies in the marks obtained in internal examination (Unit tests), students can approach the subject teacher. The answer sheets are once again evaluated in the presence of the students and the grievances are resolved.

External examination Transparency and related grievances-

External (University) examination grievances are addressed by examination section as per the process laid down by the SPPU. An exclusive display of detail processes to be followed for grievance redress is provided at examination section and website. In addition, the College Exam Officer (CEO) is appointed by the institute as per university guidelines for the smooth conduction of University exams and addressing exam related grievances as per the University rules and regulations.

- 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.

- Examination section displays notices for filling photocopy form, verification and revaluation form giving details about the applicable fees and last date of submission.
- Upon the declaration of the University result online applications for the photocopy of the assessed answer sheets is made by the concerned student/examinee.
- 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 is completed by the University, the student section receives the revised mark lists from the university.
- Examination section collects the old mark sheet from the student in case of change in marks and distribute revised mark list to the student.

File Description	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:

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 prominent places of the institute.

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

- For every course 5 to 7 intended learning outcomes are stated as Course Outcomes (COs).
- Unit wise course contents from the course syllabus forms the basis for framing CO statements.
- The COs are mapped with POs and PSOs having correlation levels of either 1- Slight (Low), 2- Moderate (Medium) and 3- Substantial (High).
- The process of mapping of CO's with PO's and PSO's give CO-PO and CO-PSO matrices respectively.

Mechanism of Communication of Program Outcomes (POs):

Program Outcomes (POs) are communicated to the students, teachers, staff and others through the following ways:

1. Displayed at strategic location in the departments.
2. Published through institute website- www.vacoa.in
3. Printed on project log book.
4. Shared to students during first lecture of academic.

Mechanism of Communication of Course Outcomes (COs):

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

1. COs are published through institute website- www.vacoea.com
2. COs are communicated and discussed with the students during teaching learning process at the beginning of the semester and also during the progress of the semester.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- The institute follows Outcome Based Education (OBE) philosophy for the measurement of levels of attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs).
- Program outcomes describe what students are expected to know and be able to do by the time of graduation.
- Curriculum, teaching-learning processes and assessment methodologies are designed to align with POs and PSOs.
- The COs for individual courses are framed having an appropriate mapping with POs and PSOs. The process of mapping gives CO-PO and CO-PSO matrices.
- For each course, attainment level of all course outcomes is obtained based on the student's performance in the internal and external examinations.
- This in turn helps in arriving at the PO/PSO assessment as each CO is mapped with certain POs/PSOs.
- The assessment methodologies and the process of measuring attainment levels is summarized below.

Direct Assessment Methodology

Direct assessment methodology have two components viz- internal assessment (30% weightage) and external assessments (70 % weightage). Internal assessments are carried out for Unit Test and Assignments, External assessments are carried out for in-semester, end-semester examination and oral/practical examination.

Direct assessment parameters used for Course Outcomes (COs) are:

Attainment Level 1: XX% of students score more than XX% marks

Attainment Level 2: XX% of students score more than XX% marks

Attainment Level 3: XX% of students score more than XX% marks

CO attainment is calculated with 70 % weightage to external assessments and 30 % weightage to internal assessment.

CO Attainment = 0.7* Attainment Level of External Assessment +

0.3* Attainment Level of Internal Assessment

File Description	Document
Provide Link for Additional information	View Document

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

Response: 86.96

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
142	107	125	135	131

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
157	112	131	164	172

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.48</p>	
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: 0

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	0

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:

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge.

Objectives

- To determine the more recent, interdisciplinary, and cutting-edge program-related subjects.
- To cultivate a culture of research inside the Institute and to inspire professors and students to conduct research related activities.
- To plan symposiums, conferences, workshops, and seminars to discuss development and research.
- To raise awareness of the numerous research funding programmes offered by the government, universities, AICTE, and other organizations

- Promoting knowledge of research publications, patents, and IPR.

Ecosystem for Innovation

Foster a culture of innovation: Encourage creativity, experimentation, and risk-taking among staff and students institute organizes the expert lecture and guidance on the various topics of Research Methodology.

Build partnerships: Collaboration is done with nearby industry to share knowledge and recourses.

Support research and development: Library books, laboratory and faculty guidance are made available for the projects and testing materials.

Provide training and development opportunities: Students are motivated for the Internship programmes and real time projects. Industrial visits are organized to learn the actual work experience. To acquire new skills and knowledge in innovative ways Faculty development programmes are organized in the Institute.

Offering study leaves for their course work encourages faculty members who want to pursue higher education. For necessary experiments, the research researchers are free to use institution resources as well as library materials.

By implementing these strategies, an institution can create an environment that promotes innovation and knowledge transfer, which can lead to significant benefits for the institution and the wider community.

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: 11

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
3	3	2	1	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

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
00	00	00	00	00

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

3.3.2

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

Response: 0.2

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	3	2	8	06

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

3.4 Extension Activities**3.4.1**

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

Response:

The College of Engineering at the Vishwabharati Academy was established in 2008 with the goal of using education to strengthen the nation. Our guiding principle is to educate professional leaders who are adaptable, socially conscious, and committed to holistic and sustainable development.

- The Institute is crucial in promoting students' holistic development and feeling of social responsibility through participation in extracurricular activities.
- Students can develop a concern for the environment, health, and enhancing the quality of life for rural people through community service with NSS. The NSS volunteers take the initiative to create a technological environment and aid the impoverished individuals in their own personal development. Consequently, the scheme's ultimate purpose is to try to instill in these volunteers a sense of patriotism, national cohesion, brotherhood, and communal peace.
- These committees present outreach programmes to the students at the orientation programme and ensure their participation throughout the academic year.
- To increase awareness of problems like AIDS, Cancer, Drug Rehabilitation, Road Safety, and Safe Use of Drugs, students participate in need-based activities including campus cleaning, tree planting, campus rallies, and street plays. They developed a sense of social, environmental, and national integrity as a result of their involvement in these activities.
- Surveys are conducted by students on literacy, educational resources, health, and sanitation,

among others.

- The institute arranged the blood donation and health checkup camps in conjunction with other organizations.
- In order to raise awareness of social issues, moral principles, service orientations, good citizenship, and holistic development among the students, VACOEA organizes a variety of extension activities both internally and externally in rural communities.
- Students and staff give back and support places like orphanages, helping to develop human values in each person.
- The institute hosts expert talks on topics like leadership development, personality development, women's empowerment, the value of cleanliness, youth issues, health awareness, and others that advance, promote, and distribute knowledge about many societal aspects and their contributions.
- Electro Literacy Cell of the Institute conducted the voter awareness programme in and around the Ahmednagar.
- To promote societal harmony and national integrity among students, the institute honours national holidays and festivals. Each Memorial Day is observed, informative and uplifting presentations are organized. For students' overall growth in yoga, meditation, and soft skills, the institute conducts training sessions and lectures.
- Female students and women are educated by the Internal Complaint Committee, on how to avoid problems like sexual assault, Mental and Physical health and harassment
- Programs for career counseling are offered.
- The institution runs a campaign to raise awareness of higher education among nearby students and junior college students. Students gain knowledge and self-assurance to pursue higher education.

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

3.4.2

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

Response:

The goal of the Vishwabharti Academy's College of Engineering is to give students from rural areas the greatest technical education possible while guiding them towards becoming responsible citizens of India who will contribute to the advancement of the nation.

By putting an emphasis on activities like waste water treatment (sewage treatment plant), plantation, and renewable energy sources through solar street lights and energy-efficient LED bulbs. The institute, which is located outside of the Ahmednagar City has created and maintained a pollution-free, lush, and green campus. The Institute also promotes and conducts social responsibility activities by organizing a variety of initiatives, including a programme to increase awareness of cleanliness, the Swatchh Sarvekshan

campaign, blood donation camps, and a programme to educate students about voting through the Electro Literacy Cell in the local community. Because of its dedicated work in this field, the institute always takes proactive steps to assist develop rural communities and society.

These actions led to honors and recognition for the Institute and its programmes from governmental and non-governmental organizations. The table below provides information on the number of awards.

Sr. No.	Description of award	Organization
1	Blood Donation	Ashtavinayak Blood Bank
2	Lokmat Aspire	Lokmat
3	Green Campus Award	Utsav Foundation
4	Clean and Green Campus Award	Amrutvahini Gram Vikas Mandal, Ahmednagar

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: 51

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
4	1	16	14	16

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: 24

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution has the mandatory infrastructure required by AICTE New Delhi, DTE, and SPPU, which has been renovated in line with growth and expansion. The policy is to provide educational infrastructure for students in terms of library materials, software, and equipment in the labs specified in the curriculum, in addition to the physical infrastructure that caters to co-curricular and extracurricular activities. The college is dispersed over a vast area.

The college features a 12 well-equipped classrooms, 04 tutorial rooms, 32 laboratories, and 01 seminar hall. All laboratories are outfitted with all required instruments and equipment in accordance with AICTE standards. LCD projectors, Internet access, ventilation, and brightness are available in classrooms. In laboratories, a variety of charts are on display to help in understanding practical ideas. Additionally, aptitude tests, interviews, and group discussions are conducted in classes. The college has a sick room and a girls' common room. The college features a 50 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 180 Liter/hr. of water. An outside organization tests all of the drinking water's chemical and physical characteristics once a year. Two generator sets with capacities of 35 KVA and 62 KVA are used to supply the electricity backup facility. For safety against the possibility of a fire, fire extinguishers have been put on every floor of the college. A transportation service is available to pick up and drop off students from all parts of the city.

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, electronic journals and magazines that can accommodate 150 people in the reading area. Google Classroom is being used by the college to improve academic planning and oversight. Students with physical disabilities are given access to bathrooms, ramps, and wheel chairs at the college (Divyangjan).

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 carom and chess. Students uses a well-stocked gym that has equipment for building strength and a treadmill.

Students participate in a range of cultural events like Independence Day, Republic Day, Sanvidhan Din, Marathi Rajbhasha Din, National Science Day, Women's Day, Shivjayanti celebrations. 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
Provide Link for Additional information	View Document

4.1.2

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

Response: 13.77

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
30.71	14.99	1.15	2.91	0.67

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 the soul of any institute. It provides adequate services to its patrons. College central library is established in 2008. Presently the collection of the library is 3705 titles and 12219 volumes. Library has using AutoLib library management software to do library activities like circulation, cataloguing, and acquisition.

Library has sections like Stack room section, Periodical section, Reference section, and Circulation section, E- Library section with 10 nodes and well ventilated reading hall with 110+ seating capacity of students. All the books of the library have been classified as per Dewey decimal classification system. Issue and returns of the books has been done by AutoLib Library management software with barcode technology.

The library has active institutional membership to DELNET consortia. The DELNET provides access to more than 1500 e- journals. The library has subscribed Knimbus mLibrary database. Knimbus mLibrary is a digital library platform, which facilitates users to access digital content from multiple sources and this platform offers a single search to the End – users and acts as an intermediary to other databases. Library provides remote access to the users of this all database. Users can access it at outside the campus also by using user name and password.

In the digital library users can access E- Resources which are subscribed by the library and also those are freely available on the web. Library provides NPTEL lectures series in the digital library through the Hard Disc to the users.

The library provides various services to its users like automated circulation system, Internet browsing, Library orientation, Book Bank facility and newspaper clipping etc.

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:

The institution has a solid IT foundation to meet the needs of students and faculty for an improved teaching and learning process. To help students become employable in the current market, a variety of software programmes are offered at the institution level. These include MATLAB, Pro-e, CATIA, Java, C Lang, C++ Lang, AUTO CAD Civil, and all of which are regularly updated. Various social media platforms, including Facebook and YouTube, are connected to the institution. With the help of its main website, www.vacoea.com, college is connected to society.

The institution has a separate, centrally located maintenance system to serve the campus facilities, IT infrastructure, and equipment. Each college department has a CCTV system installed for the purpose of pupil monitoring and security. Every department's computer lab is properly linked to a Local Area Network (LAN) with a 100 mbps data transfer rate. Every departmental computer lab is equipped with a Core i3 processor and 2 GB of RAM. The section of computers has a lab with cod core processor, 8 GB RAM, and 500 MB HDD machines. The department of computers also employs open source platforms like the Ubuntu operating system and Open CL tools for graphics programming. Windows license documents are in the institution. For hardware machine and building drawing, the Civil and Mechanical department employs the software programmes AUTO CAD.

Every computer lab is completely protected by a CCTV system. CCTV system is centralized. Institution has separate server room. A dedicated server is used for the SPPU online test. Each department's name is displayed on the board in the college. A well-equipped centralized computer center has 100 computers with high-speed internet connectivity ready for use in research, development, and innovation. Acer Corporation is the manufacturer of every computer in the college. Hardware from Acer Corporation includes switches, routers, and LAN connections.

The institution has a department wise Wi-Fi gadget with a 50-meter radius. More than 100 people can be connected at once by this device. Leased line connectivity offers 50 Mbps of usable internet bandwidth. Wi-Fi access is widely available on college campuses for students. There is an LCD projector and screen in each departmental classroom. Wi-Fi and LCD projection are similar in that both provide access to the internet. Technology resources are well-equipped in the classroom. The institution offers Webinars for student growth, a public address system, a web camera, and a video camera for video conferencing. For employees, the institution has a biometric attendance system. The Maharashtra government uses this IT infrastructure to run the MH-CET online test, TAIT exams, GATE, JEE, NEET PG Exams.

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:** 2.17

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

Response: 326

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: 19.23

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
20.34	28.13	11.28	4.44	6.25

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: 72.26

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
522	382	262	297	397

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 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: 53.34

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
361	289	208	223	292

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 15.53

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
47	38	12	9	10

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
163	112	130	166	176

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: 0.48

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
0	2	1	0	0

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

5.3 Student Participation and Activities

5.3.1

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

last five years**Response: 0**

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
0	0	0	0	0

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: 5.2

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
3	3	7	7	6

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:

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

The main objectives of the association are

- To encourage and support interactions between alumni and the existing students that is mutually beneficial.
- To maintain a keen interest in the institution operations and growth.
- To serve as a mentor to the institution students in their pursuit of higher education, character growth
- To inspire and mentor the institution students to pursue self-employment as a career and to help them through various activities such as visits, seminars, and expert guidance.
- Encourage collaboration between businesses and educational institutions to close the skills Gap and improve student employability.
- To assist and encourage the institution students who participate in extracurricular, cultural, and sporting activities.
- To contribute to environmental preservation, anti-pollution efforts against sound, air, and water pollution, through slide shows, street performances, handbills, and any other means of raising social consciousness.
- To support and mentor current and former students of the Institute.

We at Vishwabharati Academy's College of Engineering Ahmednagar are pleased to announce that a number of our alumni have taken up diverse roles in MNCs, the public sector, government and semi-government organizations, as well as at the international, governmental, and state levels. The institute has applied for an Alumni Association for its alumni network. The major goal of the alumni association is to bring all of the alumni together on a single platform, where they may exchange experiences and job opportunities. Most of the Alumni are active at Vishwabharati Academy's College of Engineering. In every year we organize alumni meet, our institution hosts the alumni meet.

They engage in conversation with the administration, faculty and students throughout the meeting and contribute their suggestions for enhancing the institute's overall development. During the course of the academic year, alumni visit the department in addition to the regularly scheduled events to offer assistance through guest lectures, seminars, workshops, and support for industry visits, internships and placement drives, among other things. Alumni offer comments on the college's infrastructure improvements and other academic-related issues and also recommend curriculum deficiencies in light of the most recent business demands. The institute's alumni support the students technically whether they are working on projects or competing in events. Wherever the demand for technology develops, they also offer infrastructural facilities at their end. A distinctive element of the institution is the voluntary involvement of alumni in mentoring for current first, second & third year students through the Buddy Scheme. Each alumnus makes a personal connection with each student in this way. Students can contact Alumni through phone, email and social media. Alumni offer academic, skill, psychological, and

professional guidance to students.

By referencing his path and extensive career to attain success, they encourages and stimulates the learner to instill confidence in them. Under this programmed, the undergraduate is supported up to graduation and has employment opportunities.

File Description	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:

Vision and Mission statement of the institute were incorporated by the management Vishwabharati academy's college of Engineering Ahmednagar in the year 2008.

Vision

To create a center of academic excellence where in the young students are motivated to understand imbibe the basic principles of Engineering and technology and apply this knowledge to competently solve practical problems of national to help the country achieve faster progress. Mission

To adequately prepare young Engineers to shoulder the responsibility of leading mother India to glory.

Nature of Governance

Board of Trustees, Governing Council, Principal, Academic Head, College Development Committee Department Head, and faculty place a strong emphasis on overall development in order to accomplish the institute's vision and goal and, as a result, the overall success of the students.

For effective implementation in accordance with the SPPU calendar, the semester is well prepared before classes ever begin. Various committees are formed at the institute and department levels. All faculties are given an equal share of the responsibilities.

- Regular academic monitoring is conducted. Every semester, feedback from students is gathered twice to improve teaching-learning process.
- Students are encouraged to participate in variety of events, including workshops, intercollegiate competitions, quizzes, debates; yearly college sports events, and cultural festivals.
- The department plans extracurricular activities for the students.
- Staff and students have access to well-equipped labs, internet facilities, computer centers, libraries, and collections of books, magazines, and journals, as well as NPTEL videos and e-books.
- The institute provides students with a variety of government scholarships.
- The institute consistently encourages a decentralized and participatory management culture.
- The stakeholders such as students, faculty and staff are appointed in administrative bodies for decision making process.

- For the purpose of making decisions, the team consists of the Principal, vice principal, IQAC Committee, Deans, HODs, Institute and Department level coordinators, Teaching staff, Non-Teaching and Supporting Staff, Student Representatives, Other Stakeholders, and Alumni in various Administrative Bodies.
- The administration and academic process are under the principal's observation.
- The various committees are formed to achieve the institute's vision and goal.
- Regular meetings are held in all Departments where internal issues within the Departments are discussed and resolved. To discuss problems with the head of the department and the head of the institute, staff meetings are arranged.
- Subjects are assigned at the start of the semester as per the choice given by the faculty. If any faculty member has a concern about the assigned topic, it is discussed in a meeting and a different arrangement is established.
- Faculty feedback is taken and analyzed twice in each semester.
- The Institute promotes leadership among the students through student council, class representatives, student association, technical associations and extracurricular activities.

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 institution has well-organized administrative structure, with the governing council serving as the highest decision-making body and being followed by top management, which provides all forms of support with a focus on the institution's vision and goal.

The institution's development depends greatly on the work of the governing body. It meets to encourage, direct, oversee, and take part in the college's training, research, and placement programmes. In order to ensure that the faculty is academically competent, it also offers advice on the organization and execution of academic programmes including orientation courses, seminars, in-service training, and other courses that the institute hosts.

College Development Committee: has been established at the institution, Members of the committee include a management representative, the principal, HODs, faculty, and non-teaching employees.

Principal: supports academic advancement. Observe and take part in the institute's training and teaching initiatives. Keep an eye on the routine administrative and academic activity. Department faculty performance as seen in the forthright report, student feedback, and result analysis.

Internal Quality Assurance Cell (IQAC): is crucial since it regularly recommends changes for a variety of academic and administrative tasks. To finish the documentation draught and periodically update it, the HODs and faculties meet regularly.

Office Superintendent: serves as the head of the administrative divisions.

Head of Department: is in charge of carrying out all academic programmes for the Department in accordance with the standards of the affiliated University. On behalf of the Principal, he/she works at the department and contributes to department and overall Institutions general growth.

TPO: Coordinate and interact with the industries for placement as the training and placement officer. Organizes talks and seminars to encourage students to grow in the areas of soft skills and job interviews.

Additionally, the institute has a student development committee, an anti-raging committee, a SC/ST committee, a women's grievance Redressal committee, and a committee for internal complaints. All of these committees are established with proper representation from each department and administrative officials in accordance with standards. Numerous functional committees, including the examination, library, admission section, accounts, student, library, workshop superintendent, physical director, IQAC, NSS, alumni association, have been formed to ensure that the academic programme is carried out

Effectively, to address students' concerns, and to help students with all academic and administrative activities. The administration becomes more transparent and participatory as a result. Thus reflects the decentralization of authority policy.

Service rules, Procedures, Recruitment and Promotional Policies:

Within the framework of the AICTE, State Government, and Affiliated University, the Institute has a set of well-established rules, norms, and regulations that have been authorized by Institute's Governing Council.

The institute's rules and regulations were created in 2008 and are periodically updated.

File Description	Document
Upload Additional information	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: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	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:

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

Management launched various welfare facilities for both teaching employees and non-teaching staff. The different welfare facilities and examples are shown below

Medical leave, EPF, duty leave, maternity leave for female employees, conveyance allowance for attending FDP like orientation programmes and short-term courses, encouragement and support for pursuing higher education (PhD) for the advancement of the teaching as well as nonteaching staff's careers, etc.

The facilities required to support a pleasant atmosphere are made available to the Dean, HOD, and faculty members.

In order to guarantee the accomplishment of the overall corporate mission and vision, a competent performance management system strives to improve the overall organizational performance of teams and individuals.

The AICTE Rules on Minimum Requirements for Appointment of Faculty and Other Staff in the College are fully adhered to by the Institute.

Feedback from the students is gathered for each subject at the conclusion of each semester.

The department Head review the student feedback forms and make appropriate recommendations for ways to enhance the teaching-learning process.

Support Facilities

- Biometric attendance system is implemented.
- Wi-Fi facility is available to staff and students inside the college campus.
- Grievance Redressal Cell is available to address the issues and grievances of the staff.
- Indoor games facility is available for the staff to relax and to refresh physically and mentally.
- Grand dinner is provided for all the staff and students on the eve of cultural event.
- Security service is being provided in campus.

- Centralized canteen facility is provided for Teaching and Non-Teaching staff.
- Staff quarters are available in the campus.
- Parking facility is provided inside the campus.
- Festival Advance is sanctioned as per request from faculty.
- Safe drinking water is available to all staff and Students.
- First Aid and Doctor on call facility is available in case of emergency
- Study Leave Medical leave, Casual leave, Compensatory Off is given to all teaching & Non-teaching Staff as per request and need.
- The institute allows faculties to go for higher studies and short term courses. On duty facility and training and travel grants for attending workshops conferences/seminars.
- For teaching staff, financial support is provided to attend conferences, workshops and seminars.
- Performance appraisal for teaching and non-teaching staff is taken once in year in a structured format to evaluate the progress and performance of staff. Teaching staff performance is evaluated on the basis of academic as well as contribution in co-curricular activities. Principal evaluates the self-assessment forms; analyze the student feedback from students and takes review of appraisal.

Commitment to organization, discipline, drive for self-motivation, behavior and attitude toward staff and students, attitude toward work, team player, punctuality, adaptability, participation in inter- and intra-departmental activities, and technical knowledge are additional evaluation criteria. The Principal and the concerned department heads provide the relevant recommendations in the self-evaluation.

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: 21.35

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
12	6	8	9	3

File Description	Document
Institutional data in the prescribed format	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: 11.39

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
6	5	6	8	2

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
11	12	12	12	12

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

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:

Institutional strategies for mobilization of funds and the optimal utilization of resources are as follows.

College has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure development and teaching learning process.

The college is self-financed. The financial resources are generated through Students fee. The part of which is received in the form of Students Scholarship. The Heads of the departments, finalizes the budget and submits it to the Principal. The departmental budget is then discussed, further put into institutional budget and then forwarded for approval to the management by Principal. All income and expenditures of the institute are effectively monitored by the management in co-ordination with the Principal and account officer of the college.

The College has a mechanism for internal and external audit.

Internal Audit: College has a separate Internal Audit committee which monitors the utilization of finances. The internal audit is done by the internal auditor appointed by the college half yearly. The expenses incurred under the different heads are thoroughly checked by verifying the bills and vouchers by account department as per the budget approved by Management.

External audit is carried out by Registered Chartered Accountant. The account officer verifies the daily routine transaction by verifying the bills and vouchers.

The financial records of the College are audited every year after the end of March.

After completion of audit process, external auditors give the balance sheet, Income and expenditure statement, fixed schedule assets statement and audit report.

The college accounts are audited regularly by both Internal and External auditors.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

Response:

- The institute constitutes an internal quality assurance cell (IQAC) as per the guidelines of NAAC. The cell is represented by faculties of all the departments as per the office order of the institute. The institute exist a policies on academic and administrative systems as per the standard set by the Vishwabharati Academy's Governing Council and Management Guidelines with respect to the process of teaching and learning and evaluation system, maintain the academic performance, faculties recruitment and qualification improvement, faculty appraisals, student and stake holder feedback with action taken etc. The Internal Quality Assurance Cell (IQAC) of the VACOE institute has been make an effort to develop good working culture, consistent functioning actions to enhance the academic and administrative performance of the institute to promote quality standards by institutionalization of best practices. The major efforts taken by IQAC are improvement of academic formats, teaching learning process and students and faculty development programmes through FDP, STTP, and certification Course.
- Enriching the library through subscriptions and e-journals.
- IQAC implemented quality assurance policies in the institute, development of mechanisms and outcomes with the stakeholders by maintaining modifying teaching learning methodologies, updated college websites.
- Extracurricular and co-curricular activities has been conducted continuously like online/ Offline training on Technical topics as well as communication and soft skill, Aptitude training, carrier counseling, carrier guidance, Expert and Guest lectures. Campus to corporate grooming, adaptability culture, inter personal skill activities successfully Completed as per guidelines by IQAC. Academic audit of the all departments is carried out half yearly.

- IQAC takes review of teaching learning process in the institute through academic audit. It mainly comprises the Principal, Dean academics, Heads of departments and departmental senior faculty members as coordinators and members.
- A semester wise academic calendar and activity calendars are prepared by consideration of the university academic calendar before commencement of the term and instructed to follow and conduct activities as per the schedule in each department. Under the guidance of the academic dean, committee's monitors the class wise, faculty wise, subject wise, instruction delivery etc.
- The main aim of these committee's is to monitor the teaching learning process, structures and methodologies implemented and learning outcomes at periodic intervals. The COs of each and every subject mapped with the POs and PEO's and analysis were done by continuous internal evaluation (CIE) sheet for all the subjects for their outcomes.
- The academic and administrative audit of all the departments is carried out half yearly to monitor the routine of departments by internal Academic monitoring committee. Academic records verified by the internal monitoring committee like academic calendar, event calendar, department teaching load, teaching plan, students practical and theory attendance, results, other activities records etc.
- The personal appraisals of the faculties has been taken yearly and reviewed and feedback given to the faculties for the academic improvements. The training and internship provided at the end of each semester for the improvement technical skills of the students.

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: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	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:

Census data from 2011 shows that Ahmednagar District has a gender ratio of 934/1000, compared to 929/1000 for Maharashtra State. The youth generation in India has to be made aware of the need for gender equality since they will be responsible for shaping the country's future. Institute students are adolescents, and if gender equity is brought to their attention at this time, we will undoubtedly have intelligent citizens of Tomorrow. The Vishwabharati Academy's College of Engineering is a continually operating institution in this respect. The Institute makes significant efforts to promote gender equality, and we are carrying out some of the below-listed initiatives as a result.

1. Girls Common Room - The Institute has built a Girls Common Room for the benefit of female students and staff members. This has amenities to meet the demands of female employees and students. A sanitary pad disposal device and an automated sanitary pad dispenser have both been installed.
2. Sick Room and Doctor on Call Facility- Institute has Sick Room facility ion any Medical Emergency.
3. The whole Institute campus is covered by CCTV, which allows for continuous monitoring of the students' security. Institute Campus is enclosed by Wall Compound. 24 X 7 Security Guards are Available. Fire Extinguishers are installed in campus to fight against fire accident.
4. Women Counsellor- Every year one teacher is appointed as a women counsellor in the college. The said female counsellors meet the girls and discuss the social, economic, educational and family problems faced by them and find a way out. In rare cases the girl's family members are also included in this discussion.
5. International Women's Day – The Institute always celebrates International Women's Day with considerable fervour on March 8. Many events are planned on this day.
6. Various Gender Equity programs are arranged to empower women, including lectures and seminars on topics including cyber security, Sexual Harassment, women's health, and the laws that pertain to violence against women.
7. Bus Facility- Bus facilities have been made available from the Institute to various parts of the city, many students of the Institute are availing this facility.
8. Internal Compliant Committee- An Internal Compliant Committee has been established in the Institute to promptly solve various problems and complaints arising in the case of students.

All national and international days and festivals are celebrated in the college. Through this, patriotism, scientific approach, constitutional values, culture and tradition are cultivated in the students.

These mainly include the following days.

- 1) Indian Independence Day
- 2) Indian Republic Day
- 3) Engineers Day
- 4) Chhatrapati Shivaji Maharaj Jayanti
- 5) National Science Day
- 6) Marathi Rajbhasha Din
- 7) Constitution Day
- 8) Teacher's Day
- 9) International Yoga Day
- 10) Ganesh Festival

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

India's diversity includes regional, linguistic, economic, and cultural differences, but people of various castes, religions, and cultures have lived together for years due to shared wisdom, culture, and patriotism. Teaching national unity, cultural harmony, and citizens' rights and responsibilities to students from a young age can help to create responsible citizens for the future.

Vishwabharati Academy's College of Engineering is extremely aware of this, and different initiatives are carried out, which are given below.

- The code of conduct was developed to ensure that all students, teachers, and non-teaching staff adhere to a set of norms while on the job.
- All students have a right to an education. The Government of Maharashtra and the Central Government offer financial aid to the students in the form of scholarships. The Institute periodically notifies and provides documentation for all of the students who qualify for the Scholarship. Also Institute grants Fess Concession to the needy students.
- Every year, Vishwabharati College organises cultural events with tremendous zeal. This includes performances by the students in singing, music, dance, drama.
- Marathi Rajbhasha Din is celebrated to glorify the Marathi language.
- Various activities are organized on International Women's Day.
- Various measures have been taken to make education convenient for disabled students.
- Blood donation camps are organized in Institute every year.
- A large number of trees are planted and nurtured by the students in the Institute premises.
- Bird conservation work is done by students during summer by providing food and water to birds.
- The Institute supports the institution which takes care of disabled, orphans and deaf children in the locality to a large extent.

- Students created public awareness through street play for people to respect democracy by exercising their right to vote.
- The birth anniversary of Chhatrapati Shivaji Maharaj, the founder of the Maratha Empire is celebrated with great enthusiasm in the Institute.
- The Institute celebrates the Ganesh Festival grandly and hosts competitions during the event. Eco-friendly (Shadu) Clay Ganesha is worshiped.
- Indian Independence Day, Indian Republic Day, Constitution Day, Mahatma Gandhi Jayanti, Savitribai Phule Jayanti, Doctor Babasaheb Ambedkar Jayanti are celebrated in Institutes.
- The students went to the rural areas around the Institute and created public awareness among the citizens about getting rid of addiction to tobacco, cigarettes and alcohol.
- VACOE Students went to the Institutes in Kada and guided the students about traffic rules, uncontrolled speeding and the resulting road accidents.
- Japan, a nation completely destroyed by a nuclear assault, arose from the ashes and made amazing strides. This is solely a result of the educational system in Japan. Under this endeavour, an effort was made to integrate the educational systems of Japan and India.
- Ahmednagar is a historical city, and the students of the institute worked to preserve it by cleaning important landmarks including Salabat Khan's Tomb and Hatti Barav (Elephant Step Well).
- The institute periodically hosts career advising events to inform students in classes 10th and 12th about the finest employment prospects in the future.

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:

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

Best Practice: 01

Title of the Practice: 5S Methodology Implementation in the Institute Campus- Foundation for other Continuous Improvement.

Objectives of the Practice:

- Improved Learning Environment: A clean and organized environment helps students focus on

their studies.

- Enhanced Safety and Security: Organization reduces safety hazards.
- Increased Efficiency: 5S improves processes by reducing time spent finding resources.
- Cost Reduction: Eliminating unnecessary items reduces campus maintenance costs.
- Improved Resource Utilization: Organizing resources like books and equipment increases their availability.

The Context: Students, faculty, and staff spend a lot of time in engineering colleges, so a clean and well-organized learning environment can improve their experience. Libraries, labs, and classrooms are common resources that need effective management. 5S can improve resource utilization and accessibility.

Innovation and continuous improvement are central to the engineering field, and 5S aligns well with this philosophy. It encourages a culture of problem-solving, leading to increased efficiency and productivity.

Implementing 5S in engineering colleges also helps prepare students for their future careers by developing skills in organizing, streamlining processes, and continuous improvement.

The Practice:

The 5S work methods involve several steps. The first step is to sort and classify all the items in the workplace, including classrooms, laboratories, and libraries. Then, the remaining items are arranged in an organized and logical manner. The workplace is then cleaned thoroughly and standard operating procedures are established for maintaining it. Finally, regular inspections and audits are conducted to sustain the 5S principles over time.

To educate the staff and students of VACOE about 5S, we conduct training sessions and workshops to introduce the principles and provide hands-on training. We also use awareness campaigns such as posters and banners to highlight the benefits of 5S. Employee involvement is encouraged, and recognition and rewards are given to those who implement 5S effectively.

Evidence of Success

- Safe Workplace: 5S Implementation ensures a safe and secure environment.
 - Increased Efficiency: Campus operations are streamlined and efficient due to the organized workspaces, resulting in a significant reduction in time and effort required for setting up events.
 - Cost Savings: By labelling and storing banners and flex in an organized manner, the cost of replacing them each year is eliminated, leading to cost savings.
 - Improved Appearance: Implementing 5S principles enhances the appearance of the campus and creates a positive first impression for visitors.
 - Enhanced Quality: 5S principles ensure improved quality in campus operations and student services.
- Problems Encountered and Resources Required Implementing:

Challenges in implementing 5S at VCOE include: lack of awareness, resistance to change, and

insufficient commitment.

To address these challenges, the following resources required:

- Training materials and communication tools: We use PPTs, posters, and pamphlets to provide training and create awareness about 5S principles among staff and students.
- Provision of necessary resources: We arrange cleaning equipment, storage facilities, labelling materials, and other necessary resources for implementing 5S.

Best Practice: 02

Title of the Practice: Faculty Development Program (FDP)

Objectives of the Practice: The objective of a faculty development program in VACOE is to enhance the teaching and learning experience for both faculty and students. The program aims to provide opportunities for faculty members to improve their skills, knowledge, and attitudes in their teaching and research practices.

The key objectives of a faculty development program in VACOE are:

- Enhancing Teaching Skills:
- Keeping Up with Technological Advancements
- Fostering Research and Innovation
- Building a Community of Practice
- Encouraging Professional Growth

The Context: Faculty development programs help to enhance the teaching effectiveness, research productivity and keep faculties up-to-date with the latest developments in their fields. These programs include workshops, seminars, conferences, and mentoring programs covering various topics such as Teaching Methods, Language Proficiency, assessment techniques, research methodologies, leadership development, and communication skills. The goal of the faculty development program is to promote a culture of continuous learning and improvement to improve the quality of education and research in VACOE.

The Practice:

To implement FDP as a best Practice we follow following pathway

- **Identify focus areas- Based** on industry trends and current situations to design the PDP. For example, during the COVID pandemic, an FDP on online teaching methodologies was conducted to address difficulties faced by faculty in this area.
- **Inviting expert speakers:** Working as a Faculties in technical institutions, Many VACOE Faculties have lot of Skills. So, we encourage our own faculties to conduct Inhouse FDP Programs.
- **Creating a schedule:** After finalizing the topics and speakers, we create a schedule for the FDP series.
- **Promoting the FDP:** We generate Staff Notice and inform all the faculties to take Active

Participation in FDP.

- **Conducting the sessions:** On the day of each session, the speakers presented the FDP by using different teaching Aids.

Evidence of Success

Here are some potential evidences of success for an FDP in VACOE Campus.

- **Improved teaching quality:** Due to arrangements of FDP, many staff agrees that there is Improvement in their Teaching Quality.
- **Increased faculty engagement:** After 3-4 FDP many faculties take actively participation in the college's activities like college events, seminars, and workshops.
- **Increased research productivity:** FDPs Series helped to improve research productivity in VACOE. Many Faculty members Published research papers in reputed journals, citations of the research papers.
- **Improved industry connects:** No of MOU signed with different industries for better industry connect and collaborations.
- **Feedback from faculty members:** Many Faculties provide positive Feedback after completion of FDP.

Problems Encountered and Resources Required Implementing:

Implementing an FDP in VACOE faced challenges such as lack of time due to a heavy workload, resistance to change from some faculty members, lack of follow-up for implementation of knowledge, and the need for resources. To overcome these challenges, we conducted FDP during non-teaching periods or online, arranged FDP on Saturdays, provided incentives for attending FDP sessions, and ensured continuous follow-up for implementation of knowledge. Additionally, we arranged for necessary resources such as teaching aids, expert speakers, and feedback mechanisms to ensure the success of the FDP.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vishwabharati Academy's College of Engineering is a premier educational institution in Maharashtra, renowned for its commitment to academic excellence and the all-round development of its students. The institute has a reputation for providing high-quality education in engineering, and it is committed to ensuring that its students receive the best possible education.

The COVID-19 pandemic has had a significant impact on various aspects of the education sector, including the MSBTE (Maharashtra State Board of Technical Education) Exam. The MSBTE Exam is a state-level diploma exam that is conducted twice a year in the state of Maharashtra, India. One of the most significant impacts of the pandemic on the MSBTE Exam is the postponement and rescheduling of the exam. The MSBTE Exam was initially scheduled to be held in April/May 2020, but due to the pandemic and the resulting nationwide lockdown, the exam was postponed to July/August 2020. However, due to the worsening situation, the exam was further delayed until November/December 2020. This delay caused a lot of anxiety and stress among students, who were already dealing with the challenges posed by the pandemic. To ensure that the Polytechnic students remain on track with their studies, the Vishwabharati Academy's College of Engineering has organized an online test series for polytechnic students. The test series is conducted on the Google form platform, and it is designed to help polytechnic students to prepare for their final year MSBTE exams.

The online test series comprises 5 question papers for each subject, with each question paper containing 40 MCQs. The test series is available for four branches of engineering - Mechanical, Civil, Electrical, and Computer Engineering. The question bank is designed by experienced staff and subject experts of Engineering faculties of VACOE, and it covers all the Course outcomes (CO), Program Outcomes (POs), and Practical Outcomes (PrOs) as per MSBTE norms. The question bank has been set with different difficulty levels, ensuring that all students are adequately prepared for their exams. The Online Test Series provided students with a platform to test their knowledge and skills, which is essential for their exam preparation.

Upon completion of each test, students are rewarded with an online certificate. The test series provides students with a question bank of 200 MCQs of each subject, which adds up to a question bank of 1000 MCQs across all subjects. The test series is arranged for final year diploma students, and it contains question papers of 20 subjects, adding up to a total of 4000 MCQs.

The online test series has been well-received by students across the state, and it has provided them with a much-needed platform to test their knowledge and identify areas where they need to improve. The test series has also helped students to stay on track with their studies, despite the disruptions caused by the pandemic.

The institute's commitment to innovation and technology is evident in the online test series. By using the Google form platform, the institute has made the test series easily accessible to students

from anywhere in the state. The platform is user-friendly and has enabled students to take the tests from the comfort of their own homes. This has been a crucial factor in ensuring that the test series reaches as many students as possible.

The use of the Google form platform for conducting the tests was a smart move, as it provided an efficient and secure way to conduct the tests online. The platform also enabled the institution to manage the tests and certificates easily. The use of technology in this initiative highlights the institution's willingness to adapt to the changing needs of the students and embrace innovative solutions.

The online test series was a unique solution to the challenges posed by the pandemic, as it enabled students to continue their exam preparation from home. The initiative also provided a sense of normalcy for the students during a time of uncertainty and disruption. The institution's efforts to support the students' education during the pandemic demonstrate its commitment to academic excellence and student success.

The online test series is an excellent example of the institute's priority and thrust in providing quality education to its students. The comprehensive question bank, which covers all the Course outcomes (CO), Program Outcomes (POs), and Practical Outcomes (PrOs), is indicative of the institute's focus on providing a well-rounded education to its students. The collaborative approach adopted by the institute, in forwarding the test series to other polytechnic colleges in Maharashtra, is commendable and is in keeping with the institute's focus on providing quality education to as many students as possible.

The online test series has also received praise from faculty members at other polytechnic colleges in Maharashtra. The initiative has been recognized as a valuable activity, and many faculty members have congratulated the institute for organizing the test series. The initiative has helped to reinforce the institute's reputation as a premier educational institution in the state.

In conclusion, the online test series organized by Vishwabharati Academy's College of Engineering is a valuable initiative that has provided students with a platform to test their knowledge and prepare for their final year MSBTE exams. The initiative is in keeping with the institute's priority and thrust in providing quality education to its students. The comprehensive question bank, the collaborative approach, and the institute's focus on innovation and technology are all indicative of the institute's commitment to academic excellence and the all-round development of its students. The initiative has helped to reinforce the institute.

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

5. CONCLUSION

Additional Information :

To help students prepare for their final exams during the COVID-19 pandemic, the institute organized mock tests. These tests offer a valuable opportunity for students to identify their strengths and weaknesses, and to work on areas where they need to improve. Additionally, since many students are studying from home, mock tests provide a platform for them to engage with their peers and faculty and remain involved in their studies. By conducting these tests, the institute ensures that students continue to learn and stay on track with their academic progress, despite the pandemic's disruption to the traditional classroom environment. The mock tests are conducted on the Google Form platform, with each test comprising 40 multiple-choice questions. Students from the Civil, Mechanical, and Computer branches can take the tests and access almost 1000 MCQs in the question bank.

Concluding Remarks :

The institution is recognized for its rigorous teaching and learning process that involves creative instructional techniques, ongoing learning and evaluation, efficient monitoring, support for students from diverse backgrounds, and effective examination and assessment systems

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :19</p> <p>Remark : same course offered in different years is considered as one course.</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.5</td> <td>0</td> <td>0</td> <td>4.8</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Grants from Government and non-governmental agencies for research projects / endowments in the institution only considered</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0.5	0	0	4.8	3	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.5	0	0	4.8	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>3</td> <td>10</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	10	3	10	4	3	2021-22	2020-21	2019-20	2018-19	2017-18	00	00	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	3	10	4	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	00	00	00	00																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in</p>																				

national/ international conference proceedings per teacher during last five years**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	2	9	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	2	8	06

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 :24

Remark : only 24 MoUs are active

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)**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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31.97	39.03	23.90	13.73	22.87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20.34	28.13	11.28	4.44	6.25

Remark : as per the documents

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*

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : as per the documents

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : as per the documents

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : as per the documents

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
12	6	8	9	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	6	8	2

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
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6.5.2

Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 137 Answer after DVV Verification : 104																				
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>49</td> <td>45</td> <td>48</td> <td>57</td> <td>75</td> </tr> </table> Answer After DVV Verification: <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>31</td> <td>29</td> <td>32</td> <td>39</td> <td>47</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	49	45	48	57	75	2021-22	2020-21	2019-20	2018-19	2017-18	31	29	32	39	47
2021-22	2020-21	2019-20	2018-19	2017-18																	
49	45	48	57	75																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	29	32	39	47																	