



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**GOVERNMENT COLLEGE OF ENGINEERING
AURANGABAD**

RAILWAY STATION ROAD, OSMANPURA, CHHATRAPATI SAMBHAJINAGAR
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College of Engineering, Aurangabad is a premier co-educational institution located in the heart of Chh. Sambhajinagar city. Established in 1960, it is approved by AICTE, New Delhi, recognized by DTE, Maharashtra, and affiliated with Dr. Babasaheb Ambedkar Marathwada University (BAMU), Chh. Sambhajinagar. The college is committed to providing high-quality technical education to help students face the dynamic challenges of the modern world.

In June 2006, the college was granted academic autonomy by the University Grants Commission (UGC), New Delhi, and the Government of Maharashtra. The institution is governed by a Board of Governors (BoG), Hon. Dr. S. G. Deshmukh, a visionary academician, serving as the chairman. His leadership fosters the implementation of cutting-edge technology and modern trends in engineering education.

The college offers six undergraduate (UG) engineering programs & ten postgraduate (PG) programs with an intake as shown in table:

The college also offers five recognized Ph.D. programs in Mechanical, Electronics and Telecommunication, Computer Science & Engineering, Electrical, and Civil Engineering.

With state-of-the-art infrastructure, advanced laboratories, and a well-equipped library, the college provides a conducive environment for learning and research. It has received substantial financial support from AICTE, TEQIP (World Bank), and other agencies for laboratory and research development.

The college maintains strong collaborations with reputed institutions and industries, offering students opportunities for internships, skill development, industry projects, and more, which enhances their employability. With a progressive approach, Government College of Engineering, Aurangabad, Chh. Sambhajinagar continues to strive for excellence in education and research.

The institute has been awarded autonomous status since 2006. The institute has received National Education Leadership Outstanding Engineering Institute (West) Award by Lokmat on 13 Feb 2014 and National Education Award 2014 by ABP Maza on 27 June 2014.

Course	Intake Approved for 2024-25
CIVIL ENGINEERING	60
COMPUTER SCIENCE AND ENGINEERING	60
ELECTRICAL ENGINEERING	60
ELECTRONICS AND TELECOMMUNICATIONS ENGINEERING	60
INFORMATION TECHNOLOGY	60
MECHANICAL ENGINEERING	60
MASTERS IN COMPUTER APPLICATIONS	60
WATER RESOURCE ENGINEERING	18
ELECTRONICS ENGINEERING	18
ELECTRICAL MACHINES AND DRIVES	18

STRUCTURAL ENGINEERING	18
GEOTECHNICAL ENGINEERING	13
MECHANICAL ENGINEERING DESIGN	7
PRODUCTION ENGINEERING	13
ELECTRICAL POWER SYSTEMS	18
COMPUTER SCIENCE AND ENGINEERING	18

Vision

In pursuit of global competitiveness, the institute is committed to excel in engineering education and research with concern for environment and society.

Mission

- Provide a conducive environment for academic excellence in engineering education.
- Enhance research and development along with promotion to sponsored projects and industrial consultancy.
- Foster development of students by creating awareness for the needs of society, sustainable development and human values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Autonomous institute
- Qualified faculty studied in premier institutes like IIT & NIT
- One of the Premier Engineering institutes in Maharashtra
- Meritorious student input from all over Maharashtra
- Involvement of students and faculty in large number of social activities
- Dedicated faculty and staff with good team spirit
- Transparency in governance
- Concerted efforts for faculty development
- Full time PG programs & Recognized Research Center of Dr. B.A.M. University

- Funding from AICTE, TEQIP, DRDO, UGC etc. for research and development
- Use of IT tools for promoting technology enabled learning (TEL)
- Scope for industry – academia collaborations through research, internship, CEP etc.
- Close interaction with field through testing, consultancy and research
- Collaboration with various organizations for academic activities
- Active alumni networking for corpus, industry projects, placement etc.
- Well placed alumni in government and reputed private organizations.

Institutional Weakness

- Vacant faculty positions at various levels
- Dependence on PWD for infrastructure, development and maintenance
- Insufficient, Less Qualified Supporting Staff
- Stringent Government Norms & Procedure for Foreign Travel & Collaborations which hinders the professional growth of faculty
- Induction of faculty by state public service commission with very low frequency
- Less opportunity to induct faculty having expertise in cutting edge technology
- Inter-institutional transfer of teaching & non teaching staff

Institutional Opportunity

1. Boom in industrial development puts demand for quality technical manpower
2. Introduction of Post Graduate Programmes in collaboration with Industry & as per industrial need
3. Enhanced scope for international and national Collaborative research activities with academic institutions, research organizations & industries
4. Scope to establishment of centres of excellence in emerging areas of technology
5. To enhance startup ecosystem

6. Increased interaction with alumni and involvement of alumni in institutional growth.

Institutional Challenge

1. Being a State Government Institute, slow recruitment process of faculty and staff members and faculty retention due to transfer policy of State Government.

2. Even though an autonomous institute, it has to work within the framework of State Government and hence decision making is slow.

3. Lack of proper methods for performance-based incentives for faculty and staff.

4. Lack of incentives at par with IITs and the industries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This is an autonomous institute and has its own curriculum formulated in conformance with the guidelines of AICTE, affiliating university, involving the stakeholder's feedback and is in tune with the vision and mission of the Institution to meet the local/national/regional/global developmental requirements of the society. There is structured process and mechanism for developing state of art curricula addressing local as well as global development needs and aspirations of stakeholders. Major focus is on employability of the aspirant. There are seven Board of Studies and Academic Council having representations from academic experts from premier institutions, prestigious well performing industry, alumni and students to design and approve the curriculum. The institution makes every possible effort to produce good quality engineers to meet the demand. The Program Outcomes (POs) as specified in Graduate Attributes are adopted while Program Specific Outcomes (PSOs) for each program has been formulated to assure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is formulated in tune with the POs/PSOs and is modified regularly, latest in 2023-24 to incorporate NEP-2020. Basic and engineering sciences, professional core courses, open and professional electives, humanities, mini-projects, laboratory work and project work, skill development courses are included in the curriculum. Institute believes in academic experimentation and proactively uses concepts such as choice based learning, open electives, problem based learning, academic audit, gap analysis, industry internship, full semester projects in industry and extensive use of IT enabled learning platform to take engineering education to global standards. All programs are academically flexible and revised periodically with adequate representation to all components of curriculum and accommodate all the graduate's attribute of NBA. The curriculum and academic processes also give adequate emphasis on gender equality, human values, professional ethics, professionalism, concern for environment and sustainability. To ensure better employability for the students, training in technical and soft skills is also imparted. It involves training in communication skills, quantitative and qualitative reasoning, logic and aptitude. Selflearning is promoted through credit transfer facilities from NPTEL/MOOCs courses. The mandatory audit points are required to be earned by the students for personality development.

Teaching-learning and Evaluation

The admission process of this institute is as per the norms of Maharashtra Government and guidelines of AICTE, New Delhi. The students are admitted through Centralized Admission Process (CAP) of the State Government. Institute follows reservation policy of the State Government to conduct admission process. Every department has well qualified faculty members with good retention ratio. Faculty members assess the academic proficiency of students based on their performance in classroom discussions and MSE marks/tests/assignments etc. Institute has well defined process for identification of slow learners and fast learners. Special needs of slow learners are particularly attended in tutorial sessions/remedial lectures while fast learners are motivated to earn more credits, participate in various co-curricular activities. The curriculum of this autonomous institute is designed to cater the requirements of average/slow learners and fast learners. Students are provided with notes, question banks, study materials etc as per the requirement Institute has an effective mentor-mentee scheme for education and personal counseling of students. Students are motivated to participate in co-curricular activities like field trips and industrial visits. This institute believes that student is focal point of any institute hence it ensure that studentcentric methods are effectively used in regular academic practices as it makes the students more self-confidant and self-motivated and learning as interesting and effective. It is the strong belief of this institute that the student-centric learning methods enhance the learning skills of students instead of teacher-centric conventional teaching methods. The Institute follows a well-planned academic calendar. It provides adequate balance between academic and nonacademic activities, teaching and examination schedule. It is discussed in the AC meeting and approved with or without any changes. The approved academic calendar is properly disseminated among stakeholders. Blended teaching-learning methods employ both ICT and traditional classroom practices which makes learning more effective. The COVID-19 pandemic threw up new vistas of online teaching-learning, thus ensuring continuity as well as change in learning experiences. Institute maintains a robust internal assessment mechanism. Regular reforms are introduced in evaluation system/process of this institute. Continuous evaluation is the most important parameter of evaluation system. Assessment-related grievances are addressed by the Grievance Cell.

Research, Innovations and Extension

Institute always encourages and supports various activities related to research and innovation. Institute has adequate infrastructure with computational facilities to promote research and development activities. There are 5 University recognised research centres in the institute. Twenty-seven faculty members are recognized as research supervisors and under their guidance 86 candidates are pursuing Ph.D. The institute has set up an innovation ecosystem through its Institute Innovation Council for innovations, (Ankur -Geca incubation centre foundation for promoting startup activities, awareness about through IPR Cell and other initiatives for the creation and transfer of knowledge/technology. Institute has several linkages in the form of internship, field-training and research activities through department collaborations with industries and professional bodies. Institute encourages signing of MoUs with nearby industries, institutes of national importance and social organizations etc. The research culture is inculcated among staff and students, by promoting them to publish papers / articles in National and International conferences / journals, joint IPRs and Research project. Institute organizes conferences to provide platform to share and present ideas in multiple emerging research areas. Institute always supports and encourages organizing workshops, seminars, expert lectures and many more similar activities, which help faculty members and students to upgrade their knowledge and skill set. Faculty members provide the consultancy services to society. To ensure holistic development of students and faculty members, institute conducts social and extension activities. Institute addresses; sensitize social and environmental issues with organization of events like blood donation camp, tree plantation, awareness rally on current issues, and awareness program at rural areas. Institute also committed to disseminate technical

knowledge and provide career guidance to students from under-privileged sections of society.

Infrastructure and Learning Resources

The institute has infrastructure with well furnished, ventilated and lit Classrooms (27), smart classrooms (22), computer laboratories (25), equipped laboratories (53), seminar halls (4) and auditorium. Total built up area is 40882.24sq.m. Amenities and facilities such as students activity centre, well maintained lawn, ramp facility for physically challenged, CCTV surveillance at all strategic locations, generator, DG set (125 KVA), water purifiers, canteen and sanitation facility. The infrastructure is as per AICTE norms. The total available land for the institute is 85614 sq m (21 acre).

Requirement of facilities as per AICTE

Details	Requirement as per AICTE	Total area required in m2	Actual available	Total area available in m2
Class rooms	21	1089	27	2025
Laboratory	50	3300	53	5308
Drawing Hall	2	264	3	864
Workshop	1	400	1	2006.5
Computer Center	2	300	6	2510
Library	1	400	1	749.1
Seminar Hall	1	132	4	1200

GECACSN Library caters books, research literature as well as actual knowledge through automation software, IEEE *etc.* subscriptions and by arranging authors' lectures GECACSN Library is using SLIM21 software developed by Algorithms Consultants Pvt. Ltd., Pune for library automation.

- Carpet area of library (in m²): 749.10 Sq.m.
- Titles, volumes details:

1	Total Number of Titles	22230
2	Total Number of Books	103912

All the equipment are available in different departments of the institute as per AICTE norms required as per curriculum. In addition to equipment for Undergraduate students, higher equipment are also available. The total costing of equipment available in the institute is about 15 crores. In addition to equipment, institute has sufficient furniture as necessary for the institute. The costing of furniture involved is about Rs 4 crore.

There are 807 computers available in the institute. The student to computer ratio is 2.39. In addition to that

institute has 44 software available in different departments. Government College of Engineering, ChhSambhajinagar is having 1 Gbps Internet leased line connectivity from Railtel NKN and 40 Mbps BSNL connectivity. Institute has developed a full-fledged campus wide network using latest Star Topology technology.

Student Support and Progression

The institute has an efficient system for informing students about various scholarship schemes offered by the government. It actively monitors these schemes, assisting students from application submission to scholarship disbursement.

To support career development, the institute organizes guest lectures on competitive exam preparation and career guidance. Students are encouraged to enroll in and complete add-on, certificate, and online courses, such as those offered through Swayam.gov.in. Remedial coaching and stress management sessions are also conducted regularly to equip students with skills and knowledge not covered in the syllabus.

The institute follows a **Parent-Teacher system**, where each student is assigned a faculty member who conducts regular meetings to provide academic and personal counseling. This initiative fosters holistic development and personalized support for students.

The **Training and Placement (T&P) Cell** plays a proactive role in preparing students for the workforce by offering technical and soft-skills training in collaboration with third-party organizations. The effectiveness of the T&P cell is evident in the growing number of placements across various industries, with 50-60% of students securing employment through on-campus and off-campus recruitment drives. Additionally, 35-40% of students pursue higher education.

The T&P cell maintains strong connections with alumni through various interactions, leading to alumni involvement in activities such as guest lectures, induction programs, and recruitment support.

To ensure a healthy and conducive environment, the institute has established committees like the **Student Grievance Redressal Cell, Anti-Ragging Committee, and Women's Cell.**

Governance, Leadership and Management

This institute had prepared its perspective plan including both short and long-term goals which are linked with its vision and mission. To provide a thorough and inclusive approach to institutional growth, the plans are created with a consultation and input from all stakeholders. This plan states the key strategic goals, objectives, and actions. This institution fully supports the goals and concepts stated in the NEP-2020. It has conducted a thorough analysis of the current practices and has taken initiative to cope up with NEP-2020 recommendations. Accordingly, the curriculum structure of this autonomous institute is changed as per the recommendations of NEP-2020 from the current academic year 2023-24 and new curriculum for first year is being taught. The governance and leadership make sure that growth trajectory of this institute is in line with its vision and mission and that it also satisfies the changing needs of all stakeholders through strategic planning and continuous assessment. The basic element of the governance model of this institute is based on the decentralization of authorities/duties/responsibilities. It supports giving departments and individuals more autonomy and freedom in decision-making. This mechanism provides operational autonomy across the hierarchy and promotes

creativity and flexibility and ensures proper execution of routine activities. Active participation in institutional governance is cultivated by the management of this institute. At the beginning of every academic year institute level and department level portfolios are assigned to all faculty/staff members to constitute the various committees to manage different institutional activities. In the nutshell all stake holders, like teachers, students, staff, and alumni etc. collectively contribute to the institution's path. The rules and policies regarding recruitment, scale and promotion including Career Advancement Scheme (CAS) are as per AICTE norms and Government of Maharashtra procedures/norms. Government of Maharashtra has devised its own performance appraisal system in tune with the guidelines provided by AICTE, New Delhi and UGC, New Delhi and the same is followed by this institute. Welfare measures for teaching and non-teaching staff and avenues for career development/progression, finance management including budgeting and auditing, etc are as per the norms of Government of Maharashtra for autonomous institutes.

Institutional Values and Best Practices

Environmental Initiatives and Sustainable Practices

The institute prioritizes educating students on environmental issues and promoting sustainable practices on campus. Regular energy, environment, and green audits ensure an eco-friendly campus. Energy conservation efforts include replacing high-energy lamps with low-wattage LED systems and raising awareness among students and staff about responsible energy use.

The institute actively engages in initiatives like rainwater harvesting, waste management, biodegradable waste recycling, tree planting, and water reservoir cleaning. Programs such as "Swachh Bharat Abhiyan," further reinforce its commitment to sustainability.

Additionally, the institute has created a barrier-free, inclusive environment for differently-abled (Divyangjan) students, providing necessary facilities to promote inclusion and equity. Such efforts ensure all students can realize their potential, fostering knowledge, skills, and career growth.

Best Practices

1. Enhanced Learning through Courses and Training:

Students are encouraged to complete online courses through platforms like NPTEL or from top-ranked universities each semester, ensuring they stay updated with futuristic technologies. Industrial internships and training, integral to the curriculum, enable students to gain practical knowledge. Dedicated training and placement programs help students secure positions in reputed companies.

2. Student Mentoring and Advisory System:

Recognizing the diverse backgrounds of students, including rural and economically weaker sections, the institute has established a mentoring system to help students adapt to engineering education. This system provides guidance on academic, career, and personal development while fostering leadership and decision-making skills. Students are also referred to mental health professionals or physicians when needed, ensuring their well-being.

Institutional Distinctiveness

Holistic Development through "DNYAN PARAMPARA" Lecture Series:

Aligned with its vision, "In pursuit of Technical Excellence," the institute emphasizes academic and extracurricular excellence. Since adopting the CBCS pattern in 2016 and implementing NEP from 2023-24, the institute has focused on fostering both technical expertise and human values. The "**DNYAN PARAMPARA**" series nurtures personal growth, teamwork, communication, and innovative problem-solving skills, creating a collaborative and motivated community of faculty and students.

These initiatives reflect the institute's commitment to sustainability, inclusivity, and holistic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF ENGINEERING AURANGABAD
Address	Railway Station Road, Osmanpura, Chhatrapati Sambhajnagar
City	Chhatrapati Sambhajnagar
State	Maharashtra
Pin	431005
Website	geca.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr Sanjay Shamrao Dambhare	0240-2366016	9420760298	-	principalgeca@yahoo.com
IQAC / CIQA coordinator	Ramakant Shrivastava	0240-2402366016	9420760298	-	deanqa@geca.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	09-06-1960
Date of grant of 'Autonomy' to the College by UGC	04-07-2006

University to which the college is affiliated

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-07-1960	View Document
12B of UGC	01-07-1960	View Document

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	08-05-2024	12	Approved by AICTE

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	Railway Station Road,Osmanpura, Chhatrapati Sambhajinagar	Urban	21.15568	40882.24

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	BTech,Civil Engineering, Civil Engineering	48	XII th Science	English	60	60
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	XII th Science	English	60	60
UG	BTech,Electrical Engineering,Electrical Engineering	48	XII th Science	English	60	60
UG	BTech,Electronics And Telecommunications Engineering,Electronic and Telecommunication Engineering	48	XII th Science	English	60	60
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	XII th Science	English	60	60

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UG	BTech,Information Technology,Information Technology	48	XII th Science	English	60	60
PG	Mtech,Civil Engineering, Geotechnical Engineering	24	B Tech Civil	English	13	0
PG	Mtech,Civil Engineering, Water Resource Engineering	24	B Tech Civil	English	18	11
PG	Mtech,Mechanical Engineering,Production Engineering	24	B Tech Mechanical	English	18	6
PG	Mtech,Mechanical Engineering,Mechanical Engineering Design	24	B Tech Mechanical	English	7	0
PG	Mtech,Electrical Engineering,Electrical Machines and Drives	24	B Tech Electrical	English	18	5
PG	Mtech,Electrical Engineering,Electrical Power Systems	24	B Tech Electrical	English	18	14
PG	Mtech,Electronics And Telecommunications Engineering,Electronics Engineering	24	B Tech Electronics	English	18	4

PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	B Tech Computer science	English	18	7
PG	MCA,Master In Computer Applications,	24	Any Graduate degree XII with Mathematics	English	60	60
PG	Mtech,Applied Mechanics,Structural Engineering	24	B Tech Civil	English	18	16
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering,CIVIL ENGG.	36	M Tech Civil	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,MECHANICAL ENGG	36	M Tech Mechanical	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical Engineering,ELECTRICAL	36	M Tech Electrical	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Telecommunications Engineering,ELECTRONICS	36	M Tech Electronics	English	12	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering,	36	M Tech Computer sciences and Engineering	English	12	0

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	16				27				69			
Recruited	2	0	0	2	4	1	0	5	25	22	0	47
Yet to Recruit	14				22				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						55
Recruited	33		8		0	41
Yet to Recruit						14
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	28	0	0	28
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	4	1	0	15	12	0	34
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	9	0	20
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.	3	0	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	7	0	0	0	0	0	0	0	0	7
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	Others	Total
		5	28	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1080	0	0	0	1080
	Female	535	0	0	0	535
	Others	0	0	0	0	0
PG	Male	243	0	0	0	243
	Female	97	0	0	0	97
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	182	184	178	162
	Female	108	112	113	106
	Others	0	0	0	0
ST	Male	59	62	66	55
	Female	42	38	26	26
	Others	0	0	0	0
OBC	Male	406	438	456	436
	Female	200	181	177	176
	Others	0	0	0	0
General	Male	443	448	424	416
	Female	240	217	200	214
	Others	0	0	0	0
Others	Male	275	274	240	226
	Female	128	119	112	116
	Others	0	0	0	0
Total		2083	2073	1992	1933

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Applied Mechanics	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Electrical Engineering	View Document
Electronics And Telecommunications Engineering	View Document
Information Technology	View Document
Master In Computer Applications	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Multidisciplinary/interdisciplinary: At the institution level, to provide holistic growth among students, the inter-disciplinary curriculum is adopted and implemented with greater flexibility. The institution focuses on value-added courses, multidisciplinary courses, internship programmes, and skill enhancement courses in such a manner that students can maximize the advantages of these courses in their academic career. Students during their undergraduate studies will be encouraged to take up courses run by various departments of the institution and to join the MOOCs through SWAYAM, NPTEL, and other online portals to gain an additional advantage in their learning skills. On the whole, the institution is working proactively towards the implementation of NEP 2020 guidelines to maximise student learning of life skills. (1) This is an autonomous institute that develops its own curriculum. It's NEP curriculum includes Multidisciplinary minor courses which along with two minor streams offered by every program, also offers courses from other 09 disciplines such as Management & Finance, Social science, Forensic sciences, Dramatics, Film making, Fine arts, Music law and Journalism. Every students in NEP Batch has to earn 14 credits of Multidisciplinary minor. Interdisciplinary or Multidisciplinary education through Single and Double Minors and Open Electives (OE) is imparted to the students. (2) All the students of all UG and PG programs of mandatorily</p>
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	<p>learn open elective courses which are the courses from other discipline/branch of engineering. Each UG student has to earn 08 credits from offered open elective courses. It ensures the multidisciplinary/interdisciplinary competencies among the students. (3) The curriculum includes the basic courses of all basic disciplines of engineering to introduce the students with basic concepts/fundamentals of engineering. (4) To instill humanities and management abilities in students, humanities, economics, and management courses are included in the curriculum of all UG and PG engineering programs. (5) Case studies are being conducted in various communities for community enhancement projects. Value added courses having the curriculum other than the core content of the respective branch of engineering are being mandatorily offered to all UG Students</p>
<p>2. Academic bank of credits (ABC):</p>	<p>2. Academic bank of credits (ABC): Government College of Engineering Aurangabad, Chhatrapati Sambhajanagar (An autonomous institute of Maharashtra) is registered on the NAAD portal with NAD id- NAD044580 and 2k+ students have created ABC IDs till date. We are now in a phase of uploading and verifying students' academic credit records on NAD portal. The Academic Bank of Credits (ABC) is a digital platform that allows students to store and manage credits earned throughout their academic journey. The ABC is a part of the National Education Policy 2020. It aims to make it easier for students to move between higher education institutions and switch programs. The ABC is a virtual mechanism that will deal with the credits earned by students of Higher Education Institutes in India and which are recognized by the University Grants Commission (UGC). The UGC has made the creation of the ABC ID compulsory for the students to ensure that all academic credits earned are securely recorded and easily transferable between institutions.</p> <p>* Purpose of ABC ID</p> <ol style="list-style-type: none"> 1. Academic Bank of Credit (ABC) will help open, close, and validate every student's academic account. 2. Apart from gathering students' academic credits, ABC ID verifies them and stores the credits to transfer or promote them as per requirements. 3. ABC ID will store credits earned by students from online and distance courses offered by the government of India. It is mandatory for

	<p>students to earn certain number credits through online platforms and same are considered for awarding the UG/PG degree. Students register for NPTEL courses and are benefitted by credit transfer facility. 4. Students can redeem the credits and seek direct admission at any university in the second year. * Benefits of ABC ID 1. ABC ID monitors students' academic performance continuously and comprehensively. 2. Once the ABC ID is issued to the students, a permanent identifier is assigned to their name. 3. The entire process begins from Class I to offer smooth and hassle-free academic tracking throughout every student's educational journey. 4. Traditional paper-based records may get damaged or lost, causing severe inconveniences. However, ABC ID is a digital way of storing students' academic records, which helps reduce the administrative burden. 5. These credit records help educators analyse the subject-specific weaknesses and expertise of a student through their ABC ID.</p>
3. Skill development:	<p>The institution will work to maximize the skill development of students by encouraging them to undertake those skill development courses offered by the departments that strengthen their technical, vocational, soft skills, and other skills required by them in their careers. In this regard, the institution aims at establishing a skill development and training cell under TPO comprising faculties from specialized areas that will help students choose skill development courses that are required by the industry. During the course of their undergraduate degree, the students will be encouraged to take up skill development courses offered as MOOCs through SWAYAM and NPTEL and will also be encouraged to get certifications in various fields to enhance their employability. Memorandum of Understandings (MoUs) are signed with various government and corporate agencies to help our students get training on various life skills for example MoU with Aspire technologies Pune. ASPIRE is engaged with Indian Government under the NSDC (National Skill Development Corporation) STAR Scheme Program to help our students and build future workforce by providing skill sets to people, important to their field of work. This is an autonomous institute that designs its own curriculum. Its curriculum contains a suitable number of skill development/practice-oriented</p>

	<p>courses. In addition, the institute allows students to register for additional value-added courses to help them strengthen their skills. Internships, industrial training, industrial/field visits, and project development are all part of the curriculum, providing students with industry exposure. Institute is having IIC (institutional innovation council). This council conducts various programs given by central government. Typically the celebration activities the innovational activities workshops innovation contest and expert sessions are arranged through this. Institute has arranged and is arranging many lectures in line with IIC calendar for skill enhancement.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): 1. National Education Policy has given a new dimension to the syllabus by inclusion of Indian knowledge systems. The great knowledge of olden days is exposed to the students. 2. Indian knowledge system subject's inclusion improves the confidence through the bright traditions of knowledge. It also creates awareness of knowledge available in India since long of which the credit is not given to the Indians. 3. Vernacular medium is promoted in the institute as per NEP-2020 guidelines. If some students are not properly understanding the concepts faculty members try explaining that with the real-life examples and in the local language. 4. The institute has started Gyana Parampara lecture series since 2023. All dimensions of life and correct practices are nurtured through this lecture series. The concept was implemented in line with Maukhik Parampara of knowledge sharing. There are many lectures conducted through this series. 5. Indian knowledge system course is included for all branches for under graduation and post graduation programs as a basic IKS course. PG students are also mandatorily opting for advance IKS course. 6. Institute arranges several expert lectures apart from Gyana Parampara lecture series. 7. There are many such efforts carried out by the institute which indicates the integration with our original knowledge systems and traditions</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>5. Focus on Outcome based education (OBE): 1. The innovative Outcome-Based Education method used at the institute for various programs aims to map, measure, and achieve pre-set educational goals. This approach to education is drastically different than the</p>

	<p>traditional learning method. OBE mainly focuses on improving the overall learning experience for students and accordingly the teaching learning philosophy and methodologies are designed and adopted. (2) Its curriculum is created in close accordance with Bloom's taxonomy for the OBE system and the AICTE, New Delhi guidelines. (3) All programs have clearly defined Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) that are aligned with the institute's mission using Bloom's taxonomy and appropriately disseminated properly among all stake holders. (4) Every course of all programs has well defined course outcomes (COs), and POs and PSOs are appropriately mapped. Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. Course Articulation Matrix correlates the individual COs of a course with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high) 2 for correlation, moderate (medium) correlation, and 1 for slight (low) correlation. Action is being taken in response to the regular computation of CO attainment and, by extension, PO and PSO attainment. (5) Changes to the curriculum and teaching-learning process are made based on attained Outcomes. (6) Curriculum gaps are found based on outcome attainment, and the relevant department or Board of Studies takes the necessary measures and ratified by academic council</p>
6. Distance education/online education:	<p>The adoption of online modes of instruction during the COVID-19 pandemic made all faculty members adopt online teaching and learning tools for the purpose of imparting education to students living in far-flung areas of the state. During this phase, teachers made use of different online modes of teaching, such as Google Meet, WhatsApp, Telegram, Zoom, etc., for the conduct of classes and for imparting information to the students. This practice continues to be followed by almost all departments of the institution, and each department of the college has fully functional students' groups where teachers and students communicate on a regular basis. This flexible blended mode of teaching and learning has helped make the teaching learning process more efficient by making it easy for faculty members to share learning content with students.</p>

Faculty members of the institution are also making use of the online mode to attend orientation, refresher programmes, FDPs, and conferences and seminars that have helped them gain academically. Under National Education Policy (NEP) 2020, these measures will be strengthened, and students are encouraged to make use of online modes to get additional certifications and quality education material available from various sources. Institute is working on developing an institutional learning management system, an e-learning platform and will encourage faculty members to develop and contribute to it by way of developing MOOCs. Under NEP 40% of the total courses being offered in a particular programme in a semester through the Online Learning Courses offered through the SWAYAM platform and institutional e-learning system which can be developed in due course

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. In the academic year 2023-2024, the Electoral Literacy Club (ELC) emerged as a pivotal force in our college community, driven by the primary objective of fostering voter awareness among students. Recognizing the profound impact of informed participation in the electoral process, the ELC orchestrated a series of initiatives aimed at empowering students with the knowledge and resources necessary to exercise their democratic rights effectively.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Students' coordinator and coordinating faculty (Prof Santosh Attipamllu , dean students' welfare) are appointed . ELC is functional . It is representative in character. order is uploaded:</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,</p>	<p>WhatsApp Group and Educational Videos: The ELC initially formed a dedicated WhatsApp group for students. This group served as a central platform for disseminating vital information. Leveraging resources provided by the Election Commission of India (ECI), the ELC shared approved videos on the process of creating a Voter ID card. These videos, designed for easy comprehension, aimed to guide students through the registration process and ensure</p>

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>their timely enrollment in the electoral roll. 2. Voter Awareness Reels on Instagram: With the growing popularity of social media, the ELC identified Instagram as a powerful tool for reaching a wider audience. The club created engaging reels specifically tailored for the platform. These short, informative videos focused on various aspects of voting, including the significance of participating in elections, understanding the voting process, and the importance of responsible voting. By posting these reels on the Instagram handle of the GECA Students' Council, the ELC was able to capture the attention of a large student population and spark conversations about electoral participation. Voter Awareness seminar Following the rally, a seminar was held at 10:00 AM. The ELC was honored to have Shri. Dilip Swami Sir, IAS District Collector of Chhatrapati Sambhaji Nagar, as the esteemed guest speaker. Shri Swami Sir graced the occasion with his insightful address. He emphasized the importance of elections in a democracy and underscored the responsibility of young voters in shaping the nation's future. His speech provided valuable guidance and instilled a sense of civic duty among the students. Voter Awareness Banner To sustain the momentum generated by the rally and seminar, the ELC strategically placed a large banner promoting voter awareness at the college gate. This prominent display served as a constant reminder to students about their electoral rights and responsibilities. The banner's clear and concise message encouraged students to register as voters and actively participate in the democratic process.</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>Electoral Debate Competition : The ELC recognized the power of healthy debate in fostering critical thinking and informed decision-making. The club organized a stimulating Electoral Debate Competition for students. The competition centered around a specific electoral theme, encouraging students to research, formulate arguments, and effectively articulate their viewpoints. This engaging activity not only promoted voter awareness but also honed crucial communication and debate skills among the participants. Faculty Support and recognition The successful execution of these initiatives owed much to the dedicated efforts of several individuals. Principal Dr. S. S. Dambhare sir, Nodal officer Dr. S.</p>

	<p>B. Nemade, alongside Prof. S. S. Mopari, Prof. S. P. Atipamulu, Prof. Sachin Chaudhari, and Prof. Walmik Gavhane, played instrumental roles in coordinating and facilitating the various activities of the Electoral Literacy Club. Also from students coordinator side Ambassador Mr. Ajinkya Khule and Chairman Mr. Ajay Potkule and all other ELC members contributed from their side to make this activity successfully. Their unwavering commitment and tireless efforts significantly contributed to the efficacy and impact of our voter awareness campaign. Media Coverage Media Coverage: The college community's enthusiastic response to our voter awareness initiatives attracted local media attention. We are pleased to include newspaper clippings from Dainik Sakal and Sanjwarta Newspaper highlighting the ELC's efforts in promoting informed electoral participation. These clippings serve as a testament to the impact of our activities and inspire us to continue fostering a culture of responsible citizenship within our college community.</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>yes Enrollment has been increased due to awareness created and first year students are motivated to register by faculty members. Conclusion: The activities undertaken by the Electoral Literacy Club during the academic year 2023-2024 have ushered in a new era of heightened civic engagement and democratic participation within our college community. Through innovative outreach strategies and collaborative partnerships, we have succeeded in empowering students to become informed and active participants in the democratic process. We are confident that these activities have empowered students to become active participants in the democratic process. The positive feedback received from the student body and faculty, as well as the encouraging media coverage, motivates us to continue our efforts in the years to come. As we chart a course for the future, we remain steadfast in our commitment to nurturing a culture of civic responsibility and democratic values that will resonate for generations to come.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1933	1992	2073	2083	2054
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
552	570	622	567	580
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	61	64	72	78
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 92

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
248.45	193.5	247.4	652.5	1123

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The undergraduate and postgraduate programs have been created in accordance with AICTE regulations, guidelines of affiliating university, feedback from stakeholders, and are consistent with the institution's vision and mission to meet the local, national, regional, and global developmental needs of society. In order to meet the demands of many industries, such as manufacturing, information technology, and infrastructure development, the institute strives to produce top-notch engineers. According to NBA, New Delhi, the Graduate Attributes are accepted as Program Outcomes (PO). Program Specific Outcomes (PSO) for each program are formed which ensure the accomplishment of domain-specific knowledge and skills in line with course outcomes. The Boards of Studies of each Program regularly revise the curriculum in compliance with its POs and PSOs.

The curriculum includes Basic Science, Engineering Science, Program Core, Program Elective, Multidisciplinary Minor, Open Elective, Skilling, Experiential learning, Liberal learning, Humanities, Social Science and Management courses. Courses like Communication Skills and Technical communication enhance the student's written and oral skills. Students can learn the fundamentals of the Basic Sciences and Engineering Sciences so that they can apply their knowledge to solve engineering problems. Students are trained in Soft Skill Development, which involves training in communication skills, quantitative reasoning, logic and aptitude. Project Based Learning courses like Engineering Exploration helps the students to learn by doing. In order to enhance their analytical and problem-solving skills, students study a range of significant concepts in program core, program electives, laboratory , mini project and project courses.

An interdisciplinary approach to learning is provided by offering open elective courses from other engineering disciplines. Laboratory courses improve students' understanding of real-world applications. Mini-project courses help them to apply their conceptual understanding of processes to meet the specified needs in different areas of application. Delivering seminars enhances the students' presentation skills.

The final year project work or internship allows students to showcase their knowledge by creating and presenting technical reports with teamwork. Self-learning in students is promoted through credit transfer facilities from NPTEL/ MOOCS courses.

The goal of extracurricular and co-curricular activities is to impart these qualities in order to promote their overall personality development. As part of their extracurricular activities, students are also encouraged to compete in technical and ideation contests. They regularly engage in various sports and club activities.

Advanced core and elective courses, as well as a focus on laboratory and research work, are features of postgraduate engineering programs. The postgraduate courses curriculum also deals with all the aspects outlined above. Improved employability, more placements, and students getting accepted into universities in India and beyond are all indicators of the effectiveness of curriculum design and improvement. In nutshell, this institute strives hard to design curriculum to cater the needs of students to become employable and it has relevance to the local, national, regional and global developmental needs. The list is enclosed as additional information.

File Description	Document
Upload Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The philosophy and techniques outlined in 1.1.1 are used to frame and update the institution's program curriculum. The institution's programs emphasize on employability, entrepreneurship, and skill development in addition to imparting interdisciplinary/multidisciplinary skills and the fundamental conceptual knowledge of the relevant engineering field. The curriculum and comprehensive syllabus on the institute's website demonstrate this. All the courses are framed in such a way that they contribute to enhance the knowledge of students to learn the courses emphasizing on skill development, entrepreneurship, and employability. The program-by-program list of courses highlighting skill development, entrepreneurship, and employability is included as extra information for easy access. About 40% of the courses concentrate on skill development, entrepreneurship, and employability. The number of program-specific courses emphasizing skill development, entrepreneurship, and employability is listed as below.

Sr No	Program	No of course that focus on employability/ entrepreneurship/skill development
1	B. Tech (Civil Engineering)	15
2	B. Tech (Mechanical Engineering)	15
3	B. Tech (Electrical Engineering)	15
4	B. Tech (Electronics and Telecommunications Engineering)	15
5	B. Tech (Computer Science and Engineering)	15
6	B. Tech (Information Technology)	15

7	MCA	15
<p>In addition to regular courses in the curriculum, institute organises various value added courses/programs to enhance the employability/ entrepreneurship/ technical skills of the students.</p>		
File Description		Document
Upload Additional information		View Document
Provide Link for Additional information		View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>Response: 36.3</p>		
<p>1.2.1.1 Number of new courses introduced during the last five years:</p> <p>Response: 302</p>		
<p>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</p> <p>Response: 832</p>		
File Description		Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS		View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses		View Document
Institutional data in the prescribed format (data template)		View Document
Provide Links for any other relevant document to support the claim (if any)		View Document

1.3 Curriculum Enrichment

<p>1.3.1</p>

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy- 2020 into the Curriculum

Response:

The curricula of the programs offered by the institution are framed/ revised using the philosophy and methodology as explained in 1.1.1. The curricula of the programs offered by the institution integrates cross-cutting issues relevant to Professional Ethics, Human Values, Environment and Sustainability and National Education Policy-2020. It can be seen from the curriculum and detailed syllabus available on the institute's website. Each department has two experts from industry on the Board of Studies to guide about this to help to industry sponsored internships, projects.

Add on courses are offered by each department like CAD/CAM workshop by Mechanical department, hands on practice sessions with MATLAB by Electrical department to address specific skill sets to students. The institute is surrounded by automobile, steel, pharma and automation industry. Every department organizes the industrial visits to give exposure and bridge the gap between real time applications and theoretical knowledge.

In the present curriculum, specific courses to address gender sensitization issues are not included. However, equal opportunities are given to both male and female students in group activity courses to address gender equity. Institute has revised its curriculum from academic year 2023-24 according to the NEP- 2020. Students irrespective of their genders together participate in various co-curricular activities every year WINGS, a students' National Technical program is organized since last 20 years. It includes paper presentations, project competitions, Drone, Rob race, Yoga day, Women's day arranged in the institute to nullify gender inequality. For ready reference, the program wise list of courses that focuses on Professional Ethics, Human Values, Environment and Sustainability and other values is given below. Approximately 15 % of courses focus on these issues.

Sr. No.	Name of Program	No of courses that focus on Human Values, Professional Ethics, Environment and Sustainability/ Gender values/ -NEP 2020			
		Human Values, Professional Ethics, values	Environment & Sustainability	Gender	Total courses
1.	First common year	5	4	5	14
2.	Second Common year	4	5	5	14

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3.	B. Tech Civil Engineering	9	8	8	25
4.	B. Tech Mechanical Engineering	5	4	6	15
5.	B. Tech Electrical Engineering	6	4	6	16
6.	B. Tech Electronics & Telecommunication Engineering	7	4	5	16
7.	B. Tech Computer Science Engineering	7	4	7	18
8.	B. Tech Information Technology	7	4	7	18
9.	M. Tech Water Resource Engineering	2	3	3	8
10.	M. Tech Structural Engineering	4	2	3	10
11.	M. Tech Production	3	2	3	8
12.	M. Tech Electrical Power Systems	3	2	3	8
13.	M. Tech Electrical Machines & Drives	3	2	3	8
14.	M. Tech Electronics	4	2	4	10
15.	M. Tech Computer Science	4	2	4	10
16.	Master of Computer Applications	4	2	4	12

File Description	Document
Upload Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 99

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 (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 21

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 21

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.55

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

2023-24	2022-23	2021-22	2020-21	2019-20
512	505	530	573	566

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
643	643	643	643	643

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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: 100

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
339	339	339	339	388

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

2023-24	2022-23	2021-22	2020-21	2019-20
339	339	339	339	388

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the 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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Government College of Engineering Aurangabad, Chhatrapati Sambhajnagar is committed to ensure the academic growth and success of all students. Institution strives hard to assess the learning-levels of its students and to provide additional support/guidance through specially designed programs, for both advanced learners and slow learners.

Assessment of the learning levels of the students:

For every year student's their performance in the first class test examination which is held within 1 month after the commencement of the course, attendance and observation of activities, the students are categorized into fast learner and slow learner. Each type of students has different learning attitudes and learning habits.

The purpose of assessment of the learning levels of the students and conduction of activities for them is:

- Identification of the slow learners and advanced learners in the class
- To ensure that slow learners and advanced learners are taken care as per their needs
- To help them out for improvement in their academics.

The learning levels of the students are evaluated based on academic performance in a course through various components like –Class Test 1 & 2, surprise test, quizzes, question /Answer Session, ICA. IF CT-1 Assessment is less than or equal to 40 % student may come under slow learner category and if CT-1 Assessment is greater than or equal to 75% student may come under fast learner category. And in-between 40% to 75% is student may come under average learner category.

Support to Slow Learners:

For these students Remedial Classes, Tutorials and Focused assignments are organized to reinforce concepts and address specific areas of difficulty. Institute-Mentors and Teachers dedicate extra time to counsel and guide Slow-learners, providing them with additional resources such as help notes and question banks. By focusing on the areas where students need the most help, the Institution provides assistance to build a strong foundation for them.

Support to Advanced Learners:

In parallel, the Institute recognizes the importance of nurturing the abilities of the Advanced-learners and providing them with opportunities to further excel. The Advanced Learners are identified from their participation in classroom discussion, performance in the assessment tests and participation in classroom, seminars, questioning ability & Academic CGPA with practical knowledge.

The Advanced Learners are encouraged to participate in symposia, conferences, workshops and seminars and project competitions to gain knowledge on the latest developments. The Advanced Learners are encouraged to take up projects in the advanced topics or with higher order. They are provided with the guidance about patents, project management and prototype building.

Advanced Learners are encouraged to participate in different events conducted within and outside the institute. Class toppers are felicitated by awarding certificate and cash prize or reward. Methodologies and strategies to cater the students' diversity. They employ innovative instructional techniques, such as differentiated instructions, adaptive learning technologies, and experiential learning approaches.

File Description	Document
Upload Any additional information	View Document

2.2.2

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

Response: 32.22

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In a student-centered learning environment, the focus is on empowering students to take an active role in their educational journey. The institute emphasizes active, student-centered learning through a blend of classroom lectures, experiential learning, and participatory methods for a well-rounded educational experience.

Classroom Lecture Delivery: The institute leverages ICT (Information and Communication Technology) to enhance the effectiveness of classroom lectures. Equipped with tools like LCD projectors, smart boards, and internet-connected computers, faculty can deliver lectures that cater to diverse learning styles. These resources create an interactive learning environment that uses multimedia and simulations to build a strong foundation in theoretical knowledge, supporting experiential, participative, and problem solving leaning methods. This understanding allows them to apply concepts in real-world scenarios and lab environments, fostering experiential learning. Through group activities, discussions, and collaborative projects, participative learning is encouraged, transforming students into active participants who share insights and build communication skills. Furthermore, classroom exercises like case studies and analytical tasks enhance problem-solving skills by guiding students through structured approaches to identify, analyze, and resolve issues. This integrated approach equips students with critical thinking abilities, bridging academic learning with hands-on experience and real-world applications.

Experiential Learning and Problem-Solving Methods: This approach encompasses laboratory assignments, project work, internships, and industrial visits. Experiential learning engages students by allowing them to apply theoretical knowledge to real-life scenarios. Faculty members take on a facilitator role, guiding students in hands-on activities, including project design and industry internships, which encourage students to think critically and solve problems independently. Final-semester project work fosters creativity and exploration, while tutorials build analytical skills and internships offer practical career experience by applying classroom knowledge directly.

Participatory Learning Methods: To encourage collaborative learning, the institute integrates seminars, home assignments, presentations, group discussions, and expert lectures. Participatory learning extends beyond the classroom, offering students opportunities to interact with peers and industry experts. The institute promotes online courses like MOOCs and NPTEL courses from reputable institutions, offering students a chance to acquire knowledge in a flexible, self-paced format. Periodic expert lectures expose students to industry-relevant topics and employment skills, bridging the gap between theoretical knowledge and practical application.

ICT Tools and Resources: Faculty members utilize ICT tools and digital resources to enrich lecture delivery, enhance student engagement, and support continuous learning. PowerPoint presentations, departmental labs, and virtual labs for select courses provide hands-on and simulated experiences, with lab manuals shared beforehand to help students prepare. During the COVID-19 pandemic, the institute adapted by using Webex to maintain online education, demonstrating flexibility in challenging times. Seminar halls equipped with multimedia facilities further support presentations, expert lectures, and project demonstrations. To deepen knowledge in various fields, students are granted access to valuable digital resources such as IEEE Journals, ASME Journals, Springer Journals, and the National Digital Library. This integrated approach—combining ICT tools, digital resources, and practical experience—ensures students acquire both theoretical knowledge and practical skills essential for their careers, fostering a student-centered learning environment that bridges classroom learning with real-world applications.

File Description	Document
Upload any additional information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

To help in bridging the gap between the teachers and the students, the Mentor Mentee Program is an essential component for student centric learning in our Institution. The program offers the pupils both practical and emotional support, direction, and encouragement also helpful in establishing a better and more favourable environment. As a mentor, teachers are essential in helping children grow and have a beneficial effect on their perseverance and academic success. A mentee might seek both personal and educational advice from their mentor. It is carried out to enable students to develop their diverse skill sets

and to foster a personal bond between educators and learners.

The objective of the mentor in the institute is to help the mentee establish and meet goals for their personal and professional development that align with social demands, supports for developing the abilities, competencies, and information required to deal with real-world circumstances, to promote higher levels of engagement and professional goals, to extend cultural boundaries or provide chances for stakeholders to interact and work together and to create an environment where mentoring is viewed as a successful method of developing capable individuals.

The Mentor meeting are conducted every 1st,2nd, 3rd working Saturdays and as per the convenience of the Mentor mentioned in the time-table. The mentor gives newly admitted mentees clarification on the notion by going over the Mentor Form and the Mentorship Objectives in detail. The mentor distributes the form and gets the completed forms from the mentee with all the information like parent's phone number, address of the students, overall academic performance and progress. Topics covered by the mentor include problems encountered, skills, activities, demeanour, career, library visit, routines, assignments, quizzes, projects, book problems, reading outside of the syllabus, personal appearance, seminars, paper presentations, etc. After every meeting, the mentor records the discussion in mentor form for future reference viz. attendance, update on his last meeting discussion, achievements, participation in extra-curricular and co-curricular activities, suggestions etc. Based on the mentee academic records, mentor plan a strategy for further improvement of the mentee. Mentors maintain semester-wise mentees record of Credit earned, CGPA, SGPA and Total Credits earned, and collect the internship/training certificate of previous semester. If the mentee fails to attend the meeting continuously two times, the mentor informs the same to the class coordinator and to the parent of the mentee. Instilling and fostering the proper traits, characteristics, and qualities in the students is the outcome of an efficient mentor-mentee system. Students feel free to discuss their issues and get effective timely solutions.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Academic Calendar:

Academic calendar is planned ensuring compliance with UGC/AICTE regulations by having minimum of 90 working days in each semester. To ensure the smooth operation of the institution, the Dean for Academic Affairs creates the academic calendar in cooperation with the Principal, Coordinator of the

Internal Quality Assurance Cell, and other officials. The institution's smooth operation is guaranteed by the Academic Calendar which includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment Tests, Summative Examinations, dates to remit the College and Examination Fee, list of activities of academic year and the dates of national as well as religious importance. The calendar of common programmes is uploaded on the website and also displayed on the notice board of each departments. Accordingly, activities are carried out. The calendar of common programs is reflected in the activities and program calendars that the Departments and other official have developed. All stakeholders will be informed well in advance of the start of the academic year by putting the planned academic calendar on the website when it has been approved with the appropriate input from the respective HoDs.

It facilitates micro-level planning by maximizing the use of ICT and infrastructure resources and arranging the majority of tasks ahead of time. Department heads assign subjects based on the faculty competency matrix before the semester's coursework begins.

Teaching Plan:

The time table In-charge prepares the timetable according to the Academic Calendar and is approved by the Head of the Institution. The production of lesson plans and reading materials by course coordinators. Based on a discussion with the course coordinator, the appropriate courses develop a lesson plan and course content. The course coordinator prepares unit-wise teaching plan, describing timescale, teaching aids, methods of teaching-learning and assessment of the same. The teacher's strategy to make each class more educational, engaging, critical, and resourceful is visualized in the teaching plan for each subject. A teaching plan gives students direction and a plan of action, and it develops an inventive teacher who is self-aware and self-monitored.

Faculty members are urged to modernize their teaching and assessment strategies, particularly with regard to the utilization of ICT-enabled resources and infrastructure. Based on their own lesson plans, the course coordinators can evaluate the students' learning capacity on a regular basis. Thus, it facilitates the effective participation of both the teacher and the students in the teaching and learning process.

File Description	Document
Upload any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 59

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

2023-24	2022-23	2021-22	2020-21	2019-20
113	113	113	113	113

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 61.96**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 57

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	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

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 13.15

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 789

File Description**Document**

Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)

[View Document](#)**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years**

Response: 57.69

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 45

File Description**Document**

Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

Response: 11.6

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3	9	16	13	17

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.45

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
55	9	29	0	0

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4087	4021	4081	4227	4083

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

1. Examination Procedures:

- Academics and examinations are administered by Academics and Examination Cell (AEC) as per the autonomy rules and examination rules approved in examination committee and/or academic council.
- Data required to conduct examination is huge and hence it is necessary to use database management information system for the processes involved in taking examinations. Institute has well developed and customized MIS for examination and declaration of result.
- Institute conducts four End Semester Examinations (ESEs) including re-examination at institute level in one Academic Year and all pre and post examination activities are through MIS (online).
- Time-table and hall allocation for ESE and Re-Examinations are prepared and circulated to Departments and also uploaded on institute website. Departments supply lists of course coordinators and invigilators. After conduct of end semester examination, IT enabled centralized assessment programme is conducted. Grading system has eight pass grades (A++, A+, A, B+, B, C+, C, and D) equivalent to grade points of 10, 9, 8, 7, 6, 5,4, and 0 respectively as specified in examination and autonomy rules.

1. Processes integrating IT:

During Covid online software IONCUDOs was used to conduct examination activities as conduction of examination and evaluation

- Facilities to conduct online quiz and/or any other evaluation tools/examinations are available in the institute.
- Institute has well developed and customized MIS for examination and result processing.
- Daily Students attendance maintained by course coordinator in MIS
- Online marks entry for all in semester examinations and continuous assessment by the course coordinator.
- Examination data is saved on cloud server. All marks statement and academic documents are system generated.

1. Internal Continuous Assessment (ICA) system

- Internal Continuous Assessment (ICA) system principle is followed in all courses.
- ICA for theory courses includes in semester evaluation (ISE I, ISE II and ISE III) ISE I and ISE II includes Class tests based on curriculum and ISE III is teacher assessment which includes problems solving/presentation/group discussion.
- Laboratory courses and other special courses include continuous evaluation/review of laboratory

work, project, and seminar etc

- ICA is properly monitored by HoD, CoE, Dean (Academics) and principal.
- ICA of project, seminar and similar courses by a committee appointed by HoD.
- All the activities of ICA are conducted as per academic calendar.
- Department level grievance committee to address the issues of ICA

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

1.Program outcomes (POs), program specific outcomes(PSOs) and course outcomes (Cos)for all programs offered by the institution are defined using following steps as per the guidelines of NBA.

- Guidelines of NBA are followed by faculty members to prepare the Program outcomes (POs), program specific outcomes(PSOs) and course outcomes (COs)for all programs offered by the institution.
- Department meetings were organized and there was a continuous briefing on Learning Outcomes using Blooms taxonomy to the department faculty for preparation of POs, PSOs and COs.
- The procedural training towards outcome-based education (OBE) was imparted to the faculty to draft the POs, PSOs and COs.
- In the meeting of all faculty members of the department and students' representatives, vision and mission of the institute in general and that of the department in particular, graduate attributes prescribed by NBA, PEOs and curriculum structure were referred to identify POs, PSOs and COs.
- The faculty members, students, parents, alumni and experts from industries and academician were invited to the meeting held to redefine POs, PSOs and COs.

POs, PSOs and COs of all the programme are published and disseminated as under:

Pos, PSOs and COs

- published on institute's website.
- displayed at prominent places in the department.
- displayed in HoD cabin and faculty cabins.
- printed on laboratory manual of each subject
- displayed in Laboratories and classrooms.
- course file of each subject

2.POs/PSOs/ COs attainment procedure (direct/indirect tools used to calculate attainment) and formula used to calculate the attainment;

a.Direct Assessment tools:

- Direct assessment tools are ISE I, II, III (Continuous evaluation: Class test, Teachers assignments, tutorials etc.) and End Semester examination (ESE) as per the curriculum.
- CO based question papers are prepared for class test, teachers assignments, tutorials and end semester examination etc. COs are framed using Bloom taxonomy levels.
- Result data are collected in accordance with Course Outcomes and are further analyzed for attainment of POs, PSOs and COs.

b.Indirect Assessment tools:

The indirect attainment based on course end surveys, alumni survey and graduate survey is calculated.

Course End Survey:

- One of the method of indirect assessment based on course end survey conducted after every semester.

Program Exit Survey (Graduate Survey):

- While completing this survey, students share overall experiences about the program, rather than focusing upon a single course.

Alumni Survey:

- While completing this survey, students share overall experiences about the program, rather than focusing up on a single course.

Questionnaire based on the accomplishments of Program and Program specific outcomes is given to the students. By analyzing their feedback, PO/PSO attainments are calculated.

The overall attainment of PO is calculated by taking an average of direct and indirect attainment with a weightage ratio of 80:20. Equation (1),(2) and (3) are the formulas used for PO/PSO attainment.

PO/PSO attainment (direct assessment tools) =Weighted average of COs mapping to the POs of
 (Course1+ Course2+ Course3,.....+ Course N)/N (1)

PO/PSO attainment (indirect assessment tools) = Weighted average of COs mapping to the POs of
 (Course1+ Course2+ Course3.....+ Course N)/N (2)

Final PO/PSO attainment= PO/PSO attainment (direct assessment tools)*0.8+ PO/PSO attainment (indirect assessment tools)*0.2 (3)

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 94.2

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 520

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institute has established robust research practices, fostering a multifaceted research culture that includes dedicated research centers, encouragement for paper publications, support for intellectual property rights (IPR), an up-to-date library, access to plagiarism-check software, ME stipends, a comprehensive research directory, and high-speed internet. The institute is committed to providing an environment and infrastructure that promote research excellence and foster impactful outcomes.

1. **Research Centers** – The institute hosts five research centers affiliated with Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, along with two national-level research centers: the QIP Ph.D./M. Tech. Center and the AICTE Doctoral Fellowship (ADF) Center. These centers are fully equipped with comprehensive facilities to support advanced research.
2. **Promotion of Publications** – The institute encourages publications by faculty as well as undergraduate (UG) and postgraduate (PG) students. All PG students are required to publish at least one journal or conference paper prior to submitting their dissertations. UG students are encouraged to present their project work at conferences. A budget is allocated to provide financial support for attending conferences within India, and faculty members are encouraged and supported financially for international conference travel.
3. **Library Resources** – The library offers extensive support for research, providing access to essential journals, e-books, e-Shodh Sindhu, the National Digital Library (NDL), DELNET, Pearson e-books, the World e-Book Library, IEEE, ASME, ASCE, Springer journals, and Swayam Prabha channel links. Remote access is also available via the Knimbus platform.
4. **Intellectual Property Rights (IPR) Support** – Faculty members are encouraged to engage in IPR activities, with financial support approved by the Board of Management. The institute has an IPR cell and a formal IPR policy in place.
5. **PG Student Stipends** – Beginning this year, the institute introduced a stipend scheme for non-GATE PG students, offering Rs. 7000 per month to three students from each postgraduate program.
6. **Institute Innovation Council** – Established in 2018-19, the Innovation Council organizes activities that foster innovation, enterprise, research skills, and professional development. External experts are invited as resource persons for these events.
7. **Dnyan Parampara Lecture Series** – This lecture series offers sessions on stress management, research methodologies, industry topics, research proposal writing, Indian knowledge systems, and more. Esteemed speakers, such as Dr. Mahadevan, Dr. Anand Nadkarni, and others, share insights with institute members.
8. **Research Directory** – Launched in 2023-24, the Research Directory showcases faculty members' research areas, citations, indices, and recent publications. This directory is unveiled on Engineers' Day and made available on the institute's website.

Additional Facilities:

1. **Turnitin for Similarity Checks** – Turnitin is available to all for similarity checks on papers, dissertations, and Ph.D. theses before submission.
2. **Project Funding** – Partial financial support is available for both UG and PG projects.
3. **24/7 Campus Wi-Fi and Ethernet** – The campus provides round-the-clock Wi-Fi and Ethernet access for all students.

Support Through TEQIP – Institute being participant in TEQIP I, II, III all the above mentioned were supported through it and through the institute budget also.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 2.95

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	2.95	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**Response:** 53.26**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years****Response:** 49

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 548.64

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.05

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 05

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 45

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 27

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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:

The institute fosters a dynamic ecosystem for Research and Development (R&D), Innovation, and Entrepreneurship through various initiatives, including the **Entrepreneurship Development Cell (EDC)**, **AnkurGECA Incubation Centre Foundation (AICF)**, **Institute Innovation Council (IIC)**, **Intellectual Property Rights (IPR) Cell**, and **National Innovation Start-up Policy (NISP)**. These initiatives aim to nurture innovative thinking, promote entrepreneurship, and facilitate knowledge and technology transfer.

The **Entrepreneurship Development Cell (EDC)**, or E-Cell, motivates students to become job creators rather than job seekers. EDC organizes motivational sessions, expert lectures and interactive events. These student-driven activities are managed by a team selected annually through a systematic process, including interviews. The primary goal is to foster an entrepreneurial mindset.

AnkurGECA Incubation Centre Foundation (AICF) is a section 8 non-profit organization supported by GECA-CSN established in November 2019. Its objective is to cultivate a culture of innovation and transform promising ideas into successful business products. It organizes events, including national-level **Ideathon competitions**, workshops and expert lectures to support budding innovators. This facility includes co-working spaces, mentorship, business plan assistance, product prototyping and essential resources, ensuring entrepreneurs have the necessary tools to thrive. Institute labs and industry network helps them to build prototypes. AICF student and faculty policy have been drafted and gives guidelines for pre-incubation, incubation and further processes.

The **Institute Innovation Council (IIC)**, established in 2018 under AICTE guidelines and Ministry of Education (MoE), engages students, faculty and staff in innovative activities such as ideation and proof-of-concept development. IIC promotes a culture of innovation through diverse events and workshops and has participated in online sessions organized by the MoE to address recent declines in the institute's star rating.

Training programmes on AI & ML, MATLAB and other recent trends and competitions are organized to develop students for technology and knowledge transfer.

The **IPR Cell** is functional at the institute. It plays an important role in protecting the ideas and inventions of students, faculty, and researchers. IPR policy is drafted and IPR cell also provides financial assistance to file patents, register copyrights and trademarks.

The **National Innovation Start-up Policy (NISP)** has finalized an institute policy providing structured framework to foster innovation and entrepreneurship. NISP aims to create an ecosystem that supports startups by facilitating collaboration between academia and industry ventures.

Indian Knowledge System (IKS) - The institute integrates the importance of traditional knowledge in contemporary education. NEP 2020 has given a new dimension to the syllabus by inclusion of Indian knowledge systems. IKS courses such as Vedic approach to mathematics, Indian Metallurgy, Ancient Water Management Systems are included for undergraduate and post-graduate programs in their first year.

In conclusion, the institute is dedicated to building a strong environment for entrepreneurship through its various initiatives. By supporting students and faculty, it aims to encourage meaningful contributions to technology and business. Students are encouraged to participate in various technical events, competitions organized by the institute or any other institute.

Composition of EDC, IIC, IPR cells, Incubation Centre Incorporation certificate, reports of activities, competitions are enclosed as additional information.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 3.19

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 86

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 1.08

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

Response: 99

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 1.13

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 104

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	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

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

Response: 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years**

Response: 1051.32

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
379.67	269.28	151.32	121.72	129.33

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

1. Involvement of students in programs organized by various cells as listed below

1. Writers club
2. Evole Club
3. E club
4. Design art and craft club
5. Samvedana Club
6. Yoga and Meditation club
7. Performing arts club

These student bodies with their participative involvement of alumni, parents, and school students from

the area are showcasing their participation in extension and outreach programs.

Outcomes:

- A platform is made available for Alumni and other dignitaries available in the city to interact with the students and showcase mutual talent thereby students are sensitized to social requirements
- Developing, socially responsible students

1. The institute has received appreciation and recognition for its contribution towards social responsibility and community development activities.

1. Marathwada Accelerator for Growth and Incubation Council (MAGIC)
2. Marathwada Auto Cluster (MAC)
3. Maharashtra Chamber of Commerce, Industry & Agriculture (MACCIA)

In line with the collaborative activities of the above organizations students of the institute are financially supported for academic and extension activities. Expert talks are arranged by office bearers of these institutions that are open to the students as well as to the general public

Outcomes:

- The students benefit by sponsored projects, internships, etc.,
- The industry people get help of students for research and essentially required technical paperwork

1. Numerous programs are arranged by the Institute as listed below.

1. Women's Day- On occasion of Women's Day, the institute convened the awareness program for Save Girls, Educate Girls, Female Safety, Gender equality awareness campaign
2. The institute is regularly organizing the tree plantation in order to boost the environment and disseminate the awareness about environment in the neighborhood society the institute.
3. The faculty of this institute is actively involved in arranging road safety programs. Prof. Dr. Damgir with civil engineering students has participated in this campaign at national level
4. Water and Energy Conservation AMIE has conducted the Seminar on Water and Energy conservation for general public in collaboration of this institute
5. The faculty of this institute is actively involved in arranging yoga camps for general public of this city
6. Blood Donation Camps are arranged by the institute

Outcomes:

- The members of the neighboring society are directly benefitted from these activities

1. Few extension activities are on offer by the institute as follows:

1. The institute provided technical support in terms of testing and consultancy to the State Government undertaking agency namely Mahila Arthik Vikas Mahananda, GoM, Mahila Bachat Gat and others
2. Dr. Yogesh Sathe is contributing as Senior Mentor with Bhartiya Yuva Shakti Trust (BYST), NGO of Bajaj Automobiles Limited. These services are on offer to members of startup and registered incubators at no cost.

Outcomes:

- The members of the neighboring industry are directly benefitted from the institute from these activities

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 21

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	3	0	4

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 (data template)	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

3.7 Collaboration

3.7.1

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: 26

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	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

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The total available land for the institute is 85658 sq m (21.17 acre). The institute has infrastructure with well furnished, ventilated and lit Classrooms (27), smart classrooms (22), computer laboratories (25), equipped laboratories (53), seminar halls (4) and auditorium. Total built up area is 40882.24sq.m. Amenities and facilities such as students activity centre, well maintained lawn, ramp facility for physically challenged, CCTV surveillance at all strategic locations, generator, DG set (125 KVA), water purifiers, canteen and sanitation facility.

Requirement of facilities as per AICTE

Details	Requirement as per AICTE	Total area required in m2	Actual available	Total area available in m2
Class rooms	21	1089	27	2025
Laboratory	50	3300	53	5308
Drawing Hall	2	264	3	864
Workshop	1	400	1	2006.5
Computer Center	2	300	6	2510
Library	1	400	1	749.1
Seminar Hall	1	132	4	1200

The policies of the Institute for creation and enhancement of infrastructure are as follows:

- Obtain plan and estimate from Public Works Department and submit it for administrative approval to the Government for creation and enhancement of infrastructure.
- Providing the classrooms for effective and optimum study conditions with due consideration of proper ventilation, good lighting.
- Maintain circulation space for accommodating the needs of ever-increasing number of students.
- Faculties have comfortable cabin space with computer facility to function in a non-intrusive manner for their academic needs.
- Provide more green space for open learning for the students.

Total class room with audio video aids or smart board are 22. The class rooms are equipped with LCD, smart boards and wi fi to enable the teacher more interactive in the class. There are 807 computers available in the institute. In addition to that institute has 44 software available in different departments.

All the equipment are available in different departments of the institute as per AICTE norms required as per curriculum. In addition to equipment for Undergraduate students, higher equipment are also available. The total costing of equipment available in the institute is about 15 crores.

Institute provides indoor sports facilities such as fully equipped gymnasium, Table Tennis, Carom as well as sport facilities for cricket, football, volleyball, basketball. The playground (area – 4 acre) is available and maintained for sports activities. All students can participate in annual sports competition and social gathering held annually at college. The students can also participate in any competition as per their interest in sports and cultural events organized at university, and state/national level. For each of activities, the staff advisor guides the student for the participation. The absence in academics due to such participation is accounted for favorably. In addition, there are clubs at college level providing a platform for conducting technical and cultural activities.

- Institute provides sports materials to students who participate in zonal, inter-zonal,inter-state/national level sports.
- Facilitates students to get benefit from university who participate intournaments at zonal, inter-zonal, state, national and international level.
- Institute also reimburses the T.A. and D.A. to students as per university rulesand regulations.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 36.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
48.54	33.8	44.8	216.112	554.04

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA 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:

1. Automation Software

The Central Library of institution is using SLIM21 software developed by Algorithms Consultants Pvt. Ltd., Pune for library automation.

- Name of the ILMS software: **SLIM software**
- Nature of automation (fully or partially): **Fully**
- Version: **SLIM 21(3.9.0)**
- Year of automation: **2013-14**

Academic libraries need to upgrade the collections and also the technology from time to time to provide readers coming from diverse engineering streams. Every year since 2015-16 AMC is done with

Algorithms Consultants. Continuous SLIM software up gradation is also done.

SLIM21 is a comprehensive library automation package customized to perform all the operations and activities of a fully electronic library. It supported Web-OPAC, Catalog maintenance, Circulation,

Serial Management, Acquisition, Processing and MARC Cataloging.

A variety of daily transaction reports and statistics are available which helps in understanding the usage of the library, which automatically helps to build the collection and improvement in staff

efficiency & service standard. Now SLIM 21 version 3.9.0 is in utilization.

Carpet area of library (in m²): 749.10 Sq. m. includes separate reading hall and other reading spaces with capacity of 250

1. Titles, volumes details:

1	Total Number of Titles	25000+
2	Total Number of Books	100000+

1. e-Books, e-journals, e-sites

1	NDL	7,00,000+
2	DELNET	10,000+
3.	IEEE+IEEE POP	3,000+
4.	PEARSON	400+

- has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga 4. e-books 5. Remote access to e-resources via KNIMBUS

1. Collection of rare books and other knowledge resource for library enrichment

There is a huge collection of rare books, Marathi, Hindi & English literature; books useful for students for competitive exams like GATE, UPSC, MPSC; books for yoga etc.

1.No. of Issue-Return transactions

A] Percentage per day usage of library by teachers and students: 18%

B] Number of teachers and students using library per day over last one year 116 (Issue / Return Transactions) +250 (Reading)

At the beginning of semester, 05 books are given to each student which one may retain till end of the exam, therefore frequent physical visit to library is not needed. The teaching faculty, guides

students, to receive different books of same course to friends' groups so that every student may get advantage of many books for each course.

1. Any additional information:

- As per NEP guidelines regarding education in regional language, library initialized possession of engineering books written in Marathi.
- Library caters books through automation software, research literature through IEEE etc. subscriptions as well as actual knowledge by arranging authors' interactive lectures viz. "?????????????????????"
- The Birth Anniversary of Dr. Babasaheb Ambedkar and Mahatma Jyotiba Phule is celebrated in a unique way. This event "Vichardhara" includes continuous reading for 12 hrs. by students and faculty, group discussions etc.
- Book exhibitions are organized.
- New books are displayed, and critiques are welcome
- No student is denied of any book
- Alumni donate the books

File Description	Document
Upload any additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 5.72

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
14.91	14.00	19.67	15.1	77.41

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	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:

Response:

Government College of Engineering, Chh Sambhajinagar is having 1 Gbps Internet leased line connectivity from Railtel NKN and 40 Mbps BSNL connectivity. Institute has developed a full-fledged campus wide network using latest Star Topology technology. All Departments are connected via OFC (Optic Fiber Cable) with Data Center. Data Center Uses Star Topology for Networking. Maximum Number of Switches in Institute are CISCO Catalyst 1000 & CISCO SG-300 both of 1 Gbps.

Internet Downloading & Access Policy for all Staff & Students:-

Sr No.	Staff/students	Internet Policy	Downloading Browsing Limit(Per Day)	&Sophos Policy
1.	Teaching Staff	Full Internet Access	10 Gb/day	Full Access Policy
2.	Non Teaching Staff	Internet Access	3 Gb/day	Class III Policy
3.	Students	Internet Access	2 Gb/day	General Policy

Firewall (Security):-

- Name: - Sonicwall Firewall
- Model: - NSA 3700
- Firmware Version: - SonicOS 7.1.2-7019-R6288
- Total Active Users: - 2950 (Local 1000 & LDAP 1950)

- License Valid Till: - 4th Sep 2027.

Servers: -

- Antivirus Server: (HP Tower Server)
- NPTL Server: (Lenovo Think Center)
- Library Server: (Dell Tower Server)
- MIS Backup Server: (Lenovo Tower Server)

Antivirus Security: -

- For more Security and Prevention from Viruses & Attacks Institute has purchased Quick Heal End point Security Total which is Console based & is installed on Server at Data Center.
- Number of Users Purchased: - 600
- Total Numbers of Users Installed: - 600
- License Purchased on: - 28th March 2022
- License Valid Till: - 28th March 2025

GECA Domain Mail ID: -

- Institute Provides Domain Gmail ID to all the Staff & Students.
- Total Number of ID's Till Date: - 1925
- ID's are suspended with proper intimation after Retirement of Staff and Final Year of Students.

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 2.4

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

Response: 807

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Institute aims to promote information and communication technology (ICT) in technical education for better understanding of the concept. The goal is to encourage individual teachers, groups of teachers in college in content development and multimedia production to develop educational content in electronic format, suitable for use in various learning programmes. The Centre aims to reach out to the maximum online beneficiaries through sharing the knowledge resource of the college as well as to seek expertise from outside to equip the students to face the challenges of the Digital World. Institute has established a full-fledged media studio to support the E-content development. The facility available in the studio can be used by the faculty members for academic purposes like recording e-content, editing documentary videos, dubbing, etc.

Facility available for E-Content Development-

A room of about 25sq m with required furniture and other facilities are available as audiovisual room.

Computer Dell Vostro Intel Core-i7-9700

16 GB RAM

HDD 1 TB

Software Available for Editing Video's:

1. Software : Adobe Photoshop , Adobe Pagemaker
2. VN- Video Editor & Maker
3. Screen Recorder

File Description	Document
Upload any additional information	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

Response: 32.77

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
147.8	94.45	116.3	245.99	203.2

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Institute believes in Periodical and Preventive Maintenance. A professional housekeeping agency has been hired to look after the cleanliness of the Institute. Adequate budget provisions have been made for maintenance every year.

- Building Works Committee and Electrical Works Committee looks after the maintenance of physical facilities. Building Works Committee and Electrical Works Committee collects the necessary maintenance to be carried out during the financial year along with tentative estimates. Above proposal is discussed in the meeting of BWC/EWC for approval. The approved proposal is sent to finance committee for approval budget provision. This proposal sanctioned by Finance committee is submitted to Board of Members. After sanctions from BoM, works are either executed by Institute or funds will be transferred to Public Works Committee for getting the work done from them.
- Cleanliness facilities is maintained by outsourced housekeeping agency. Upkeeping of corridors, toilet blocks, and landscape is entrusted to the external agency on contract basis and monitored by Institute level cleanliness and housekeeping committee.
- Periodic instructions, reviews, checks, and continuous monitoring by the head of the Departments help in all-round upkeep and maintenance of all infrastructures.
- Lab-in-charge in each department along with the lab assistant is appointed for respective laboratories. They monitor the smooth working of the equipment in the labs and get them repaired as per requirement. A budget is allotted for each department for periodic maintenance of the laboratory equipment.
- A team of qualified technical staff from the Institute works for maintaining computers and networking facilities. Experts are identified for the same and it is ensured that they are available at short notice.
- Institute has appointed a separate in charge faculty for Electrical maintenance and a team of electrician. He looks after overall electric works of the premises major/minor along with a team of electricians. The department also keeps the track of the maintenance of generators, lighting loads, etc. The maintenance of the generator is carried out by the authorized contractor periodically or as per the requirement to guarantee the generators are in good working order. For constant purified water supply a service engineer has been appointed who monitors the timely servicing of the purifier equipment in the premises.
- The maintenance of the library is the responsibility of the librarian-In-charge and support team. The library regularly does internal audits to make sure the condition of the books. In order to understand the needs of the faculties and students and take the proper action to meet those needs, the librarian frequently engages with both groups.
- Moreover, the department heads keep the coordination with maintenance party on a regular basis regarding the care of the physical facilities. Students utilize each classroom to its fullest potential during the working days.

File Description	Document
Upload any additional information	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: 65.95

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

2023-24	2022-23	2021-22	2020-21	2019-20
1270	1369	1371	1296	1378

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institute's comprehensive efforts to provide career counseling for competitive examinations reflect its commitment to student success. By creating a structured and supportive environment, the institution ensures that students are well-prepared to achieve their academic and career aspirations. These initiatives empower students to confidently approach competitive exams, aligning their preparation with long-term goals.

- The institute organizes workshops and seminars focused on popular competitive exams like UPSC, MPSC, SSC, GATE and State level examination.
- Successful alumni, Industry professionals, and subject-matter experts conduct lectures to share insights, strategies, and personal experiences.
- Specialized sessions on exam preparation techniques, syllabus breakdown, and time management are provided to students.
- Institute provides personalized guidance to students based on their academic background, career aspirations, and the specific competitive examinations they aim to attempt.

Resource Availability

- **Study Material and Library support:** The institute provides access to updated study materials, including books, and digital resources tailored for competitive exams.
- **Library and Digital Resources:** A dedicated section in the library houses competitive exam preparation materials, while digital portals offer access to e-books, journals.
- **Counseling for Exam Anxiety:** The institute offers club activities to help students manage exam-related stress and anxiety by conducting expert talks.
- **Mindfulness and Wellness Programs:** Yoga, meditation, and wellness workshops are conducted to enhance focus and reduce pressure.

All above programs will be organized by TPO cell, various Clubs and departments of the Institute.

File Description	Document
Upload any additional information	View Document

5.1.3

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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	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 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

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: 60.43

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
316	340	375	379	337

File Description	Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 6.78

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
23	21	36	59	57

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	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 events during the last five years

Response: 81

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

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	18	09	07	23

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Student council is formed every year at the institute under the guidance of Dean Student Activities and Gymkhana Vice President.

Seven students are appointed in this council for administration and conduction of various student related activities and their overall developments.

President, Vice President, Secretary, Technical Secretary, Sports Secretary, Cultural Secretary and Ladies Representative are appointed through nominations by interview process. They are working as student representatives in various academic and non academic committees of the institute.

They are also representing students for academic policy reformations at the institute and part of Board of Studies & academic council of the institute.

They are organizing various student related activities through Dean Student activities and Gymkhana Vice Presidents.

They are looking administration of various students clubs of the institute under the guidance of faculty advisors.

Major activities like Wings, National Technical Fest and Annual Social Gathering are organized by Student Council every year at the institute.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement**5.4.1**

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 44.57

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2023-24	2022-23	2021-22	2020-21	2019-20
3.24992	10.57099	11.65855	.96000	18.12672

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni association of the Government College of Engineering, Aurangabad is registered in 2003. More than 15000 alumni, since 1963 to 2024 are working in Government, Private sector at state, national and international level in various capacities giving their excel contribution in engineering field. More than 1000 life members and 28 patron members are giving their direct contribution for the overall development of the institute. Administration of Alumni Association is carried out through Executive Committee of 20 members including President, Vice President, Secretary and other members. Every two years, members of executive councils are appointed through election process. Members of this committee are also work in various academic and non academic committees of the institute. Alumni are mainly giving their contribution for technical and employability skill enhancement activities organized for the present students. Industrial programs, expert lectures, industrial visits are organized on regular basis. Local industrialist and alumni are also working as mentors to the students and providing technical support/facilities to the students for their project work and internships.

Alumni association provides financial support to the needy students of the institute through their Educational Assistance Scheme. It is also organizing Toppers Felicitation program every year to motivate the juniors by giving various prizes. Alumni are also providing sponsorships to the various activities of students on regular basis.

File Description	Document
Upload any additional information	View Document
Provide the 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: *In pursuit of global competitiveness, the institute is committed to excel in engineering education and research with concern for environment and society*

MISSION:

- 1. Provide a conducive environment for academic excellence in engineering education***
- 2. Enhance research and development along with promotion to sponsored projects and industrial consultancy***
- 3. Foster development of students by creating awareness for needs of society, sustainable development and human values***

The institute is governed by Board of Governors (BoG) appointed by Govt. of Maharashtra. The institute had defined administrative set up and administered through decentralization of authorities. The administrative and financial policies are approved at the BoG while academic policies are approved at Academic Council.

The Board of Governors actively participate in BoG meetings for ensuring that the policy statements and action plans are aligned for the development of the institute and provides guidance and support for further improvements keeping vision and mission, and strategic plan in view.

The BoG regularly takes review of quality policies and makes amendments in quality policies if required. The action plans are formulated in line with Mission and Vision statements under the leadership of the Principal and the same are incorporated into strategic plans for the effective implementation. The Principal and Deans ensures that all stakeholders are involved in different activities.

Efforts taken by institutional leadership: The philosophy adopted and accordingly the policies framed and implemented by institution's leadership and governance are intimately related with its vision and mission as described below.

- 1. NEP Implementation:** As per the directives and guidelines of Government of Maharashtra and Directorate of Technical Education of Maharashtra, it is ensuring that the National Education Policy (NEP) is integrated into the institution's curriculum and operational since Academic Year 2023-2024.

- 2.Sustained Institutional Growth:** Governing bodies of the Institute provides supportive environment for continuous improvement and adaptability. This approach will be helpful for long-term success, as it encourages regularly assess and evolve in response to changes, challenges, and new opportunities. By prioritizing ongoing development, the institute institutionremained competitive. An environment that promotes continuous improvement and adaptation, leading to long-term success.
- 3.Decentralization:** Institute's governance emphasizes decentralization of authority, duties, and responsibilities. The BoG, appointed by the State Government is empowered to designate Principal. The BoG, Principal of the Institute and related committees oversee academic and administrative operations. The Chairman of the Board of Governors and Principal delegate authority to faculty members for academics and administrative duties. This system allows for operational autonomy across the hierarchy, encouraging creativity and flexibility while ensuring proper execution.
- 4.Participation in Governance:** The institute and department level portfolios are allotted to all faculty/staff members to form committees to oversee various institutional curricular/co-curricular/extra-curricular activities. Furthermore, the administration has given the Principal and HoDs adequate financial powers in accordance with State Government regulations to ensure seamless operation.

These practices demonstrate a commitment to a holistic and inclusive approach to governance that not only meets current challenges but also prepares the institution for future opportunities.

File Description	Document
Upload any 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institute development plan envisaged in 2017 is given in the link below. Due to corona and delay in BoG appointment from Government authorities there is major hindrance to implement the perspective plan, even though institute is hardly trying progress in desired direction

The institute is governed by the Board of Governor (BOG) appointed by Govt. of Maharashtra. The institute had defined administrative set up and administered through decentralization of authorities. The administrative and financial policies are approved at the Board of Governor while academic policies are approved at the Academic Council.

Academic Excellence

- NEP -2020 and Innovation in Curriculum
- Flexibility to move from one discipline of study to another.
- Opportunity to choose the courses of interest
- Multiple entry and exit options
- Mandatory One Semester Internship/ On Job Training (OJT).
- Provision of Indian Knowledge System,
- Community Engagement Project/ Field Project
- Credits for Co-curricular and Extra-Curricular Activities as Curricular activities along with provision of credits for the Ability Enhancement Courses (AEC)
- Interdisciplinary or Multidisciplinary education through Single and Double Minors and Open Electives
- Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning)
- Collaborative Activities, completed and planned with IITB under DTE-IITB MOU. Under Prime Minister Research Fellow Scheme two research scholars are appointed as course coordinators for the Power Electronics Course at Electrical Engineering Department.
- Students internship at IIT B – 9
- No of faculty visits to IIT B – 6 (last year)

Scholastic Research and Development

Centre of Excellence in Thinking Systems for Signal and Image Processing is established in the institute (Budget 5.05 Cr GoM)

- Active MoU, Army, Airport Authority, Siemens, MAGIC, MASSUIA, CMIA, CII, Findability Sciences, Endreas-Houser, and other industries
- Started the Anveshan lab in association with Indian Army and MAGIC (first incubation centre in the country), working on starting the minors
- Increase the number of faculty with Ph.D. qualification to 80% by June 2020(Achieved).
- Sponsored Projects, Research Patents, CoE, Start-up Incubation, IRG (Last three years data)

Student Development and Placement/ Entrepreneurial Competence

- Identification of local industry, potential industry, employer industry
- Organizing meetings of industries to understand the industry expectation from graduates and postgraduates.
- Identify areas of collaboration
- Identification of weakness of students in cognitive and non cognitive domain by using standard tools
- Organizing training such as communication skills, presentation, ethics, negotiations skills, interview techniques etc
- Workshops/ seminars on different opportunities available in terms of job and higher studies
- Student Clubs (Total 25 Clubs)

Additional information is given in document attached

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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 Government College of Engineering College Aurangabad, Chhatrapati Sambhajnagar is established by Government of Maharashtra and all the teaching and non-teaching staff is appointed as per Government rules and norms. Service rules, procedures, recruitment, promotional policies: The rules and

policies regarding recruitment, scale and promotion including Career Advancement Scheme (CAS) are as per AICTE norms and Government of Maharashtra norms.

Performance appraisal system: This institute uses the method that the Maharashtra government established in accordance with the standards set forth by the AICTE and UGC in New Delhi. While non-teaching staff members' performance is evaluated by the office superintendent, registrar, or head of department and reviewed by the principal, faculty members' performance is evaluated by the reporting officer and reviewed by the principal or joint director. (Copies of the sample have been posted.) For future development, a photocopy of the reviewed performance is sent to the concerned teacher or staff person.

As per rules of Government of Maharashtra the staff members are secured and supported by following schemes.

- All the employees recruited before 2005 are secured by the Old Pension scheme.
- The employees recruited after 2005 are secured with the National Pension Scheme(NPS)
- Maternity leave of the 180s is given to women working under the state government for better upbringing of the child.
- A special Child Care paid leave of 180-day is given to working women for “better parenting” for the child below 18 years.
- Special Leave of 14 days and Tour expenses entitles to the respective post for employees desiring to attend Vipassana Course. The leave and traveling expenses are permitted six times during the service tenure once in three years.
- All employees are Supported under Group Insurance scheme(GIS).
- Life of all the Employees is secured with Accidental Insurance Policy.
- All the employees and their dependents are supported with the Mediclaim facility .
- All the Employees are secured with General provident fund(GPF) and Advance/Loan scheme against the GPF. The available Government Resolutions in this regard are attached.
- All employees are funded under the Home Loan Advance scheme for purchasing home
- All employees are funded under the Car Loan Advance scheme for purchasing Car, Motorcycle Loan
- All employees are funded under the Computer Loan Advance
- The Class III and Class IV employees are supported with the festival advance of Rs. 10000
- Employees are provided Leave Travel concession (LTC) once in every four year cycle and Hometown travel allowance in every two year cycle.
- There is International Travel policy for faculty members
- Special leave is given to the parents who adopt an orphan
- Faculty members deputed for completing Doctoral Degree Programme under QIP scheme The Government of India launched the Quality Improvement Programme in 1970. One of the main objectives of the programme is to upgrade the expertise and capabilities of the faculty members of the degree and diploma level institutions in the country. The programme is implemented and monitored by All India Council for Technical Education (AICTE). The details of scheme guideline is available at AICTE website at <https://www.aicte-india.org> .

File Description	Document
Upload any 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: 58.51

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	7	64	45	65

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 53.43

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
22	22	21	37	77

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 (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institute is An Autonomous Institute of Government of Maharashtra, hence, financial audit system exists. The financial audit is mainly carried out by government auditors of AG office for government funds. World Bank support for Technical Education Quality improvement Programme (TEQIP) funds were audited by NPIU, New Delhi,

Internal audit is carried out by a Chartered accountant and such audit reports of last five years are uploaded on institute website. The audit objections raised by the auditor are clarified at the earliest.

The institute employs a multi-pronged approach to secure funding and ensure its efficient use for academic and infrastructure development.

Funding Sources

Student Fees: This is the primary source of income, with fees determined by State fee regulatory committee. Inflation and planned capital expenditure over three years are factored into fee structure. The State Fee Regulatory Committee also grants the institute some flexibility for capital expenditure

allocation.

Salary Grant: The state government provides a yearly salary grant to cover salaries for full-time permanent teaching staff, non-teaching staff, and part-time teachers on sanctioned positions.

Internal Revenue Generation: Consultancy projects and alumni funding contribute additional income streams.

Resource Utilization:

Budgeting: A well-defined mechanism ensures efficient resource allocation. Heads of departments, coordinators of various cells like research, placement, and library, and other relevant personnel submit budget proposals for the upcoming academic year.

Budget Approval: The finance committee prepares an annual budget considering all proposals and recommendations from the Director and Board of Governors (BoG). The BoG makes final decisions on major financial allocations.

Budget Execution: The institute adheres to the BoG-approved budget for academic and administrative expenses. The purchase committee, comprising department heads and accounts officers, initiates the purchasing process. After negotiations and final approvals, purchase orders are placed.

Transparency and Accountability: All transactions are transparent, documented by bills and vouchers. Faculty verify equipment specifications before purchase. A chartered accountant conducts annual audits to ensure compliance.

Additional Information:

- Links to documents detailing fund mobilization and resource utilization are available and attached with additional information.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 31.67

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
31.67	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Quality Assurance Practices: Financial Audits

The Institute maintains a robust financial audit system to ensure transparency and accountability. This involves both internal and external audits conducted regularly. Internal committees are formed appropriately to monitor the Internal audit aspects. As a government-run engineering college, the Institute undergoes regular financial audits by government auditors from the Accountant General's (AG) office. These audits focus on the utilization of government funds allocated to the Institute. Separate audits are conducted for funds received from the Technical Education Quality Improvement Programme (TEQIP), a state government initiative. These audits ensure that the funds are utilized effectively and in accordance with the program guidelines.

Audit Objection An audit objection is a formal communication from an auditor to the audited entity, highlighting a specific issue or discrepancy identified during the audit process. This could be a lack of supporting documentation, a deviation from established procedures, or a potential financial irregularity.

Audit Para An audit para is a specific paragraph within an audit report that details a particular audit finding or observation. It typically includes:

- A clear description of the issue identified.
- The relevant audit evidence supporting the finding.
- The impact of the issue on the organization's financial statements or operations.

- Any recommendations for corrective action.

Objection Compliance Objection compliance involves addressing and resolving audit objections raised by the auditor. This typically includes:

1. **Reviewing the Objection:** Carefully examining the audit objection to understand the specific issue and its implications.
2. **Gathering Information:** Collecting relevant documentation and information to support the organization's position.
3. **Preparing a Response:** Drafting a detailed response that addresses each point raised in the objection, providing explanations, justifications, or corrective actions taken.
4. **Submitting the Response:** Submitting the response to the auditor within the specified timeframe.
5. **Following Up:** Monitoring the status of the objection and engaging with the auditor to resolve any outstanding issues.

Specific to Purchase Process Audits In the context of purchase process audits, auditors often focus on:

- **Documentation:** Ensuring that adequate documentation is maintained for all stages of the purchase process, including purchase requisitions, quotations, purchase orders, and payment vouchers.
- **Compliance with Procedures:** Verifying that the purchase process adheres to established procedures and guidelines.
- **Price and Quality:** Assessing the reasonableness of prices and the quality of goods or services procured.
- **Authorization:** Checking that purchases are authorized by appropriate personnel.

Regularization Process for Audit Objections If an audit objection persists even after providing explanations and supporting documents, the matter may be escalated for regularization. The regularization power is typically vested with:

- Joint Director
- Regional Officer (R.O.)
- Director of Technical Education (DTE)
- Secretary of the Higher and Technical Education Department
- Board of Management (BOM) Chairman (as per government resolution)

By effectively managing audit objections and complying with the auditor's recommendations, organizations can improve their financial processes, reduce risks, and enhance their overall reputation.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

1. Compliance of curricular gap and curriculum revision:

At this institute, students are the focal point of all academic and administrative processes, with the primary aim being the development of curricular competencies. Identifying and addressing curricular gaps is essential to this objective, and a robust feedback mechanism is key to achieving the objective. Based on the findings from gap analysis, various measures are implemented to bridge these gaps, such as organizing expert lectures, seminars and workshops.

To further enhance student's industrial exposure, the institute has established Memoranda of Understanding (MoUs) with several industries. Students are actively encouraged to participate in industrial visits, internships, and training programs, which provide them with valuable hands-on experience and align their academic learning with industry needs.

The Internal Quality Assurance Cell (IQAC) plays a vital role in curriculum revision to meet evolving industry and educational standards. IQAC's recommendations have been instrumental in shaping the recent curriculum revisions aimed at boosting student employability. For example, during the 2024-25 curriculum revision, several initiatives were introduced to provide students with exposure to cutting-edge industry trends through academic flexibility. One notable change was the inclusion of industrial internship in the curriculum structure, which allows students to undertake six-month industrial internships and industry-sponsored projects. These revisions, aligned with the National Education Policy (NEP) 2020, ensure that the curriculum remains relevant and reflective of national educational priorities.

2. Faculty/Staff and Student Training

The IQAC has also been instrumental in formulating the institute's training policy, focusing on the professional development of both faculty and students. Regular faculty development programs (FDPs), workshops, short-term training programs (STTPs), and consultancy opportunities are organized to help faculty stay abreast of the rapidly evolving technological landscape. Faculty members are also encouraged to attend training programs at institutes of national importance. This continuous professional development not only enhances faculty expertise but also benefits students by providing them with

insights into current industry trends.

In addition, IQAC has recommended a variety of training programs designed to enhance students' technical and soft skills. These initiatives have significantly improved student employability by equipping them with the knowledge and abilities required to succeed in the competitive job market.

File Description	Document
Upload any additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

As outlined in Criterion 1.4.1, feedback on the teaching and learning processes is regularly collected from all institutional stakeholders, analyzed, and used to suggest necessary improvements. These insights are discussed during Internal Quality Assurance Cell (IQAC) meetings. Additionally, annual academic audit reports for all departments are reviewed, where IQAC members focus on the academic audit committee's recommendations to enhance academic quality. The IQAC also suggests remedies for teaching and learning improvements based on various evaluation parameters. Two major IQAC-led institutional reviews and teaching-learning reforms are as follows:

Academic Review:

The institute has a structured process for regularly monitoring academic activities. This process includes mid semester and semester-end reviews of syllabus completion by the Dean Academics, with feedback provided to faculty. Based on mid-semester exam results, students are categorized as slow or fast learners. Fast learners are encouraged to participate in group discussions, presentations, and competitions, while additional doubt sessions and practice assignments are arranged for students needing extra support. Students are also continuously assessed through internal exams, presentations, and oral evaluations, facilitating holistic development. This structured support has contributed to improved academic results and higher placement rates.

Holistic Student Development through Curriculum Revision and Value-Added Courses:

A) Curriculum Design and Revision

The institute's curriculum revision process is centered on student development, adhering strictly to AICTE guidelines. Feedback from students, faculty, alumni, and industry representatives is collected and discussed in Departmental Faculty Boards (DFB), the Board of Studies (BoS), and Academic Council (AC) meetings. Curriculum updates are based on these discussions, ensuring alignment with industry

standards and educational goals. Special attention is given to Program Outcomes (POs) and Program-Specific Outcomes (PSOs) falling below benchmarks to address specific areas for improvement. Approximately 40% of courses focus on employability, skill development, and entrepreneurship, while 5% of courses cover Professional Ethics, Human Values, and Environmental Sustainability, as detailed in Criterion 1.3.1.

Value-Added Courses

The institute offers value-added courses to develop technical and life skills for students, faculty, and staff. Co-curricular and extracurricular activities such as seminars, expert lectures, industry visits, and internships are encouraged, bridging theoretical knowledge with practical application. The institute also has a National Programme on Technology Enhanced Learning (NPTEL) chapter, providing access to online courses. Soft skills and entrepreneurship training programs are also organised, equipping students with the skills needed for professional success.

Operational Structure and Methodologies

Faculty members prepare comprehensive academic plans at the start of each term, covering course content, lesson plans, and teaching methodologies. A course file is maintained to document teaching resources and activities. Meetings of Dean Academics & Head of Department with student representatives monitor course progress and teaching effectiveness, while monthly department-level reviews ensure uniform syllabus coverage. Internal exam question papers are audited for academic rigor, and end-of-course feedback on content, coverage, and assessment methods is collected. This feedback, along with course attainment calculations and Program Outcomes mapping, is analyzed to drive continuous improvement. This feedback loop ensures refinements in curriculum, teaching strategies, and evaluation systems, leading to consistent quality enhancements across semesters.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Government College of Engineering, Aurangabad, Chh. Sambhajinagar is committed to **gender equity** and distinction between male and female students, faculty and supporting staff is normally not done. All are given **equal opportunities** wherever possible.

Safety and Security measures

- Activities are organized to motivate and spread awareness about health, hygiene, safety.
- **CCTV cameras** have been installed at all prominent places within the campus like girl's hostel, classrooms, laboratories, corridors etc.
- Institute Campus is very much **secure** as a well-organized outsourced **security system** is in existence.
- **Security guards** are vigilant and present 24 x7 at all important locations in the campus and girls and boys hostel girls.
- An **emergency siren** is installed in the girl's hostel.
- A **biometric attendance system** is installed in girls' hostel to take care of the timings in and out.
- **Girl Common rooms** are in existent in the institute.
- **Open air and Indoor Gymnasiums** are in place for girls in hostel buildings.
- Girls are allowed to play all the **sports** in the campus like Badminton, Volleyball, Basketball, Cricket etc.

Girls participate in **National Level Technical Competitions** like **Robocon, BAHA, Techfest, Mindspark** etc. and represent for sports at other institutes for e.g. **Ashwamegh, Zenith, Inter College Tournaments** etc.

Female faculty from the institute have graced **key positions** like **Principal**, Heads of various departments, Dean positions, Registrar Academics, Training and Placement Officer, Associate deans, QIP coordinator, NIRF coordinators, Director and Faculty Coordinator for Ankur GECA Incubation centre Foundation, Faculty Advisors for clubs, amongst many others.

Blood donation drive, sports, cultural activities, industrial visits, expert sessions, placement

opportunities and other many such activities are regularly arranged in the institute and girls and boys equally organize, manage, participate in all the activities.

In academic activities **practical batches, project, min-projects** are a group of students wherein students work in mix groups to conduct the experiment

Gender sensitization programmes are organised by different committees to bring out the overall development of girls and boys and thereby to mould a better society with equality. **Yoga and meditation** sessions are organized in first year's induction programme.

An **internal complaint committee** is constituted within the institute to take care of matters against sexual harassment and gender violation. International Women's Day is celebrated in the Institute where female faculty from all cadre are felicitated and even expert talks from notable women from the society are arranged. **On 12/03/24 Chief Guest Police Inspector Pravina Yadav** was invited, on 16th March 2024, **Dr. Rashmi Borikar, renowned Gynaecologist** was a speaker to have dialogue for women's health, 8th March 2023 a session on **stress management** was arranged.

GECA's commitment to **sustainable gender development** is reflected in various initiatives undertaken in academic, co-curricular and extra-curricular activities. GECA provides amenable facilities for women in every respect and encourages to work in a cohesive amicable manner in a mixed group. GECA conducts many programs for male and female section of the institute and few programs are conducted for girls to enhance their development.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs 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

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Response:

To promote environmental consciousness and sustainability, our college has implemented comprehensive waste management practices. These initiatives aim to protect the environment, safeguard human health, and enhance the campus's aesthetic appeal. By managing waste effectively, we contribute to a cleaner, healthier, and more sustainable community.

1. **Solid waste management:** Solid waste management involves the collection, treatment, and disposal of discarded materials that are no longer in use. Every day, solid waste is gathered and processed based on its type. To facilitate this, dustbins are strategically placed around the campus to collect waste. The Chhatrapati Sambhajnagar Municipal Corporation regularly collects and disposes of the accumulated waste, ensuring cleanliness and sustainability on campus
2. **Liquid waste management:** The liquid waste primarily consists of sanitary and mixed sewage. A sewage treatment facility is in place to treat and recycle this wastewater, which is then repurposed for gardening, promoting sustainable water use on campus
3. **Biomedical waste management:** Biomedical waste is not generated, as this is an engineering college without courses in chemical engineering, biotechnology, biomedical engineering, or related fields.
4. **E-waste management:** E-waste includes damaged or unused computers, electronic equipment,

and electrical components that are discarded. Items beyond repair, such as computers, circuits, and spare parts, contribute to e-waste and are carefully collected for recycling. Due to the presence of hazardous materials like lead, cadmium, beryllium, and brominated flame retardants, e-waste recycling and disposal require careful handling to prevent harmful exposure to individuals and communities. Proper e-waste management is essential to protect public health and the environment. At the institute level, e-waste is collected regularly and disposed off or sold according to State Government regulations.

5. Waste recycling system: The installation of a bio-sewage treatment plant for sewage from the boys' hostel is currently underway. E-tenders have been received, and technical review is in progress

6. Hazardous chemicals: Hazardous chemicals and radioactive waste are not generated at this institute, as it does not offer courses in chemical engineering, biotechnology, or related fields

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs 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

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Response:

This institute has established a comprehensive environment and green campus policy, which is effectively implemented to foster a pollution-free, eco-friendly campus. It is committed to delivering world-class technical education integrated with sustainable practices to promote long-term development. Spread over a serene 21 acre area, the campus is a noise-free, clean, and green environment, ideal for technical learning. Self-sufficient in every way, the campus provides everything required by students. The institute actively pursues its green campus initiatives through the following practices:

- 1. Use of Bicycles and Battery-Powered Vehicles:** Students and staff are encouraged to use bicycles or battery-powered vehicles, with recognition given to those who adopt these eco-friendly modes of transport. Awareness campaigns are also conducted to promote their usage among students.
- 2. Pedestrian-Friendly Pathways:** The campus provides ample parking spaces with designated areas for cars, scooters, and bicycles for students and staff. Security personnel are posted at key locations to manage parking effectively. The campus roads are spacious, well-maintained, and have speed limits for two-wheelers to ensure safety. Heavy vehicles are restricted from entering the campus, making it pedestrian-friendly with designated walkways, improved visibility, additional queuing areas, and landscape-enhanced sidewalks.
- 3. Ban on Single Use Plastic:** In alignment with the Maharashtra Government's directives, the institute enforces a ban on single-use plastic. Eco-friendly alternatives are promoted, and students are informed of these practices through notices and banners across the campus.
- 4. Landscaping with Trees and Plants:** Guided by the Environment Club, the institute undertakes regular landscaping and tree plantation drives to maintain greenery. Beautiful lawns and gardens are developed around key areas, such as the classroom complex, hostels, workshop, main building, electronics department, and principal's residence, with a variety of trees enriching the campus.
- 5. Energy and Environmental/Green Audits:** To further its green campus goals, the institute conducts regular energy and environmental audits to monitor and improve its sustainability practices.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in

maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Response:

The institute has thoughtfully developed a barrier-free environment to support differently-abled (Divyangjan) students, providing the following accessible facilities:

- In line with the Government of Maharashtra's admission rules, 5% of seats are reserved for differently-abled (Divyangjan) students (Rule 7 (6) (c) of the information brochure).
- Ramps are available on all sides of the main building, Annexe building, and other buildings of the departments, with wheelchairs accessible for students as needed.
- Accessible washrooms for both boys and girls are available on all floors, strategically placed to minimize movement for differently-abled students.
- The institute offers human assistance, readers, scribes, and soft copies of reading material, screen reading, and other support when requested by eligible students. Experts in specific fields are identified and can be called upon as needed.
- According to the engineering admission rules (Rule 7 (6) (c) of the information brochure), students with disabilities should be aware that no academic exemptions or additional facilities are offered beyond those provided by the respective universities. Consequently, highly disabled students have not enrolled at this institute, and thus signage, tactile paths, accessible lights, display boards, accessible websites, and screen-reading software have not been essential. However, the institute plans to develop an accessible website and other supportive facilities.
- Following University Grants Commission guidelines, the institute provides an additional 10 minutes per hour of exam time to eligible students in all examinations

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

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Creating an inclusive and harmonious environment by embracing diversity fosters a productive atmosphere where everyone feels valued. This vision guides the institution's efforts to integrate individuals from various backgrounds into its structure. The institute regularly undertakes the following activities to promote inclusivity:

- **Induction Program:** Following AICTE guidelines, the institute organizes a two-week induction program for new students, helping them acclimate to the institute's environment and engineering education. This program promotes universal values and interpersonal skills, encouraging a sense of inclusion and respect for diversity.
- **Cultural Festivals:** Various cultural programs are organized for different festivals, fostering harmony among students. Celebrating diverse festivals promotes unity and respect for cultural heritage, reinforcing the values of our country.
- **National and International Commemorative Days:** The institute observes various commemorative days, such as Republic Day, Independence Day, Women's Day, Teachers' Day, Engineers' Day, and the birth and death anniversaries of national dignitaries, as designated by the Government of Maharashtra.
 - **Republic Day, Independence Day, and Maharashtra Day:** These national celebrations include flag hoisting and patriotic-themed events, with faculty, staff, and students gathering to honor these significant occasions.
 - **Teachers' Day:** On September 5th, the institute celebrates Dr. Sarvepalli Radhakrishnan's birth anniversary. Students organize events for teachers and participate in community service activities to honor educators.
 - **Engineers' Day:** Celebrated on September 15th in memory of Bharat Ratna recipient Mokshagundam Visvesvaraya, this day includes technical events to raise awareness about advancements in the engineering field.
 - **Birth and Death Anniversaries of National Dignitaries:** The institute marks these anniversaries to honor contributions of esteemed figures in line with state guidelines.
 - **Language Days:** Marathi Rajyabhasha Din and Hindi Rastrabhasha Din are celebrated to encourage linguistic harmony among students.
- **Cultural Programs:** Annual social gatherings and departmental events showcase India's rich cultural diversity through activities like mehendi, rangoli, dance, and traditional dress days, promoting a collaborative and welcoming environment.
- **Sports Activities:** Sports events are held year-round to build teamwork and sportsmanship, with students participating at university levels. These activities also support students' physical and mental well-being.
- **Dress Code:** A uniform dress code is followed to maintain a sense of unity and equality among students, regardless of socioeconomic differences.

Through these initiatives, the institute fosters a welcoming, inclusive campus that celebrates diversity and unity in pursuit of shared goals.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Response:

This technical educational institute provides education to all sections of society, upholding equality before the law and equal protection for all stakeholders. The institute aligns with the Indian Constitution's assurance of the right to life and personal dignity, establishing a secure and respectful environment for everyone. In line with its autonomous curriculum, courses like Professional Ethics and Cyber Security, Essence of Indian Traditional Knowledge, Introduction to the Constitution of India, Universal Human Values, Humanities, and Social Sciences are offered. Recognizing the importance of constitutional knowledge in a democracy, the course "Introduction to the Constitution of India" is included to foster responsible citizenship.

The curriculum emphasizes the Constitution's Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties, highlighting the obligations of the state to its citizens and vice versa. A code of conduct, which includes rules on ethics, values, rights, duties, and responsibilities, has been established for all stakeholders, and committees are in place to ensure adherence. The institute actively promotes awareness of constitutional values, rights, and responsibilities through various initiatives:

- **Induction Program:** Expert lectures by distinguished individuals focus on the values, rights, duties, and responsibilities of citizens. Additionally, students are educated on traffic rules, road safety, pedestrian rights, and understanding traffic signs, signals, and regulations as part of responsible civic behavior.
- **National and International Commemorative Days:** Competitions and lectures related to citizens' rights and responsibilities are organized to mark these days, encouraging a deeper understanding of civic duties.
- **Sports and Cultural Activities:** Through individual and team events, students are encouraged to embody the values, rights, duties, and responsibilities of citizenship.

These efforts collectively aim to build a conscientious and responsible community that upholds constitutional values.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: Added Courses and Training Activities.

Objectives of the Practice

- To bridge the industry-institute gap.
- To help students to come up with innovative ideas and do relevant projects that have a lasting social impact.
- To enhance the employability skills such as aptitude, quantitative, verbal and reasoning ability.

The Context

In order to bridge this gap between academia and industry and to make students industry- ready, much emphasis is given for teaching content beyond the regular curriculum which includes, pursuing online courses from reputed institutions.

Practice

The institute management of GECA sponsors and motivates all the students to pursue at least one online course from top ranked university in each semester to update themselves in technology and practices which are futuristic. In addition, students are also encouraged to complete online courses through various portals like NPTEL. We believe that industrial training plays an important role to aid the process of student learning. In this regard we have provision of industrial interaction / internship to be completed by students as per their academic curriculum.

Evidence of Success

As a result of the best practice, students of GECA have excelled in their academic performance. Keeping in mind the industrial requisites, our students have also completed online courses and found placement in reputed companies.

Due to the training and placement activities in college offered by both internal and external trainers, our students have been placed in companies of repute through on and off campus recruitment drives.

Problems Encountered and Resources Required

Being affiliated to a university, students are required to follow the traditional instructional method of learning where exams are given much importance. So, students tend to lose interest in pursuing online and other value added courses. Owing to time constraints, they also find it difficult to balance between regular academic work and co-curricular & placement activities. To solve this, all the computer centers, research labs and the library are kept open beyond the working hours and on select holidays for students to complete their courses and projects.

Best Practice II: Student mentoring and advisory system

Objectives of the Practice

- To foster healthy and positive professional relationships between students, teachers and other stakeholders.
- To nurture the students' creative minds and help them do innovative projects with social relevance as nation builders.
- To help students identify their areas of interest and groom them to achieve their career goals.

The Context

Our college receives many students from rural areas, economically weaker sections, students from vernacular medium at their school level and from varied social backgrounds. They find it hard to cope with the demands of engineering education which is largely in English. Their transition from school to college needs help, support and proper nurturing in order to adapt to the new learning environment. Besides, most students lack the knowledge of various career options available on completing engineering. To guide them in matters of higher studies, career goals and job opportunities, a continuous monitoring and mentoring system has been established.

Practice

Based on experience and expertise, suitable mentors are identified to whom mentees are allotted in a ratio of 1:25. Mentors are duly assisted by other faculty members in providing individual care, counseling and also in monitoring their academic progress. Mentors maintain individual mentee reports containing details of their counseling, medical and academic history.

To enhance students' co-curricular and extracurricular skills, suitable training programmes, online courses, internship opportunities, project and paper presentation events, sports and cultural competitions are identified by the mentors. The students are motivated to participate in such programmes based on their diverse interests.

To inculcate decision making and leadership skills, students are entrusted with various responsibilities like Class Committee Member, Department Association Office Bearers, Project Coordinators, Placement Coordinators, and Student Representatives etc.

Mentors also identify students who are in need of clinical psychotherapy and refer them to the college psychiatrist. Moreover; students who need medical attention are also duly referred to the college physician.

A transparent online feedback system accessible to both faculty and students is practised where students can express their expectations and difficulties in learning. In addition to this, mentors also arrange for class committee meetings thrice a semester where both the faculty and students representatives come together to discuss progress of classes, syllabus coverage, academic updates, class performance in tests, need for improvement etc. mentors also arrange for special classes for slow learners in consultation with the respective subject faculty.

Evidence of Success

Our mentoring system (1:25 ratio) has ensured that individual care and attention is given to all students in the class. Students from the vernacular medium, who need language training, are identified in the first year itself and communication skills classes are arranged for them. They are encouraged to do 5 minute talks on topics of their choice to improve their presentation skills and confidence and even get placed in companies. Students of higher semester make presentations on company specific topics and recent technology trends thereby helping students remain updated.

GATE coaching classes are conducted for GATE aspirants.

Problems Encountered and Resources Require

To create an interest in students to participate in curricular, co-curricular and extracurricular events was a problem which had to be addressed through proper mentoring and counseling. Many students hesitated to shoulder responsibilities. Major challenges were faced while identifying the right person for the right task and bringing students out of their shells. Students' absenteeism also had to be sorted out through attendance monitoring system. Arranging special classes for slow learners to help them improve their academic performance was a continuous issue. Communicating the wards' performance to their parents was a time consuming process constantly resulting in a gap between the institution and the parents. Mobile intimations were used to inform the parents about the regular happenings and upcoming events in the college.

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:

Response:

1. Title: Holistic Development of the Students & Faculty through lecture series “????? ??????”

2. Objectives: The vision statement of this institute is “In pursuit of Technical Excellence”, the institute is committed to excel in engineering education and research with concern for environment and society. Engineering education is progressing through many revolutions and it can be achieved through curricular and extracurricular excellence. Considering availability of online educational platforms, educational reforms are inevitable. For achieving curricular /academic excellence, this institute had adopted CBCS pattern since 2016 and NEP is implemented from 2023-24 academic year. Academic part focuses more on technical skills rather than developing student's viewpoint towards life and social skills. The institute therefore decided to facilitate students and faculty for dynamic growth in academics as well as human

value skills. We agree the Indian philosophy which says that a human being strives to achieve happiness and make efforts throughout the life span for the same. We being intellectual community, seek the happiness through knowledge.

3. Context: It is known that the discovery of language is prior to the script. Hence the archiving was through ????? and ??????. Since *Vedas*, the knowledge transfer is through verbal media (???? ????). Continuing the same legacy we thought orations by experts lecture series ????? ??????. The institute's distinctive features include its efforts to promote culture, value system and ethical framework.

4. Practice: The institute is arranging a lecture series “???? ??????”. The lecture series covers various areas like physical fitness, spiritual practices, research, pedagogy, personality, literature etc. with the aim of exposure in all the dimensions of life. The endeavor is to gain:

- Happiness
- Self realization
- Motivation
- Self Sublimation
- Career escalation
- Confidence augmentation

We are immensely happy to initiate the series from 5th August 2023 and planning to arrange monthly one or two sessions.

List of lectures conducted till date in the Series “*Dnyan Parampara*”

S.N.	Topic	Expert	Date
01	Motivational Talk	Mr. Yajurvendra Mahajan Deepstambh Foundation, social activist	05/ 08/ 2023
02	Indian Knowledge Systems	Dr. Mahadevan, Professor, IIM, Bangalore	11/ 08/ 2023
03	Industry 4.0	Mr. Mukund Kulkarni, Industrialist, BOG Member GECA	30/ 10/ 2023
04	Prevention of Cardiovascular Diseases	Dr. Ajit Bhagvat Cardiologist, K. Bajaj Hospital	31/ 10/ 2023
05	Google for Education	Mr. Vilas Kulkarni, Director HRCPL Education	03/01/2024

06	Teacher as Mentor	Dr. Anand Nadkarni, Psychiatrist, Thinker, Play writer, Social activist.	20/ 01/ 2024
07	NEP 2020 Vision for the institute	Dr. Narendra Charudhari Former VC, UTU, Deharadun	07/ 02/ 2024
08	Awareness workshop on RTI Act	Mr. Jalandar Tambe RTI Expert	27/ 02/ 2024
09	Science in Rigveda	Dr. Sucheta Paranjape Fellow of the Ferguson College	07/ 03/ 2024
10	Bhagvad Gita and Inspired Leadership	Swami Atmanand, Karmotkarsh LLP, Vedanta Ashram Indore	01/ 04/ 2024
11	Past and Future of Lighting	Dr. Harshvardhan Chitle CEO Philips Netherlands	13/ 08/ 2024
12	Heartfulness Meditation	Prof. Vaijayanti Totla	05/ 10/ 2024
13	Drafting Research Proposals	Dr. M.H. Shirsat Professor, Dr. BAM University	10/ 10/ 2024
14	R & D Opportunities in Power engineering	Prof. Vijay Vitthal Professor, Arizona State University USA	18/11/2024

5. Evidences of Success: A good number of students and faculty attended the thought provoking lectures. They had nice interaction and discussion with the speaker.

It helps in addressing disagreements constructively and finding mutually beneficial solutions, which builds trust & positive professional/personal connections.. A great improvement observed in attitude towards solving complex issues; understand the problem; out of box thinking; communication and cooperation at workplace and personal life. Assigned portfolios are handled with greater responsibility and enthusiasm, which develop a synergy amongst faculty and students.

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

5. CONCLUSION

Additional Information :

Additional Information:

- Institute has shown exemplary performance in TEQIP-I (first in India) , TEQIP- II, TEQIP-III and secured extra grants.
- Two programs are accredited by NBA till 30.06.207

Future Plans

1. Starting industry needs based Post Graduate Programs in collaboration with industry
2. Increase in intake for existing UG courses
3. Research and academic collaboration with foreign universities.
4. Implementation of the master plan as designed for placement office, administrative complex and cafeteria
5. Deemed to be university status by 2028

Concluding Remarks :

- This institute offers 6 UG, 10 PG and 5 Ph. D. programs with 643 intake. Meritorious students are admitted in this institute through CAP and 85 % total seats and 100 % of reserved category seats are filled. Around 65 % students are benefitted by scholarship/free-ship etc.
- This institute had implemented autonomy effectively by updating curriculum and introducing reforms in examination system. The curriculum has excellent balance among the various theory and laboratory courses with value added courses/activities/programs including NPTEL/Swayam etc.
- Institute has an effective mentor-mentee scheme, student centric teaching learning methods, well-planned academic calendar with effective deployment, excellent feedback mechanism, etc. As a result most of the students are employed or self employed or pursuing the higher education.
- This institute has set up an innovation ecosystem and research culture which resulted in 49 Ph. D. guide, 112 Ph.D registration, more than 300 publications. To ensure holistic development of students, institute conducts social/extension activities.
- The campus of this institute is spread over 85614 sq m (21 acre) land and has excellent infrastructural facilities fulfilling the AICTE norms. This institute has spacious library and reading hall 749.10 Sq. m, indoor games facilities arranged in gymkhana room. It has a auditorium of around 1000 capacity with stage and audio-visual facilities where cultural activities are being conducted.
- This institute had prepared its perspective plan which is linked with its vision and mission. The governance and leadership make sure that growth trajectory of this institute is in line with its vision and mission and ensures the decentralization of authorities/duties/responsibilities.
- Institute is keen on gender equity and environment related issues. Institute conducts formal energy, environment, and green audit. Appropriate waste management helps Institute to keep the eco-friendly. This institute had developed differently-abled (Divyangjan) friendly, barrier free environment. It aims

to promote greater inclusion of all from different backgrounds into the institutional structure.

- The best practices and distinctiveness of the institute are,

1. Added Courses and Training Activities
2. Student mentoring and advisory system
3. Holistic Development of the Students & Faculty through lecture series