



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KALYANI CHARITABLE TRUST'S LATE G N SAPKAL COLLEGE OF ENGINEERING

SAPKAL KNOWLEDGE HUB, KALYANI HILLS, ANJANERI-WADHOLI,
TRIMBAKESHWAR ROAD, TAL. TRIMBAKESHWAR, DIST. NASHIK
422213

<https://www.lgnscoe.sapkalknowledgehub.org/>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With a vision to provide complete education right from Kindergarten to Post graduation, **Sapkal Knowledge Hub** popularly known as **SKH** has been established under the aegis of Kalyani Charitable Trust by **Dr. Ravindra G. Sapkal**, Chairman and Managing Director of the trust, in an area of 110 acres. The campus is surrounded by hills and located in a valley, showcasing the splendour of the natural environment. In addition to being the birthplace of Lord Hanuman, this location is near the Trimbakeshwar Temple, one of Lord Shiva's twelve Jyotirlingas, which heightens the area's holiness and beauty. The Government of Maharashtra has bestowed the '*Chhatrapati Shivaji Maharaj Vanashree Puraskar*' in 2016 to the campus for outstanding contributions in environment protection program and tree plantation drives.

Late G. N. Sapkal College of Engineering was established by the Kalyani Charitable Trust in the year 2009 with an intake of 240 and four programs which has now grown to an intake 443 and 10 programs. Our institute is affiliated to **Savitribai Phule Pune University (SPPU)**, Pune and approved by **AICTE, New Delhi**, Directorate of Technical Education, Mumbai and Government of Maharashtra.

A well-planned, beautifully landscaped, and neatly maintained campus provides all the state-of-the-art modern facilities, like ICT enabled classrooms, laboratories, workshop, seminar halls, and an amphitheatre, which are at par with international standards and as per the requirements of the Statutory Regulatory Bodies. The library has a rich collection of sufficient number of books and periodicals as well as the facilities of reading room and a digital library. The campus is Wi-Fi enabled. At present, the institute provides four-year courses leading to Bachelor's Degree of Savitribai Phule Pune University in the following disciplines: Mechanical Engineering, Computer Engineering, Electronics and Telecommunication (E & TC) Engineering, Civil Engineering, Electrical Engineering and Artificial Intelligence and Data Science along with post graduate courses in Civil, Mechanical, E & TC and Computer Engineering.

The institute provides the best hostel facility for boys and girls. Round the clock free medical consultation is available for all students and staff. A beautiful playground with a running track, facilities for indoor and outdoor games, and swimming pool are also available.

Vision

To become a globally recognised engineering institute through innovation, research, and quality education.

Mission

To become a leading technical institution by achieving excellence in teaching-learning process and providing an environment helpful for nurturing innovation, creativity, team-spirit, moral ethics and leadership for the welfare of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- State of art infrastructure facilities such as well-equipped laboratories, fully furnished library, ICT-enabled class rooms, amphitheatre and auditoriums
- High-speed internet connectivity and Wi-Fi campus
- Positive academic climate, atmosphere, and working conditions that increase staff and student happiness
- Accredited by NAAC with Grade 'B' in 2017-18
- Student Associations in every department for holistic development of the students
- The administrative and management policies and controls are well established and operate effectively
- Mentor (Teacher Guardian) system with regular monitoring of attendance of students and their performance in examinations
- A clean and eco-friendly, lush green campus spread over 110 acres.
- MoUs with industry and institutes for the overall development of students.
- Flexible transport facility with sufficient number of buses
- Training and Placement activities to provide career guidance and support systems for the recruitment of students.
- A secure and safe environment for on-campus students
- Excellent extension activities and social connect

Institutional Weakness

- Located in tribal area
- Inadequate number of PhD-qualified faculty
- Consultancy and research activities are limited
- Less involvement of Alumni

Institutional Opportunity

- To increase employability of the students and also encourage them for being entrepreneurs in various fields
- To enhance alumni involvement in development of institute and placement activities
- To encourage faculties for pursuing PhD from prestigious institutes
- To encourage the students for participating in various competitive examinations and seeking admission in reputed institutes in India and abroad for higher studies
- To improve research publications in peer-reviewed journals and patents of staff and students
- Collaboration with foreign universities

Institutional Challenge

- Attracting and retaining faculties with PhD qualifications
- Sponsored and funded research projects
- Research and consultancy work
- Attracting meritorious students
- Placement in blue-chip companies / core companies

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to **Savitribai Phule Pune University, Pune** and follows the curriculum and academic calendar created by the affiliating university for all of its courses provided through different programs. The institute has created a reliable system to guarantee that the curriculum is implemented correctly. The affiliating university updates the courses on a regular basis to reflect evolving market demands and technological advancements. The affiliated university's curriculum offers **elective courses and skill-based courses** that give students better placement opportunities. The faculty members attend the workshops for curriculum design and implementation to get first-hand knowledge of the new courses that will be added to the curriculum.

A choice-based credit system has been implemented in all the programs since 2015-16. IQAC regularly monitors the effective delivery of the curriculum and corrective measures are initiated through **Academic Monitoring Reports (AMR)** and **Academic and Administrative Audits (AAA)** to minimize the deviations. To meet job requirements, the faculties organize a variety of subject-related Add-on and Certificate Programs.

The curriculum content addresses **cross-cutting issues** like the environment and sustainability, as well as human values and professional ethics. The institute also makes an effort to increase staff and student knowledge of gender equity through a number of programs. Students are encouraged to finish fieldwork assignments and internships to move closer to starting their careers.

The institute also seeks **feedback from various stakeholders** involved in the curriculum's content. The design of postgraduate engineering programs includes advanced core and elective classes, as well as a focus on laboratory and research work.

Teaching-learning and Evaluation

The Institute participates in the **centralized admission process** of the Directorate of Technical Education (DTE), under the **Maharashtra State Government**. Every year, the college prepares an academic calendar in accordance with the calendar of the affiliating university and adheres to it strictly. At the beginning of the session, students are given an explanation of the Course and Programme objectives and how they are to be attained. Programme Educational Objectives (PEOs) and Programme Outcomes (POs) are followed by the institute and effectively communicated to the students. The head of department, the teacher guardian, and others continually monitor the students' attendance and the implementation of the lesson plan. They also make regular attempts to notify the parents and students of these developments. Every department ensures that the syllabus has been covered completely before the conclusion of the semester.

Various assignments, quizzes, lab experiments, project presentations, Viva exams, class tests, and university exams are used to assess student performance. Continuous internal evaluation is conducted in a transparent manner. The qualified and experienced faculty members carry out the academic activities. Based on the results of class tests and university examinations, **slow and advanced learners** are identified. Advanced learners are motivated to participate in various competitions, and slow learners are counselled by the teacher-guardian for improvement and motivated to attend remedial classes.

The **Teacher-Guardian scheme** assists students in finding solutions to both their academic and personal issues while inspiring them to succeed. The Institute supports **experiential, participatory, and problem-solving**

approaches through industrial visits, internships, project work, and participation in various contests. The institute regularly collects and analyzes feedback from various stakeholders and appropriate corrective actions are taken for the identified grey areas.

Faculties are encouraged for higher studies and are also deputed for attending various STTPs, FDPs and workshops, as well as national and international conferences. The institute also motivates the faculties to use **ICT Tools** for effective curriculum delivery.

Research, Innovations and Extension

The institute intends to promote the environment for extension and collaboration activities, as well as for research and development, by motivating and facilitating them to participate in research-related activities. The college's infrastructure includes fully equipped laboratories and a library with an extensive number of books, and journal subscriptions to encourage faculty and student research. The institute encourages faculties to publish their research work in reputed journals and conferences. Faculties and students are encouraged to participate in Technical Seminars, Workshops, STTPs, FDPs, National and International Conferences and publish papers. The Institute takes numerous initiatives for awareness and promotions of research spirit in the staff and students. Faculty members of the institute have published sizable number of research papers in prestigious journals during last five years.

In order to create and transfer knowledge, the institute has set up an ecosystem through the establishment of an Innovation and Incubation Center, an Institute-Industry and Institute-Institute Interaction Cell and an Entrepreneurship Development Cell. The Institute has excellent collaboration with industries, academic institutes, and professional bodies. It has signed MOUs with several esteemed organizations from academia as well as industries for further support. The institute invites experts from industries to conduct seminars and workshops for the knowledge enhancement of students and encourages them to participate in various events for showcasing their innovation skills.

The institute also takes efforts to cultivate the values of a good human being and a responsible citizen among students with the help of the National Service Scheme (NSS). It arranges a residential camp every year for this purpose and has adopted a nearby village. The faculties and students are encouraged to take part in several events like blood donation camps, tree plantation drives, Swachha Bharat Abhiyan, etc. which are organised for creating awareness on social issues. The community service has helped participants in the holistic development of their personality.

Infrastructure and Learning Resources

The Institute features a **beautifully landscaped and eco-friendly campus** with distinctive architecture. The civil infrastructure, such as classrooms, laboratories, tutorial rooms, library, workshop, amphitheatre, and seminar halls, as well as ladies and boys common room are fully furnished and is in accordance with the norms of regulatory authorities. The maintenance of the infrastructure and equipment is carried out periodically to assure the best performance and quality functioning. The institution also has well-equipped HoD cabins, staff rooms, cubicles, seminar halls, departmental libraries, and a computer center. The computing facilities of the institute exceed the hardware and software norms. Each department has a computer lab equipped with sufficient computers and internet access.

The institute has a playground with a running track, indoor and outdoor games facilities, gymnasium, and a swimming pool. Hostel facility is provided for boys and girls separately. A medical facility with a residential doctor is available free of charge to all on campus. A spacious canteen as well as a cafeteria is also available. A flexible transport facility with sufficient buses is also available, with ample parking space. The UPS and generator power backup is available for hassle-free conduction of activities. The Institute offers sanitation facility and safe drinking water. The majority of maintenance tasks, such as electrical work, computer repair and maintenance, cleaning, gardening, civil work, and sanitary services, are performed internally. When necessary, outside agencies are hired in to handle major civil and electrical repairs and maintenance, as well as laboratory maintenance.

The library has an excellent infrastructure and is well-stocked books, journals and e-resources, encyclopedias, dictionaries, handbooks, and CD's. The institute library is automated with '*Autolib*' and provides access to the collection through Web OPAC.

The IT facilities include computers, printers, scanners, system and application softwares, antivirus and firewall security. The institute has high-speed internet connectivity with a separate lease line and a wi-fi campus. A security system with CCTV coverage, walkie-talkie and fire fighting system ensures the safety of the staff and students.

Student Support and Progression

The institute continuously strives for excellent systems that promote and benefit students in a holistic way. The college supports socially and financially underprivileged students from all categories, as well as differently abled students, in the admission process while following to government standards. Students receive state and central government scholarships. Since the past five years, the institute has started awarding institutional scholarships, viz. '*Late. Gambhirrao Sapkal Meritorious Scholarship*' to meritorious students.

The Principal, department heads, and teacher-guardian regularly interact with students to better understand their progress and issues. The institute provides support for students through facilitation mechanisms such as the Scholarship Section, Student Section, Training and Placement Cell, Student Grievance Committee, and Anti-Ragging Committee. The training and placement cell at the institute assists and mentors students with industrial training, field trips, mock interviews and resume preparation, group discussions and career grooming, and final placement through on-campus and off-campus interviews. Students receive pre-placement assistance for placement activities from the training and placement cell. The cell arranges for internship and placement opportunities.

The institute offers a variety of career and competitive examination guidance programmes, Expert Talks, Add-On courses, Industrial Visits, and a Technical Project Competition called "Technofest" to prepare students for future opportunities and challenges.

The institute has an active student's council which is engaged in organising various technical and cultural events. Students have representation in various associations as well as academic and administrative committees. A student grievance cell has also been established to deal with student grievances in a transparent manner. The institute has an anti-ragging committee and a squad comprising of senior faculty members, and student representatives. Students have represented the institute in various university, national, and international level sports activities. The Alumni association contributes actively to the growth of the institution through registered alumni association.

Governance, Leadership and Management

The institute follows a collective model of governance, with various stakeholders participating in the decision-making process for achieving the institute's vision and mission. All departments have formulated their vision and mission in tune with that of the institute. The organisation structure originates from the Management and is assisted by the Governing Body and College Development Committee in finalising policies, strategies, and decisions. The authority for implementation of policies and strategy based decisions are delegated by the Principal to various Deans, Department Heads and Section Heads. These authorities further empower the cell / committee / bodies coordinators for the implementation of policy and strategy based decisions. The HoDs are given academic and administrative freedom for the smooth functioning and development of the department.

The institute has a well-defined perspective and strategic plans for the smooth functioning of its academic and administrative functions. The institute encourages participation and the organization of workshops and seminars. The institute has effectively implemented e-governance in the areas of planning, administration, finance, student support, and examination. The institution has a well-defined appraisal framework and assesses the faculties/staff based on their academic engagement and outcomes.

The institute carries out an internal audit every six months for the appraisal of its operations and the evaluation and monitoring of risk management, reporting, and control practices. The institute also carries out external audit on yearly basis. The institute has a simple yet robust mechanism to ensure optimal utilisation of the resources. The institute has established IQAC with the objective of improving the academic and administrative performance of the institute.

Institutional Values and Best Practices

The institute has adopted various measures to nurture institutional values and develop practices that display its environmental and social consciousness. The institute promotes programs for creating awareness about gender equity. The institute is very conscious about environment protection and has received accolades for its campus as a part of green initiatives. The campus has sufficient plantations, and the environment is pollution-free. The institute has adopted energy-saving measures like use of LED lights and solar water heaters.

The institutes has taken due care to dispose of waste of all types. The solid waste before disposal is categorised into degradable and non-degradable waste. The waste, like the remains of plants and kitchen waste, is disposed of by means of composting. Non-degradable and e-waste disposed safely through a third party. Being situated in a hilly region, the institute has advantageously used its campus topology for harvesting rainwater. The institute has carried out a green audit through an accredited certifying agency.

The institute has taken a number of initiatives, like Blood donation camp, Swachha Bharat Abhiyan, Tree Plantation, Personality Development, etc. for improving human values and ethics among students.

Best Practice-I: Student counseling and Teacher-Guardian scheme

By designating a teacher guardian for a group of students, counseling and mentoring can be done efficiently. Through fostering trust and confidence, mentoring offers the chance to discuss challenges and problems in order to receive qualified assistance and guidance. The teacher-guardian produces reports at regular intervals.

Best Practice-II: Departmental Students Association

For many students, the work they participate in department associations offers possibilities for companionship, social development, and personal growth—is the most significant aspect of their college lives. Associations can engage young people in effective and exciting ways that have many advantages. Some students may develop a fresh interest in various disciplines as a result, while others may use them as a springboard to continue their education. They can offer a deeper understanding, practical experiences, and diverse approaches to learning and engaging in various areas. Most importantly, they are stimulating and enjoyable and encourage everyone engaged explore in unique and imaginative ways.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | KALYANI CHARITABLE TRUST'S LATE G N SAPKAL COLLEGE OF ENGINEERING |
| Address | Sapkal Knowledge Hub, Kalyani Hills, Anjaneri-Wadholi, Trimbakeshwar Road, Tal. Trimbakeshwar, Dist. Nashik |
| City | Nashik |
| State | Maharashtra |
| Pin | 422213 |
| Website | https://www.lgnscoe.sapkalknowledgehub.org/ |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|--------------|--|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sahebrao B. Bagal | 02594-220175 | 9922252699 | 02594-220174 | gns_engineering@sapkalknowledgehub.org |
| IQAC / CIQA coordinator | Vikram A. Kolhe | 02594-220167 | 9049181393 | 02594-220174 | vikram.kolhe@sapkalknowledgehub.org |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

Establishment Details

| State | University name | Document |
|-------------|----------------------------------|-------------------------------|
| Maharashtra | Savitribai Phule Pune University | View Document |

Details of UGC recognition

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|-----------------------------|
| AICTE | View Document | 02-06-2023 | 12 | Valid for one Academic Year |
| AICTE | View Document | 02-06-2023 | 12 | Valid for one Academic Year |
| AICTE | View Document | 02-06-2023 | 12 | Valid for one Academic Year |

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 | Sapkal Knowledge Hub, Kalyani Hills, Anjaneri-Wadholi, Trimbakeshwar Road, Tal. Trimbakeshwar, Dist. Nashik | Rural | 10.21 | 21483.34 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|--|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Civil Engineering, | 48 | Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I | English | 60 | 9 |
| UG | BE,Mechanical Engineering, | 48 | Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I | English | 60 | 5 |
| UG | BE,Computer Engineering, | 48 | Passed HSC or its equivalent | English | 120 | 102 |

| | | | | | | |
|----|---|----|--|---------|----|----|
| | | | exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I | | | |
| UG | BE,Electronics And Telecommunication Engineering, | 48 | Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I | English | 60 | 41 |
| UG | BE,Electrical Engineering, | 48 | Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or | English | 30 | 9 |

| | | | Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I | | | |
|----|--|----|--|---------|----|----|
| UG | BE,Artificial Intelligence And Data Science, | 48 | Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I | English | 60 | 59 |
| PG | ME,Civil Engineering,Structures | 24 | BE Civil | English | 15 | 15 |
| PG | ME,Mechanical Engineering,Design | 24 | BE Mechanical | English | 15 | 4 |
| PG | ME,Computer Engineering, | 24 | BE Computer | English | 15 | 10 |
| PG | ME,Electronics And Telecommunication Engineering,Signal Processing | 24 | BE Electronics and Telecommunication | English | 8 | 4 |

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 | 11 | | | | 20 | | | | 54 | | | |
| Recruited | 3 | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 27 | 22 | 0 | 49 |
| Yet to Recruit | 8 | | | | 17 | | | | 5 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 30 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 16 | 0 | 30 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 70 |
| Recruited | 60 | 10 | 0 | 70 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 11 |
| Recruited | 8 | 3 | 0 | 11 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 9 | 0 | 27 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 29 | 0 | 51 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 766 | 0 | 0 | 0 | 766 |
| | Female | 293 | 0 | 0 | 0 | 293 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 26 | 0 | 0 | 0 | 26 |
| | Female | 27 | 0 | 0 | 0 | 27 |
| | 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 | 100 | 91 | 75 | 45 |
| | Female | 28 | 20 | 20 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 77 | 74 | 70 | 35 |
| | Female | 40 | 42 | 28 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 317 | 304 | 376 | 373 |
| | Female | 106 | 91 | 131 | 126 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 338 | 357 | 358 | 279 |
| | Female | 97 | 81 | 96 | 72 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 130 | 137 | 116 | 112 |
| | Female | 47 | 45 | 42 | 53 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1280 | 1242 | 1312 | 1120 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>Being an affiliated college, the course structure and contents (course curriculum) are designed by the parent university, Savitribai Phule Pune University, which is yet to implement the multidisciplinary/interdisciplinary approach fully. In preparation for NEP 2020, LGNSCOE has begun moving towards interdisciplinary and multidisciplinary courses. For the students, courses in business communication skills, social science, and humanities as per the university syllabus are offered. The students create interdisciplinary projects as a part of project-based learning and final year projects to address social issues and technological updates. These projects can help students see how different disciplines can come together to address social problems, and can provide valuable hands-on learning experiences. As per the choice-based credit system (CBCS) pattern, the university offers several self-learning and value based elective and Honor courses, along with some non-CGPA courses of interdisciplinary nature like 'Audit Course' for students of all disciplines every year. The publications of faculty members and student research also exhibit the LGNSCOE's multidisciplinary orientation. To explore the most recent developments in several subjects, the institute frequently invites experts from a variety of streams.</p> |
| 2. Academic bank of credits (ABC): | <p>For all programs, the institute already uses the choice-based credit system (CBCS), and it will also adhere to Savitribai Phule Pune University's (SPPU), Pune-directed and -governed ABC process. As per the guidelines of the affiliated university, the institute has already initiated the process of registration of ABC for the students, and all the students have registered successfully. The choice-based credit system (CBCS) for all programs is fully implemented beginning with the 2015-16 academic year, in accordance with UGC and SPPU, Pune standards. Being an affiliated college, HEI follows the CBCS system and the university has a depository for credits in the form of ABC. This allows students to choose their own learning routes to obtain a degree in a context with various entry and exit points, as well as learning at anytime, anywhere, and at any level. Students have now registered with ABC id. This will make it easier for students to track their credits and see how they can transfer them to other institutions, if necessary.</p> |

3. Skill development:

LGNSCOE provides mentorship to those who want to acquire different skill sets. Starting in the first year, the institute has already established an in-house training and placement cell that is actively providing technical and soft skill training. Apart from the usual curriculum of Parent University, curriculum enrichment is achieved through Beyond Syllabus Activities. The institute also signed certain MOUs for training the students and skill development. According to the current industrial demands for human resources, this will help to increase the employability of our graduates. In order to implement NEP, the institute introduces Value-added/Add-on programs. The institute also emphasizes student development of soft skills. The students are given the chance to take part in a variety of activities, such as poster competitions, seminar presentations, project competitions etc. which aid in the development of presenting and communication skills, while the activity of writing term papers aids in the improvement of their analytical and academic writing abilities. Students participate in a variety of extracurricular and co-curricular activities that aid in the development of problem-solving, creative thinking, socio-emotional, leadership, multi-tasking, and deadline management abilities. The introduction of required audit courses, electives, and honours courses in the syllabus has been made with a focus on learning objectives related to comprehension of the theoretical and practical aspects of education, skill development, and ability.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Although the primary mode of communication is English, faculty members and technical assistants are imparting knowledge and clearing doubts by communicating in regional languages like Marathi and Hindi, to the students of rural areas. The institute has provided various committee activities that contribute to sensitizing students to cross-cutting issues like gender, environmental sustainability, human values, and professional ethics for the development of creative and divergent competencies. Various audit courses as per the curriculum of Savitribai Phule Pune University are offered in order to inculcate a sense of national integration, culture, and civic sense among the student community. India has a linguistic shift every 15-20 miles depending on the native communication pattern. The NEP calls for

| | |
|---|--|
| | <p>the delivery of technical education in Indian languages as well. The Institute will accept the NEP's goal for adaptability, multidisciplinary, and innovation in its purest form. The institute is of the opinion that adequate infrastructure and student enrollment alone cannot guarantee high-quality technical education unless careful consideration is given to high-quality teaching and learning. The institute is prepared to assist in compiling and reviewing a database of people and organizations that have made contributions in the fields of art, music, dance, theater, science, technology, and the life sciences through research, teaching, publication, and preservation.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>LGNSCOE has well defined Program Outcomes (POs), Program Specific Outcomes (PSOs) and Program Education Objectives (PEOs) for each program. The POs, PSOs and PEOs are satisfied through the teaching-learning process and the additional programs conducted at the Institute. As a part of the curriculum, each course has defined Course Outcomes (COs) which are mapped to POs and PSOs. Assessment tools are designed indigenously, considering the requirements of POs. The institute organizes activities and programmes to achieve POs. At the end of the semester, an analysis of POs, PSOs attainment is done by each department.</p> |
| <p>6. Distance education/online education:</p> | <p>The institute is affiliated with Savitribai Phule Pune University, Pune. As per the guidelines of University, all lectures and practical are conducted in physical mode. During the pandemic, the system adopted the change from classroom teaching to hybrid learning and procured the necessary equipment and accessories to facilitate the online teaching and learning process. Online classes were conducted very effectively by all the faculty members in all programs, helping the students to study e-content for all subjects in all semesters. Faculty members and students have both participated in online instruction and evaluation using various software. To address the problems of the digital age, the institute is also getting ready to make all of these kinds of e-content materials created by faculty members accessible to all students through an online channel. Even the whole semester examination is conducted digitally by the parent university till the end of the 2021–22 academic year. So, the institution is well prepared in this</p> |

regard.

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. In January 2019, the college established an Electoral Literacy Club. An Election Literacy Club provides a forum for college students to participate in activities that increase awareness of their voting rights and familiarize them with the registration and voting process. |
| 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? | Yes, a committee is formed for ELC, consisting of a faculty coordinator, a student coordinator, and student members from all streams. Faculty coordinator: Prof. Kiran M. Deore Student coordinator: Mr. Aakash D. Govardhane. Election Literacy Club (ELC) is a platform to engage college students through interesting activities to make them aware of their electoral rights and familiarize them with the electoral process of registration and voting. ELC works by organizing activities like awareness sessions on voting rights on National Voter's Day. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | 1. A Voter registration camp for the eligible students on campus. 2. A Voter awareness camp was conducted at Trimbakeshwar in Nashik district. 3. A Voter awareness camp was conducted for disabled persons and senior citizens in various villages. 4. Voter awareness guest lectures were conducted for in-house students. 5. YIN election was conducted in the college using ballot paper to understand the actual process of the election. 6. Quiz competitions were taken about the election commission, various important posts related to the election, the election process, the voter registration list, and the reduction of names from the voter registration list. |
| 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. | 1. A Graduate Constituency Voter Awareness and Registration Campaign was conducted in Nashik District. 2. A Teachers Constituency Voter Awareness and Registration Campaign was conducted in Nashik District. 3. The college, in collaboration with NSS has organized an online awareness camp on "National Voter's Day" on January 25, 2021, to sensitize students about the right and importance of voting. |

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.

Efforts taken by the college to institutionalize mechanisms to register eligible students as voters, such as; through Wall Magazine: The idea behind Wall Magazine is to create and share electoral literacy information in an interesting, creative, and engaging way and encourage participation by all students. The National Voter's Day Celebrations: National Voter's Day is celebrated every year on 25th January to encourage young voters to participate in the electoral process. Young Voters Festival: This program will help all members of the college community to organize events such as art competitions, street plays/road shows, photography competitions, voting and election-based quizzes, pledges, etc.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1280 | 1242 | 1312 | 1120 | 1636 |

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

2 Teachers

2.1

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

Response: 205

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 91 | 95 | 101 | 133 | 140 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 487.51 | 205.26 | 467.10 | 459.86 | 536.13 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

As an affiliated institute, the institute adheres to the affiliated university's curriculum. The institute has created the following organised approach for delivering curriculum:

Stage I: Preparation of Teaching Aids (Before commencement of the semester)

The institute creates its own academic calendar based on that of the university. According to suggestions from various administrative and academic bodies, cells, and committees, slots are also allocated for extracurricular, sports, and cultural activities. In parallel, each department assigns courses to its teaching staff based on their areas of expertise, areas of interest, and subject choice. The time tables of all the Classes and Laboratories are displayed on notice board for the students. Faculties prepare / update their 'Course File' before the commencement of teaching to ensure effective curriculum delivery in the classroom with the help of different teaching aids. Faculty members are deputed to various syllabus detailing and implementation workshops for properly perceiving the curriculum. Faculties are motivated to adopt innovative teaching practices like project based learning, blended learning etc. ERP software is used to track and guarantee timely upload of the material taught, to monitor student attendance, and to produce reports.

Stage II: Teaching Learning (During Semester)

The effective implementation of the curriculum is monitored by Academic Monitoring Committee coordinated by Dean Academics. The monthly attendance record of the students is prepared and communicated to every student. In case of defaulters, their parents are informed. Expert lectures, Industrial Visits/Field Visits, Guest Lectures, and various contests are periodically organized to enhance the delivery of the curriculum. In order to bridge the requirements for some courses, workshops are organized in collaboration with industry. The progress of the Seminar and Project work is also reviewed through a well-established mechanism. Regular class tests, midterm submissions, and continuous assessment are all carried out in accordance with the academic calendar. Results of End-semester examinations and class tests are analyzed for the conduction of remedial classes. Extra sessions are conducted for academically weak students classified as slow learners.

Stage III: Students Feedback (Mid-Term)

Mid-term feedback of students enables the institute to identify the gray areas in the teaching learning process. Corrective measures, such as counseling / mentoring of individual faculties, are initiated by the Department Head.

A teacher-guardian addresses the students grievances related to teaching-learning as well as personal issues. The teacher-guardian counsels a selected / allocated group of students and a separate record of the same is maintained.

Stage IV: End Semester Activities

The final evaluation of the term work is completed following the conclusion of teaching, and marks are submitted to the university. The end semester exams are conducted by the university. Every department analyses the results of different classes immediately after declaration of result by the university.

Stage V: Stake-holders Feedback (Term-End)

The institute seeks feedback from various stakeholders regarding course delivery, curriculum, employability, and support facilities. The analysis of the feedback is done to initiate corrective actions. An assessment of the level of attainment of POs, PSOs and COs is carried out.

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

1.2 Academic Flexibility

1.2.1

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

Response: 16

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |

1.2.2

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

Response: 21.94

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 661 | 126 | 82 | 199 | 378 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Although the primary mode of communication is English, faculty members and technical assistants are imparting knowledge and clearing doubts by communicating in regional languages like Marathi and Hindi to the students of rural areas. The institute has provision of various committee activities that contribute to sensitizing students to cross-cutting issues like Gender equity, Environmental Sustainability, Human Values and Professional Ethics for development of creative and divergent competencies. Various audit courses as per the curriculum of Savitribai Phule Pune University are offered in order to inculcate a sense of national integration, culture, and civic sense among the student community.

The institute has been working for the development of the students through the following parameters:

Professional Ethics: - Being an engineering institute, inherently students acquire professional ethics through the institute's environment and culture. As part of the program curriculum, topics related to professional ethics are included in the syllabus like Organizational Behaviour, project management, etc. Experiential learning through industrial visits and participative learning through expert lectures also imbibe professional ethics.

Gender Equality: - Though the institute is co-education, for gender equity, the institute has constituted

the “Internal Complaint Committee” (formerly the Women Grievance Redressal Cell) and "Anti-Ragging Committee”. In order to make everyone aware of gender equity, the committee organizes various activities such as Women Rights and Security, Women Empowerment, Health and Hygiene awareness, social awareness, etc. Meetings of the committee members are conducted regularly and various points are discussed to provide a better environment for the women. The institute has ragging-free environment.

Human Values: - The institute is very keen on imbining human values among students through various activities such as celebrating Independence Day, Republic Day, Teacher’s Day, International Yoga Day, World Environment Day, Youth Day, Traditional Day, etc.

Environmental and Sustainability: - The University's recommended curriculum includes environmental studies. It encourages awareness of the ecosystem, the preservation of natural resources, waste management, and pollution. Visits are used to support this curriculum. To raise everyone's awareness of the significance of environmental and sustainability issues, the institute hosts a Tree Plantation Programme, a Cleanliness Programme, and special talks. The institute has adopted environmentally friendly practices such as rainwater harvesting, waste water recycling, solar energy use, ERP software use for paperless work, LED lighting, etc. Through routine upkeep and the cultivation of various plants, the institute has maintained the campus's greenery. The institute has also carried out ‘Green Audit’ through the accredited agency. The institute promotes awareness and consciousness among staff and students through initiatives like the ban on plastic and the use of college buses by teachers and students.

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

1.3.2

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

Response: 28.83

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

Response: 369

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

1.4 Feedback System

1.4.1

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

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

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 413 | 440 | 415 | 114 | 382 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 443 | 443 | 558 | 678 | 708 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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: 65.23

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 295 | 284 | 288 | 76 | 271 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 353 | 340 | 325 | 377 | 466 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.07

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institute follows ICT enabled teaching in addition to traditional classroom education. The focus is on knowledge transfer and learning through students' active participation and involvement. All academic activities are aimed at elevating the student's knowledge, skills and build confidence in them. All departments have a sufficient number of ICT-enabled classrooms and laboratories with projectors installed, and the campus has a high-speed wi-fi connection. Teachers have also been encouraged to use ICT tools for communication and course material sharing. Faculties uses many interactive methods for effective teaching, such as PPT with animations, video clippings, use of online resources from NPTEL, Blog, YouTube links, Simulation tools, Virtual labs, online assessment tools like Mentimeter, and various cloud portals, etc. Google Classroom and Whats App groups are used as platforms to communicate, make announcements, address queries, and share information. Our faculty and students can access research journals and e-books through our digital library. Institute is a Nodal Centre for NPTEL in association with eminent organizations like IITs.

Experiential Learning: Mini Project work in the curriculum enables the self-learning ability of students. Major projects for final year students are open ended and generally defined as a problem for which student groups are required to come up with a solution and present it at the end of the semester. The college has provided various infrastructural facilities like a digital library, computer lab, workshop, and project lab for the same. Hands on workshops, internships, and industrial visits are arranged by all the departments to improve the overall experience of experiential learning. Poster and project competitions are arranged to enhance the presentation skills of the students.

Participative Learning:

- Faculty members motivate students to organize group discussions on technical/non-technical topics, current affairs in the field of science/technology.
- Every department has its own student association, through which students organize various participatory activities like technical quizzes, poster competitions, etc.
- Student councils play an important role in organizing co-curricular and extracurricular activities. Most of the curriculum involves concepts learned through lab work, which involves active experimentation with lab journal preparation and assessment.

Problem solving methodologies:

- Students are encouraged to undertake interdisciplinary projects, case studies, industry sponsored projects, etc.
- Tutorial and extra sessions for analytical subjects.
- Add-on/certification programmes to increase competence.

Innovative Pedagogy Practice: Institute promotes participative learning through innovative pedagogy practices such as Group Discussions, think-pair-share, Debate Competition, Crossword Puzzle, Development of models, Quizzes, case studies, learning through art (Rangoli/Poster) etc. during teaching learning process and through department activities.

Interaction, Training and MoUs with Industries: Industrial/field visits, internships at Industry are mandatory as per university curriculum. Industry projects and collaborations are undertaken to enrich students with pre-employment training. Periodical guest lectures are arranged on topics relevant to employment skills by personnel from renowned organizations. Institute has active MoUs with various industries.

NSS field work Activity: NSS unit of the institute supports to conduct various activities like tree plantation, blood donations, water conservation, Covid-19 awareness campaign, voting right awareness, road safety, Swachh Bharat Campaign, fire safety awareness programs, save girl child etc.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 91 | 95 | 101 | 133 | 140 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

2.4.2

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

Response: 3.75

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 4 | 6 | 3 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute follows all the evaluation reforms as prescribed by the university. The **internal/ external assessment mechanisms are implemented as follows:**

Internal Assessment

The academic calendar prepared by each department is communicated well in advance to students about the schedule of internal evaluation and performance. In the case of a class test, the evaluated answer scripts are shown to the students so they can take stock of their performance with midterm submission and lab work to avoid unnecessary delay in the internal assessment. Students are also solving real-world problems in their assignments as part of term. It helps to enhance skills and apply the knowledge learnt in classroom. A continuous evaluation sheet is maintained for internal assessment of the term work. After submission of assignments and lab journals, term work marks are shared with students.

External Assessment

External assessment includes the university theory exam (In-Sem. & End-Sem.), Oral, Practical, Seminar and Project examination. The In-Sem. & End-Sem., Oral and Practical examinations are conducted by the university as per the guidelines issued and schedule. Seminar gives an exemplary academic experience to students. Students prepare a presentation of their seminar topics and submit a seminar report. Seminar work is evaluated by internal and external examiners. The project work of final-year students is evaluated as per the academic calendar. Each project group maintains a log book/diary of their weekly activities, which is checked by the project supervisor on a regular basis. The supervisor kept track of the project's progress during the twice-per-semester scheduled project progress presentation stage, during which students are informed of the work still to be done and the deadline.

The institute implements the grievance redressal system as mentioned below.

The course teacher addresses any grievances in internal assessment immediately after the assessment. The institute has a dedicated 'Examination Section' to deal with all examination work, such as, filling examination forms, paying examination fees, conduction of examinations, In-semester examination, End semester examination, assessment of in-semester answer books, uploading of term-work, oral, practical, and in-semester examination marks, mark sheet distribution, verification and revaluation of marks, and convocation.

The university has developed a grievance redressal system in the examination section for timely and efficient resolution of grievances, and it is administered by the College Examination Officer (CEO) at institute level. The college examination officer assesses the nature of the grievance to identify whether it can be addressed at the departmental, institute, or university level. If the grievances are of a specific nature, such as missing examination numbers in the exam timetable, batch change during a practical examination, unavailability of a hall ticket, and so on, the head of department guarantees that the grievance will be resolved on the same day. The principal forwards the grievances related to university level to the university authorities. The examination section keeps track of the grievances and tries to resolve them as early as possible. In order to maintain transparency in the redressal mechanism, the institute has involved authorities like College's College Examination Officer, Examination Clerk, Head of Department and Principal in the process.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In **strict compliance** with the objectives of Outcome Based Education(**OBE**), the Program Outcomes (**POs**), Program Specific Outcomes (**PSOs**), and Course Outcomes (**COs**) are framed by the department offering the concerned program after rigorous consultation with all faculty and stakeholders.

Course Outcomes are provided by the Savitribai Phule Pune University through respective subject syllabus. Program outcomes describe what students should know and be able to do at the end of the program. Course Outcomes are the clear statements of what a student should be able to demonstrate at the end of the course and are assessable and measurable in terms of knowledge, skills and abilities.

The following section discusses the process of CO framing for all courses in all programmes:

CO statements are framed using unit-specific course materials from the course syllabus which anticipate

learning outcomes for each course. By taking into account the necessary learner abilities and skills to be acquired, CO statements address the appropriate Bloom's Taxonomy (BT) levels. COs are mapped with POs/PSOs that have correlation scores of 1- Low, 2- Medium, and 3- High. The mapping of COs to POs/PSOs yields CO-PO/PSOs correlation matrices.

The Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) of various academic programs are displayed on the Institute website so as to reach all stakeholder groups. The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are displayed in the department for the awareness of all the students. All faculties communicate the COs of their respective courses to the students through their lectures on regular basis. All the programs of the institute has stated and displayed POs/COs on Website, Laboratory Manual, HoD cabin, Corridor, Department Notice Board and Department Laboratories.

The department collects and analyses feedback from various stake holders such as students, parents, employers, faculty members, and alumni. If there are any issues, IQAC takes the proper action to address them based on the feedback analysis report.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The process of attainment of POs and COs adopted by the institution is as follows.

COs are provided by the university in the curriculum for each course, while POs are defined from Graduate Attributes declared by the Washington Accord. The COs are mapped with POs and PSOs. The POs and COs are communicated to the students at the commencement of every semester and academic year and also disseminated through display in classroom, laboratories and laboratory manuals.

CO attainment:

Direct assessment and indirect assessment are two assessment methods employed for the attainment of course outcomes. Direct assessment is carried out in two ways as internal and external examination. The external assessment is based on university examinations like In-sem., End-sem., Oral, Practical, Seminar and Project Work whereas unit tests, assignments and internal term work come under internal assessment. The course exit survey is used as an indirect assessment tool to compute CO attainment. The guidelines are framed to use a proportion of 80% of weightage to external assessment and 20% weightage to internal assessment for computing direct CO attainment of a course. Further, 90% weightage is given to direct assessment, and 10% weightage is given to indirect assessment to compute

the overall CO attainment of a course. The course/subject teacher set the target level of any course based on the average marks obtained by the students in the university examinations of that course.

| External Assessment Tools | |
|----------------------------------|--|
| University Examination | i. Theory exam (On-line, In-sem & end-sem) |
| | ii. Practical exam |
| | iii. Oral exam |
| | iv. External TW for final year students |
| | v. Seminar |

| Internal Assessment Tools |
|----------------------------------|
| i) Unit tests |
| ii) Term work |

| Indirect Assessment Tools |
|----------------------------------|
| i) Course exit survey |

PO attainment:

The classification of the assessment tools and processes used to gather the data upon which the evaluation of each of the POs and PSOs depends are Direct and Indirect tools.

1. Direct methods assess the student's performance in internal and external examinations, continuous assessment, and compulsory assignments.
2. Indirect tools such as surveys enable the stakeholders like Students, Alumni, Employers and Passing out Graduates evaluate the student's learning level by POs/PSOs evaluation.

Assessment is carried out by two methods, i.e. direct assessment and indirect assessment. Direct assessment of POs is calculated using the overall attainment of COs and its mapping with POs. The indirect assessment of POs is measured with a program exit survey. The overall attainment of POs and PSOs is calculated by adding direct attainment (80%) and indirect attainment (20%).

After the computation of POs/COs, a comprehensive analysis on these attainment levels is done by the department. If target is achieved, then targets value shall be raised, whereas if target is not achieved then set target is kept the same. POs and corresponding COs are evaluated for the deficiency and actions to be taken are planned accordingly for the same, which should be followed in the next academic year.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 81.77**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 172 | 301 | 561 | 429 | 408 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 298 | 323 | 570 | 549 | 548 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

An innovation eco-system prevails in the institute for creation and Transfer of knowledge through the presence of;

- Research and Development Cell (R & D)
- Innovation and Incubation Centre (IIC)
- Entrepreneurship Development Cell (EDC)
- Institute-Industry and Institute-Institute Interaction Cell (I5C)

The main purpose of a research and development cell and an innovation and incubator centre is to assist academic and students research projects. These cells' main objective is to inspire staff and students at the institute to turn original concepts and issues into technological solutions that may be used to create successful business models and research publications. In partnership with the Ministry of Education's (MoE's) Innovation cell (MHRD Govt. of India), the cell arranged a number of seminars and workshops on intellectual property rights, patent filing, research methodology, and start-up-based poster

competitions to generate an interest among the LGNSCOE students.

Since learning is a lifelong process, there is always room for improvement in the systems that are currently in place around us. For creativity and incubation, the institute provides access to workshops, labs and intranet services, libraries with periodicals and electronic resources, and research facilities.

Our LGNSCOE Mechanical students' Team **Resurrectors** designed and built the **Gocart-Anthema** as a result of innovation and incubatorship. They participated in the RCDC Competition, which was held in Bikaner, Rajasthan, from October 1–4, 2019, and won the Best Business Plan Award.

The LGNSCOE's academic and research expertise continuously support the Innovation Ecosystem by offering ground-breaking ideas and solutions for resolving pressing issues and inspiring students to pursue entrepreneurship. In order to instill in students the concept of entrepreneurship and start-up, the MoE's Innovation cell (MHRD Govt. of India) for Entrepreneur Development (MCED) created an Incubation Centre on the LGNSCOE campus.

This centre helps students become entrepreneurs and start-up operators by offering advice on project report writing, funding, market research, and product marketing. Entrepreneurship awareness seminars and technical events such as "**Technofest**" have been arranged to provide students with ideas for managing and operating their own businesses and also to identify some best projects for Patent Filing.

. The centre encourages students to launch and grow their businesses by providing them with advice, services, and consulting on cutting-edge technological advancements. In order to generate creative student projects using the newest technologies in IoT, computer science, robotics, automation, etc. several departments at LGNSCOE are collaborating interdisciplinary.

In order to foster cooperative effort, the Institute-Industry and Institute-Institute Interaction Cell (I5C) has inked Memorandums of Understanding (MoUs) with various industries and institutions for workspace, mentorship, and the establishment of industry-institute relationships. I5 Cell arranges expert talks, training, aptitude tests, and other events to strengthen the contact between industry and academia. Students are advised to select projects that have industry sponsorship while making the selection. In order to further enhance their industrial expertise for entrepreneurship, students additionally carried out internships. In an effort to bridge the gap between the industry and the institute, LGNSCOE reaches out to enterprises in an effort to acquire their valuable input.

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

3.2.2

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

Response: 11**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 3 | 0 | 0 | 2 |

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0.21****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 8 | 5 | 7 | 5 |

File Description**Document**

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Link to re-directing to journal source-cite website in case of digital journals

[View Document](#)

Links to the papers published in journals listed in UGC CARE list or

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.09**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 5 | 8 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

KCT's Late G. N. Sapkal College of Engineering is instrumental in nurturing holistic development and social consciousness among students through a diverse range of extension activities in the local community. These initiatives include blood donation, tree plantation drives, cleanliness and watershed management activities like constructing dams and Continuous Contour Trench (CCT). The college also engages in educational outreach, disaster management, road safety programs, de-addiction initiatives, girl child education, AIDS awareness, voter awareness, etc. through rallies, street plays, and physical labour.

Active participation in these activities sensitizes students to pressing social issues, fostering a profound sense of responsibility and empathy. The impact of these endeavours is noteworthy, significantly contributing to community betterment while instilling a spirit of volunteerism and civic duty among students. The NSS Unit at the college serves as a dynamic platform, motivating students to proactively address social challenges and instilling a sense of purpose beyond academic pursuits.

As a result, students not only gain academic knowledge but also cultivate essential life skills, leadership qualities, and a deep understanding of their crucial role in societal development. This comprehensive and holistic approach to extension activities positions the college as a catalyst for moulding socially responsible individuals ready to meaningfully contribute to the broader community.

The outcomes of these activities are that one of our students has established the NGO and others are also active members of it to continue their social work. Also, the outcomes of the activities like CCT and small dam construction have significantly enhanced water conservation efforts. The result is increased groundwater availability and also the water in the dam is used by wild animals roaming around the area. Local communities are also benefited from enhanced resilience to droughts, fostering agricultural productivity and overall environmental sustainability.

In spite of the COVID-19 situation, the NSS volunteers of the college were active to help and aware the people around them. Students created awareness by giving social messages about Covid-19, making posters and digital banners, making video messages, and sending them to all their friends, neighbours, relatives, and teachers too.

Students also helped the people who were in trouble during the lockdown situation by distributing masks, water, and food items for free. Students were working with the local govt. officials and bodies to help them and to increase the morale of those officials.

The college also engages the students in activities like *Dindi Seva* where they learn to help others and do selfless service for society. In such activities, students also convey social messages and use this platform to raise awareness of communities about issues like *Swachh Bharat*.

Thus, community service helps the volunteers / participants in a holistic development of their personalities in comparison to their peers. The participants were found superior (compared to their peers) in various aspects like teamwork, acceptance of situational diversity, helping the needy people, attitude towards manual work, communication skills, attitude towards women, leadership skills, nationalism, value for environment, and culture of the society.

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

3.4.2

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

Response:

The Late G. N. Sapkal College of Engineering has garnered numerous awards and recognition for its exceptional contributions to educational, social, and community activities. In the A.Y. 2018-19, the

institution was honoured with the *Suvichar Gaurav Puraskar* presented to Chairman & Managing Director (CMD) of institute, **Hon. Dr. Ravindra Sapkal, by Suvichar Manch, Nashik** for significant contributions to educational and social causes. Additionally, the college received a certificate from Pimpalad Village for the successful conduction of the different social activities for spreading awareness in the village through NSS during the same period.

In the following A.Y.s, the college continued its impactful initiatives. Notably, the Blood Donation Activity in 2018-19 earned the institution a Certificate of Appreciation from **Arpan Blood Bank, Nashik**. Also our Magazine of cultural festival **Astitva -2018**, was awarded with district-level **1st prize** in Professional category by **Savitribai Phule Pune University, Pune** at the *Yuva Sanman Sohala, 2019*.

The college's commitment to social responsibility extended to the A.Y. 2019-20, where it received letters of appreciation from Trimbakeshwar Police Station for Crowd Management. Certificates of appreciation were also received from **Arpan Blood Bank** for organization of blood donation camp, from NGO Step Foundation for participating in **Ganapati idol and Nirmalya collection** activities to avoid water pollution, and also by RTO for participating in a walkathon arranged for the social cause of organ donation.

The institution's active involvement during the COVID-19 pandemic in 2019-20 earned it certificates of appreciation and thanks from multiple government offices, including **Panchayat Samiti, the Tahsildar Office, Trimbakeshwar Police Station, Food and Drug Administration, and the Government of Maharashtra** for donations of medical aids.

In the A.Y. 2020-21, institute earned recognition for the **Voter Awareness Program** from Tahsil office Trimbakeshwar and a Letter of Appreciation from **NAB Unit** for donations to the National Association for the Blind.

The subsequent years brought further recognition, including the **Young Inspiration Network's Yuva Warrior award** in 2020-21, acknowledgments from **Trimbakeshwar Municipal Council** for **Water Reservoir Cleaning Activity** in 2021-22, and a **Third Prize** in the Pune region for **Career Katta** Incentive Competition from the Maharashtra Information Technology Support Centre, Govt. of Maharashtra (MITSC) and **Prof. S. R. Baji** also received **state level college coordinator award from MITSC**.

In 2022-23, CMD of institute, **Hon. Dr. Ravindra Sapkal** received **Nashik Sanman** from **News18 Lokmat** and a Letter of Appreciation from Wadholi Village for conduction of social activities for spreading awareness in the village through NSS.

The **Swachh Wari - Nirmal Wari** Activity earned a Letter of Appreciation from Trimbakeshwar Municipal Council, and the Blood Donation Activity in 2022-23 was recognized by **Metro Blood Bank, Nashik**.

The latest acknowledgment came in the A.Y. 2023-24 with the Brands of Nashik Trophy presented to **Hon. Dr. Ravindra Sapkal from Lokmat Media Group** for the institution's continued dedication to educational and social activities. These honours collectively underscore Late G. N. Sapkal College of Engineering's unwavering commitment to making a positive impact on society through various initiatives and programs.

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

3.4.3

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

Response: 77

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 11 | 8 | 17 | 20 |

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

3.5 Collaboration**3.5.1**

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

Response: 31

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Late G.N Sapkal College of Engineering has required number of classrooms and well-equipped laboratories to meet the norms and criteria stated by AICTE to maintain the continuous excellent quality of academic programs in the campus. The college has an exhilarating ambience of lush green spread over 10.21 acres of land with all the required physical infrastructure of most sophisticated and international standards to make the teaching and learning activities more fruitful to meet the current and future needs of the courses.

Classrooms: The college has a sufficient number of well-equipped, ventilated, and roomy classrooms, some of which have LCD projectors for conducting theory sessions. The college provides ICT classrooms where multimedia learning, internet connectivity, and access to the internet are offered.

Laboratories: Modern facilities and equipments are available in every laboratory. As required by the university curriculum, these labs are used to conduct practical classes. Labs are also used to educate subjects that go beyond the curriculum and to train students in technology. Labs have enough authorized software and open-source tools to meet curricular and industry-enabled teaching requirements.

Library: The library has an excellent infrastructure and a good number of collections of technical and nontechnical books, national and international print journals and e-resource, encyclopedias, dictionaries, handbooks and CD's. The institute library is automated using an Integrated Library Management System 'Autolib'. The library provides access to the collection through Web OPAC.

Workshop: One of the key resources that aids in the growth and improvement of the technical hand skills needed by technicians in any industry is the workshop. Our workshop imparts basic knowledge of various machines and tools and their use in different manufacturing industries, irrespective of branch.

Hostel: Hostel facilities are provided for boys and girls separately on a sharing basis with the necessary furniture and amenities.

Other Facilities: A medical facility with a residential doctor is available free of cost to all in the campus. Emergency contact numbers are available to handle difficult situations anywhere in college. A spacious canteen as well as cafeteria is also available. Flexible transport facilities with adequate number of buses are provided by the college to staff and students. The institute has IT facilities like computers, printers,

scanners, system software, application software, antivirus, firewall security, internet, and Wi-Fi. A security team is present with CCTV coverage and a walkie-talkie for the safety of the staff and students. The institute has its own 'Civil and Maintenance Department' for maintaining the infrastructure.

Extracurricular Activities: The institute has two well-equipped, furnished seminar halls. These halls are regularly used for conducting various programs at the college. The institute also has common facilities like a playground with a running track, indoor and outdoor games facilities, a gymnasium as well as a swimming pool shared with other institutes of the trust. Every year during the annual fest sports week is celebrated with intercollege and intracollege sports competitions. Every year, the college conducts a cultural event called "Astitva" to develop skills beyond reading and writing.

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

4.1.2

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

Response: 2.55

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14.64 | 12.79 | 6.74 | 7.19 | 13.55 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |

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:

The institute features a well-stocked library with a wide range of collections of books, national and international Print Journals and E-Resources. The Library maintains an independent reference collection that includes encyclopedias, dictionaries, PhD theses, and handbooks. Books are classified according to the Dewey Decimal Classification Scheme. The library is automated using Autolib Software, Barcode Technology for circulation and patron's entry. The library is functioning using various modules like Acquisition, Circulation, Accession, Serial Control, Indexing, Member Info, etc. The library has excellent infrastructure to meet its requirements; all its operations are computerized using upgraded software, 'Autolib NG' 2016, and it provides access to the collection through Web OPAC.

The library uses a variety of modules to operate:

Cataloguing and Acquisition System: This module is used to add catalogue entries, to view monthly accession register entries, to browse by title, by author, by subject, by classification number, etc. Reports related to cataloguing are generated, like accession register, title with copies, year-wise accession, etc.

Circulation System: This module is used for daily transactions. It has book issue, return, and reserve options. Barcode technology is used for issues and returns. It is possible to set different rules for different users in this module. A book bank facility is given to the students. The lending policy for the Book Bank facility is different, and it is maintained through the circulation module. Various reports, such as borrower-wise loans, accession no. wise loan, overdue loans, item inventory status, circulation status, item transactions, and operator-wise transactions, can be generated in this module. Barcodes and spine labels are generated through this module, making library work effective and efficient.

Serial Control System: This module is used to maintain the record of print journals to trace subscribed issue in the library. Expected arrival of issue can be generated. Reports like recent issues, issues not received and renewal subscriptions are generated through this module.

Web OPAC: Online Public Access Catalogue facility is available to students and faculties, wherein they can access the library catalogue from their desks. Library collections can be searched through OPAC.

The Institute's library is a knowledge repository. It has collection of books, journals, newspapers, magazines, project reports, etc. It has a digital library facility where students can access e-resources like DELNET. A remote access facility is also provided to the students. It has collection of e-books. Institute is a member of NDL. The library has a spacious reading hall. The library provides various services to the users like Circulation, Book Bank Facility, Reference Service for Syllabus, Old Question Papers, e-Library facility, & Online Public Access Catalogue, etc. The automation of library has made it an efficient and effective learning resource center.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The systems and components that make up our college's IT infrastructure support the institution's information technology requirements. Together, these parts offer communication, security, networking, data storage, and other necessary services. Additionally, the institute tests bandwidth regularly. LGNSCOE has three TV unit sets, sixty CCTV cameras, and seven UPS units with a 20 KVA capacity at each department and one for server room. We also have a single 125 KVA Kirloskar generator.

In session 2023-2024, Seqrute terminator firewall 1E500 (500 Qty) were purchased. In addition to that Quick Heal Pro (100 Qty) and Quick Heal Server AV (10 Qty) were purchased. In Session 2019-2020, 44 numbers of DELL Optiplex 3020 4th Gen IntelR core i5 Processor intel UHD graphics 630 with shared graphics memory 4GB 2666 MHz RAM 3.5" 500 GB 7200 RPM SATA Harddrive, LED Monitor, Keyboard and Mouse etc. was purchased to upgrade existing computer laboratories for students. Institute frequently updates software. In session 2019-2020, 2 HP 280 G3 Core i7 7700 8 GB 1 TB were purchased for up gradation of computing facility of student. In session 2020-2021, a Hi-Smart Webcam (29 Qty), Hi-Smart Headphone (29 Qty), Quick Heal Pro (35 Qty), 2 TB Internal Hard-disk were purchased to update the IT Facility of LGNSCOE.

In Session 2021-2022, 1 No of AMD 5000 Series Ryzen 7 5700X Desktop Processor 8 Cores 16 Threads 36 MB Cache 3.4 GHz Upto 4.6 GHz Socket AM4 500 Series Chipset, ASUS B450 MAII 16 GB ADAT RAM, 512 GB NVEM, 4 TB Hard Disk, and 6 GB Nvidia GeForce Titan 700 Graphics were purchased. Also, 75 numbers of Pro Desk 400 G4 i5 7th Generation 8 GB DDR4 Ram were purchased for computing facilities. In Session, 2022-2023, HP Pro Desk 400 G4 i5 7th Generation 8 GB DDR4 RAM, 512 GB SSD Monitor (30 Qty.) were purchased by institute.

Furthermore, the institution has obtained internet connectivity with a reliable and fast internet connection. Additionally, LGNSCOE has enough printers, servers, and other equipment on campus to meet every academic need. The institute provides a WI-FI facility on campus and wireless connectivity across the campus for mobile devices and laptops.

The institute is equipped with sufficient LCD projectors, whiteboards, and audio-visual systems to support multimedia learning materials. There is adequate battery backup provided in UPS backup

systems. The institute offers Enterprise Resource Planning (ERP) software to streamline academic operations and administrative tasks. To handle IT infrastructure, internet connectivity, software installation, hardware maintenance and upgrades, and other related tasks, the institute has a centralized system administration unit.

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

4.3.2

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

Response: 3.65

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

Response: 351

| 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 |

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 26.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 59.84 | 56.38 | 110.31 | 221.26 | 124.31 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

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: 87.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1158 | 1137 | 1137 | 965 | 1347 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

5.1.3

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

Response: 41.64

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 765 | 620 | 145 | 644 | 570 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 21.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 81 | 115 | 105 | 87 | 112 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 298 | 323 | 570 | 549 | 548 |

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

5.2.2

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

Response: 1.17

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 8 | 4 | 1 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 25.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39 | 14 | 8 | 35 | 31 |

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Name of Association: Late G.N. Sapkal College of Engineering, Alumini Association.

Registration Number: Reg. No. 486149 date 14/07/2016

Registered office address: The registered office of the Association is situated in the state of Maharashtra at, Late G.N. Sapkal College of Engineering, Alumini Association, Property no. 877, Ground Floor, Sapkal Knowledge Hub, Kalyani Hills, Anjaneri, Trimbakeshwar Road, Post – Wadholi, Tal. Trimbakeshwar, Dist- Nashik, Pin Code – 422213.

Domicile: State Maharashtra, Dist. Nashik, Tahsil – Trimbakeshwar

Area of Operation: Maharashtra State.

Structure: The Principal constituted a committee, which comprises of a President, Working President, Vice President, Secretary, Joint Secretary, Treasurer, Dean and Alumni members.

The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. The Alumni Association works for the overall development of students as well as the institution. It helps our institution in terms of career guidance and technological guidance. Alumni share their real-life experiences with current students.

Objectives of the Alumni Association

1. To promote and foster mutually beneficial interaction between the Alumni and the Institute and to encourage the formation of chapters to increase the participation of Alumni.
2. To encourage the alumni to take long-lasting interest in the progress and development of the association.
3. To undertake activities of nation-building, including those of a charitable nature, which will help the institute's growth.
4. To undertake all such lawful activities as are conducive to the attainment of the above objectives.
5. To generate corpus at the Late G.N. Sapkal College of Engineering, Anjaneri, Tal. Trimbakeshwar, Dist. Nashik, Maharashtra, for creating better residential, educational, and recreational facilities for the Institute Community.
6. To exchange professional knowledge, organize technical conferences, seminars, workshops, & training courses.
7. To assist the needy and deserving students by financing their studies and to provide financial help to the institute.
8. To assist the alumni and the institute in training and placement activities and by providing, summer placements for project work, Expert Talk, opportunities for industrial visits, induction program, etc.
9. To maintain a record of alumni and to secure intimate contact amongst the alumni, present students, and staff.
10. To arrange the annual meet in the purpose.

Alumni association is contributing in the long-lasting interest and development of the institute as below:

Alumni Portal: The institute website has developed a portal to facilitate two way communications between institute and alumni and to have a strong alumni network and connectivity, which will help in providing placement and other opportunities for the present and past students of our institute.

Alumni portal: <https://www.lgnscoe.sapkalknowledgehub.org/alumni.php>

Alumni Talks: Alumni talks are arranged to motivate students for higher education, competitive examination, etc.

Alumni Interactions: Alumni are invited to interact with present students. In such interactions, they share their real-life experiences, which help the students to progress in professional life.

Alumni Meet: Alumni meetings are carried out for the benefit of current students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institute vision:

To become globally recognized engineering institute through innovation, research and quality education.

Institute Mission:

To become a leading technical institution by achieving excellence in teaching-learning process and providing an environment helpful for nurturing innovation, creativity, team spirit, moral ethics and leadership for the welfare of the society.

The institute follows a collective model of governance, with various stakeholders participating in the decision-making process for achieving the institute's vision and mission. Such a model ensures transparency and accountability due to the participation of stakeholders in the decision-making process. Being an affiliated college, course structure and the contents (Course curriculum) are designed by Savitribai Phule Pune University which is on the verge of implementation of NEP.

Following are the short term and long term perspective plans:

1.Short Term Goals

- To provide students with the necessary support for higher education, competitive examinations, entrepreneurs etc.
- To receive approval from the NAAC (Cycle-2) National Assessment and Accreditation Council
- To increase industry-institute interaction for the benefit of students through initiatives supported by industry visits, internships, etc.
- To advance the academic quality of the students by assisting and supporting them in receiving distinctions in the final year examination.
- To promote the sports culture among the students for participation in zonal and state level tournaments.

1.Long Term Goals

- To ensure effective curriculum planning and implementation and upgrade faculty and staff

competence

- To inculcate social and ethical values
- To implement green initiatives on campus
- To improve training and placement activities
- To strengthen research, innovations, and extension services

The institute in consultation with management, has created the organizational structure, which is supported by the Governing Body (GB) and College Development Committee (CDC) in finalizing policies, strategies, and decisions and for the decentralization of its daily decisions and operations. The responsibility for the implementation of policies, strategies, and decisions lies with the principal, member of the GB and CDC. With the assistance of the IQAC, Academic Monitoring Committee (AMC), and numerous institutional Committees, various institutional practices are carried out and monitored under the aforementioned umbrella of the GB, CDC, and Principal.

The CDC and GB hold meetings in a year to ensure that policies are effectively implemented, to track the enhancement of academic capabilities, and to ensure that the Institute continues with all of its planned. The Principal monitors the procedures and plans of each department during routine meetings with the AMC. The institute has a number of central committees, and each committee's coordinator plans development activities and ensures that they are carried out on time. This demonstrates good governance that is in line with the institute's mission and vision. The authority for the implementation of policy and strategy-based decisions is delegated by the principal to various deans, department heads, and section heads. These authorities also empower the committee coordinators to carry out policy and strategy-based decisions.

The organization of 'TECHNOFEST', a 'National Level Technical Symposium' in the institute, can be used to demonstrate the institutional practice of decentralization of authority and the participation of employees and students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute's vision and mission statements well convey its objectives and directions. The following strategic plans and action plans are designed in such a manner that the institute's vision and mission are

driven and deployed during every process.

Response

A. To ensure effective curriculum planning and implementation and upgrade faculty competence

1. Developing a course plan as per the academic calendar and its effective implementation
2. Continuous assessment and evaluation to measure outcomes
3. Developing a proper feedback system and its analysis for further improvements
4. Motivating and sponsoring faculty members to participate in STTPs, FDPs, and conferences
5. Encouraging faculty members for research and publications in reputed journals

B. To inculcate social and ethical values

1. Organizing various social programmes and activities through NSS cell
2. Establishing community and ethically value-based cells and organizing awareness programmes

C. To implement green initiatives on campus

1. Promoting a plastic-free campus by counselling
2. Plantation, rainwater harvesting, and green cover
3. Encouraging the students to use the college/public transportation system

D. To improve training and placement activities

1. Conducting sessions on aptitude, group discussion, and interview techniques for final year students
2. Regular placement assistance through a full time training and placement office
3. Strengthening industry-institute relations

E. To strengthen research, consultancy, and extension services

1. Encouraging the faculty for research publications
2. Forming MoUs with industries and other institutes
3. Faculties are being motivated to undertake consultancy work

The organizational structure of the Late G. N. Sapkal College of Engineering, like most other higher educational institutes, is a vertical one with power emanating from the top down. The Board of Trustees,

also called management, is at the top of the structure. The management is assisted in decision making of various academic, administrative requirements, appointment and service rules by the governing body and college development committee, which are formed in accordance with the rules set by statutory regulatory authorities. The Trustees and Principal are members of the Governing Body and College Development Committee. The principal acts as a bridge between the management and the employees and is assisted by a core team, which consists of deans, heads of various departments, and the IQAC coordinator, in implementing and monitoring the perspective and strategic plans to achieve the institute’s vision and mission. The Deans are assigned the responsibility of mentoring various cells, bodies, and committees, which comprise the teaching staff, non-teaching staff, and students as needed. The institute has established various cells like the Internal Quality Assurance Cell (IQAC), Training and Placement Cell, Internal Complaints Committee (ICC), the Committee for SC /ST (Reservation), Staff Grievances Cell, Student Grievances Cell, etc.

To create a hassle-free environment for the institution's entire administration, the institute has adopted e-government in administration. The institute facilitates the interaction and support from alumni in terms of expert lecturers/internships/placements activities and also they are invited as member of committees such as Department Advisory Board.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Academic welfare measures

1. In accordance with university regulations and institute policy, all eligible workers are offered amenities including casual leave, medical leave, earned leave, vacations, etc.
2. The institute deposes faculty members to seminars, workshops, FDPs, STTPs, conferences, etc.
3. The institute organizes a variety of programmes / events for both teaching and non-teaching employees.
4. By providing the required assistance, the institute promotes teaching faculty to pursue higher education.

Financial welfare measures

1. The institute covers the cost of membership in professional organizations as well as registration fee and travel expenses to seminars, workshops, FDPs, STTPs, conferences, etc.
2. The institute provides free housing available on campus for Class-IV staff.
3. The institute provides free transportation facilities to all non-residential employees and uniforms to all employees.

4. The institute deducts the provident fund (PF) of all eligible employees and also contributes an equal amount to their PF account.

Health welfare measures

1. The institute provides Maternity Leave as per norms to all eligible employees.
2. The institute organizes a health camp for all the employees.
3. The institute provides immediate funds to employees in case of medical emergency.

In addition, a fully equipped Gymnasium, cricket ground, swimming pool and number of indoor sports facilities are available for the staff. Free Internet and Wi- Fi facilities are also available in campus for staff and students. Ample amount of printing and copying facilities, stationery, and other academic accessories are made available to all the staff as per requirement.

Our institute uses performance appraisal, which is regarded as one of the most crucial methods for human resource management. By recording employees' performances, this appraisal system aims to encourage accountability and improvement in them. This information is used to support decisions about salary, promotions, and occasionally disciplinary actions. The institutional appraisal framework evaluates faculty members according to their academic engagement and results in terms of test scores, student comments, research contributions, involvement in university work, participation in institute activities, participation in professional activities, and self-improvement initiatives.

The technical non-teaching staff is evaluated on how well they fulfil their duties, which include supervising student laboratory work and taking part in administrative tasks at the institute and university levels. Also, their efforts towards professional and self-improvement endeavours are evaluated.

At the end of the academic year, i.e., in the months of May and June, all employees submit their self-appraisals to their respective section or department heads. The section or department head reviews the self-appraisal sheet of the individual employee and forwards it to the principal. The principal evaluates the employee's performance and recommends it to management for final approval.

Avenues for career development / progression

- Incentives in the form of a salary hike for the staff for completing their higher qualification (Ph.D.) and a special increment for their performance.
- Other training programs, such as research papers, research projects, etc. for the teaching fraternity, training on green audit, waste management, operating fire extinguisher and financial literacy.

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

6.3.2

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

Response: 8.57

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 35 | 0 | 1 | 0 | 12 |

File Description**Document**

Policy document on providing financial support to teachers

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)

Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies

[View Document](#)

6.3.3

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

Response: 18.18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37 | 16 | 19 | 24 | 6 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The Institute follows the accounting and auditing standards as per the rules and regulations of Bombay Public Trust Act, 1950 while preparing its financial statements, namely the "Income and Expenditure Account" and "Balance Sheet." The deficit or surplus arising from the operations carried out by the institute throughout a financial year is shown in this revenue and expenditure account, which is prepared from the "Receipts and Payments Account." The balance sheet shows the assets and liabilities as of the balance sheet's date. A depreciable asset's cost is calculated by the institution over the course of the asset's useful life, and depreciation is then appropriately charged to the income and expense accounts.

Every six months, the institute conducts an internal audit to assess its operations and monitor risk management, reporting, and control. The institute also carries out an external audit on an annual basis (from the beginning of April to the end of March of the subsequent year) to ensure compliance with all applicable revenue rules, catch small problems before they become serious, provide more credibility to the institute's financial statements, and critique the institute's internal processes. Objections were discovered to have been raised in both audit cases. The institute has a mechanism for settling such audit objections.

The college makes sure that finances are available and that they are used efficiently and effectively for development, administration, and academic needs. Other sources of funding include grants from organizations like the AICTE, DST, and affiliated universities, among others. The Kalyani Charitable Trust or bank loans are used to manage the remaining sum.

The institute has a straightforward yet reliable mechanism, which is outlined below, to assure optimal resource utilization:

Each department prepares the budget for the upcoming year well in advance in accordance with its demands, such as the acquisition of new machinery, computers, consumables, semi-consumables, etc., and submits it to the principal for approval. The accounts department then creates the institute's budget, taking both pay and non-salary expenditures into consideration, such as maintenance, cleaning, and promotional costs. The institute's budget is then submitted to the management for review and approval. Based on the priorities of the institute and various departments, the funds are made available by the management. The institute keeps fund availability and utilization statements for day-to-day monitoring and control of cash.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) conducts tasks that cover every facet of the Institute's operation. It regularly and infrequently reviews and monitors the teaching and learning process, organizational structures, operational approaches, and learning results.

It is a "Participative" and "Facilitative" cell that would closely collaborate with the academic staff to plan out the most effective techniques. The IQAC has been working to improve the standard of teaching and learning by implementing a 360-degree feedback mechanism, i.e., regular inputs to all parties concerned based on feedback from stake holders providing inputs for academic and administrative audit and analysis of results for improvement in areas found weak. Students and staff also provide feedback and suggestions.

The IQAC holds two meetings each semester to coordinate, implement, and assess the college's training and placement activities, research, publications, and teaching-learning processes. Annual Quality Assurance Report (AQAR), Self-Study Reports of various accreditation bodies (NAAC, NIRF etc.),

Stakeholder's Feedback, AAA Audit, Action Taken Reports are all prepared and recommended by the Institute IQAC.

Under the auspices of IQAC, Institute and Department prepare academic calendars that are in line with SPPU's academic calendar. After gathering course choices, the head of the department assigns courses to each teacher, who then prepares the course materials, develops activities to deliver the lessons, and fills in any curricular gaps to meet mapped COs-POs. Experiments are carried out in laboratories in accordance with the SPPU syllabus, and lab manuals are developed for courses requiring term work, practical and/or oral work. Course instructors are encouraged to participate in STTP/FDP in order to learn about current trends and technology. Theory and practical knowledge are imparted by academic and industrial specialists. Teachers are encouraged to publish papers in reputable journals.

Based on the results of class tests and university examinations, slow and advanced learners are identified. Advanced learners are motivated to participate in various competitions and to acquire additional skill sets. Slow learners are counseled by the teacher-guardian for improvement and motivated to attend remedial classes. They are also stimulated to participate in different activities along with the advanced learners.

With the goals of enhancing the institute's academic and administrative performance and promoting strategies for enhancing and ensuring quality, IQAC regularly performs the following tasks:

1. To organize, direct, carry out, and evaluate the college's teaching, research, publication, training, and placement activities, the IQAC hosts two meetings each semester.
2. Monitoring and improving academic quality through feedback from all the stakeholders.
3. Supervising and maintaining the academic standards through monthly Academic Monitoring Report and Academic Audit after every semester.

Action plans are created by IQAC to implement new engagement pedagogies and ensure that the teaching and learning process is continually improved through initiatives like: Creation of a lesson plan, ICT tools to improve course delivery, Creating lecture notes, PowerPoints, and blogs, Preparation of test questions using bloom's taxonomy and course outcomes, Identification of advanced/slow learners, Results Evaluation, CO-PO-PSO mapping and attainment, Inspiration for faculty to enroll in training programs, certification courses, or FDPs etc.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute supports gender-neutral and socially inclusive education. In order to achieve gender equity, the Institute has adapted measures against gender discrimination and maintained a gender-balanced workforce. The Institute hosted seminars and awareness programs to address the gender-sensitive educational requirements of all genders for the promotion of gender equity. Additionally, faculty members guarantee equal participation and involvement while forming teams and groups in almost all activities, including sport events, cultural events, etc., to ensure that students of all genders are given equal opportunities to develop into responsible citizens. The institute has a zero-tolerance policy against workplace harassment in order to preserve gender equality in its divisions. Moreover, the institute has kept a balanced gender split among staff members holding important roles.

The Kalyani Charitable Trust has the presence of a female, Mrs. Kalyani R. Sapkal, on the key administrative and governing position as a "Vice Chairperson," which is one of the most important administrative and governing positions. Furthermore, Mrs. Kalyani R. Sapkal is working as a chairperson of Academic Monitoring Committee and the Discipline Monitoring Committee of the institute. To handle the Institute's internal complaints, including complaints of sexual harassment, the institute established a cell named the "Internal Compliant Committee." Students are instilled with strong morals and principles through a variety of events, fostering the development of comfort zones between boys and girls. The institute has assigned a teacher-guardian to each student. Teacher-Guardian meetings are held on a regular basis to discuss a range of issues and problems (Academic as well as Personal) that are brought up by their mentees. The Institute takes additional safety and security precautions, such as providing high-resolution CCTV cameras and hiring professional security personnel. Security gates are guarded around-the-clock at the Institute. The Institute's Girls' Hostel has been maintained under a strong security through the provision of Security Gates, Rector, Security Guards and 24-hours surveillance high resolution CCTV Cameras. A Staff Grievance Redressal Committee is in place at the institute. The institute's grievance procedure aims to strengthen the organization's commitment to giving all employees, regardless of gender, fair and equitable employment opportunities. Offering faculty members a convenient means of resolving their grievances is the aim of the grievance resolution process. The Institute's female students receive regular counseling and mentoring from the members of the Internal Complaints Committee. The institute has provided a separate space for all females as a ladies common room. It is conveniently located on the second floor of the Main Building for all female employees and students of the institute. The important amenities in this ladies' common room are all provided while keeping in mind the needs of women specifically related to their gender. Separate washrooms with a system of sanitary napkins are one of the essential amenities offered to staff and students to meet the needs of women. The institute has provided daycare care facility to benefit and support the female

employs and their kids. A full-time campus female doctor is appointed to facilitate medical services for all ladies' staff and girl students.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The Late G. N. Sapkal College of Engineering, Nashik, is one of the most prestigious institutes of learning in the state of North Maharashtra. The Institute has a mission to become a leading technical institution by achieving excellence in teaching-learning process and providing an environment helpful for nurturing innovation, creativity, team spirit, moral ethics and leadership for the welfare of society. To promote harmony and tolerance towards linguistic, cultural, regional, communal, socioeconomic, and other diversity, a number of activities have been implemented. Within the institutes, cultural events are held to foster peace, which serves as a tool for improved communication and collaboration. With great pleasure, the institute commemorates Independence Day on August 15 and Republic Day on January 26 each year, honoring the days when the nation gained its independence and the adoption of its constitution.

The institute respects one another's the festive season. "Astitva," the institute's premier cultural festival, celebrates the diverse customs, musical styles, and artistic manifestations. Furthermore, the institute ensures that every student, irrespective of caste, creed, religion, language, culture, or place of residence, gets equal opportunity in a range of activities. The institute celebrates the birth & death anniversaries of Great Indian Personalities irrespective of their geographic region, language, religion, caste, or cultural background. The institute also celebrates events such as International Women's Day, World Earth Day, World Health Day, World Book Day, World Water Day, National Safety Day, National Science Day, World Cancer Day, etc. to promote an inclusive environment and to keep harmony. Girls from various backgrounds are encouraged to live in harmony and friendship in the Institute's Girls' Hostel. The Government Reservation Policy has been adhered to by the institute when it comes to hiring new staff members and admitting new students. The institute renders special attention towards SC/ST students'

development. The Institute observes holidays on significant days, festivals, and occasions associated with every religion. The Institute has consistently made an effort to ensure that staff and students are aware of their constitutional responsibilities as well as the values, rights, duties, and responsibilities of all citizens.

The institute has consistently worked to develop students into better citizens of the nation in addition to providing them with a strong academic foundation. The institute intended a lot of commemorations and activities in this regard, including Road Safety Week, Human Rights Day, Independence Day, National Youth Day, and Republic Day. These activities are enthusiastically engaged with by the staff and students. The Institute has consistently promoted and educated its employees and students about their constitutional rights, including the ability to vote. In collaboration with the local government, the institute has set up voter registration camps for its employees and students. Every year, the students engage in NSS activities, which teach them about their social and civic responsibilities. The Institute hosts blood donation drives. As a result, both staff and students acquire the understanding to make positive contributions to society.

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

7.2 Best Practices

7.2.1

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

Response:

Best practices

Best Practice: I

1. Title of the Practice: Student counseling and Teacher-Guardian scheme

2. Objectives of the Practice

- To help students to solve technical as well as non-technical issues through personal counseling
- To support students personal growth and total development
- To create awareness about their hidden potentials
- To develop positive attitude to face the professional & personal life situations

3. The context:

By designating a teacher guardian to a group of students, counseling and mentoring can be done

efficiently. Through fostering trust and confidence, mentoring offers the chance to discuss challenges and problems in order to receive qualified assistance and guidance. The teacher guardian produces reports at regular intervals.

4. The Practice:

The teacher-guardian scheme offers students a one-of-a-kind chance to interact with a seasoned professional and receive personalised career advice, support, and direction for their chosen field. From the first to the last year, a teacher guardian is assigned to a certain group of pupils. This mentoring programme is run in an organised manner. Students and the teacher guardian meet frequently to talk about academic and personal progress.

The support offered by counseling through a teacher-guardian is reflected in the academic and employment achievement of students. The database of students who were guided and inspired to reach greater career heights supports the aforementioned claim. During counseling sessions and teacher guardian meeting, students learn about their own personality features and are given advice on how to improve in certain areas so that they can develop into fully-rounded professionals. It aids students in getting ready for their placement.

In certain severe cases of depression, the success of the scheme was also seen. Some students were coping with personal and medical issues as well, which teacher guardians handled expertly. Some of the students were on the point of quitting their engineering programmes due to bad results in their semester examinations and concerns about their ability to handle life in general. In such situations, many students have been inspired to finish their programme by the teacher guardian through counseling. The guardian teacher updates the parents frequently on their ward's development.

In addition, the students are counseled about road safety, healthy lifestyles, cleanliness, Swacch Bharat campaign, conservation of water and energy, choice of careers etc. They are also informed about the various facilities and scholarships that are available.

5. Evidence of Success

- Increased student attendance and concentration on the teaching-learning process.
- Enhanced communication between the college and parents.
- Improved student self-assurance and study habits.
- Improved student engagement in extracurricular activities and contests.
- Contributes to maintaining a litter-free campus.
- Students use trash cans placed in appropriate places in accordance with instructions to separate dry and moist waste.

6. Problems Encountered and Resources Required

- Being a mentor requires specialized work. Faculty must have the necessary training to improve mentoring efficacy.
- It can be challenging for the teachers to dedicate enough additional time to the students due to their busy schedules and other academic commitments.
- If a student received the same mentor throughout the programme, it would be more successful overall, however due to administrative issues, this couldn't be possible.

Best Practice: II

1. Title of the Practice: Departmental Students Association

2. Objectives of the Practice

- To provide a platform for holistic development of the students.
- Organization of various cultural, sports and technical activities and competitions at institute, state and national level.
- Establishment and functioning of various student chapters, bodies, cells and committees.

3. The Context

For many students, the work they participate in department associations offers possibilities for companionship, social development, and personal growth—is the most significant aspect of their college lives. Associations can engage young people in effective and exciting ways that have many advantages. Some students may develop a fresh interest in various disciplines as a result, while others may use them as a springboard to continue their education. They can offer a deeper understanding, practical experiences, and diverse approaches to learning and engaging in various areas. Most importantly, they are stimulating and enjoyable and encourage everyone engaged explore in unique and imaginative ways.

4. The Practice

- Each department of college has its own students association which functions on the principle, 'of the students, by the students and for the students'.
- In the association, students work in different capacities as a part of executive body of the association which is formulated every year.
- The student associations then function under the guidance of the staff coordinator and head of department.
- Beginning from planning, budgeting to execution, all activities are an outcome of combined efforts by the students and faculties.

5. Evidence of Success

- The student associations organize 'TECHNOFEST', a 'National Level Technical Symposium' every year. This mega technical event is collectively hosted by all departments and attracts more than 1000 participants. The students association also jointly organizes annual cultural fest 'ASTITVA' which hosts various sports competitions, art gallery, funfair, cultural days. This event is attended by more than 8000 to 10000 people including students and their parents. Both events are planned, coordinated and executed by the students association.
- Every year, the student associations enthusiastically celebrate Engineer's Day and Teacher's Day. On Teacher's Day, students honour their teachers, while on Engineer's Day, they host a variety of competitions.
- As per the requirement of curriculum and overall development of the students, the departmental associations organize various expert talks, workshops, seminars and industrial visits.
- The student associations have in general contributed in enhancing the graduate attributes among students thus improving their employability.

6. Problems Encountered and Resources Required

It is extremely difficult to coordinate schedules for multiple associations' events on the same day. Limiting the number of students engaging in each activity is difficult due to the students' intense enthusiasm. It can be difficult to meet the expectations of all the students that attend association events.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Contributing to society and the environment

The **Sapkal Knowledge Hub (SKH)** is the realization of its founder, **Dr. Ravindra G. Sapkal** (Chairman and Managing Director, SKH), who had a dream of building a comprehensive learning facility where the future leaders of society might be prepared from their earliest years. SKH has vision "To nurture children in a multi-dimensional and subtle manner right from their childhood to adulthood in a caring and enriched environment with the best qualified, accomplished, experienced and beautiful human being around them". Kalyani Charitable Trust's **Late G. N. Sapkal College of Engineering (LGNSCOE)** is an integral part of SKH as a technical educational institute.

LGNSCOE has come a long way since its inception in 2009. Within this short span of time, it has emerged as one of the most preferred destinations for the students in this region by establishing world class infrastructure and creating an academic milieu with an emphasis on human, cultural and ethical aspects of a human being and an aspiration to "groom a talented and diverse student body for a life of purpose, personal fulfillment and the rigors in the life ahead in a caring and enriched environment with the best qualified, accomplished, experienced and beautiful human beings around them". Our goal is to prepare all to confront adversities, confidently take challenges of the fiercely competitive business environment and in the long run come out as winners. To strive to harness a collaborative partnership with industries and build team players. To maintain a collegial, supportive and diverse environment that encourages our students, faculty and staff to achieve to the best of their abilities.

Since the past five years, the institute has adopted a **reduced paper drive**. When possible and acceptable, all communications are conducted only by **email or WhatsApp**. Staff members and students are encouraged to **print documents on both sides of the page** and to **reuse one-sided** printed paper. All

of our event registrations are paperless and done exclusively online thanks to the students' participation in this project. The usage of **thermocool** is also completely forbidden for any creative endeavors, and the majority of creative work is produced through the reuse of pre-existing materials.

We contend the developing social skills, becoming aware of gender, social, and environmental injustices, learning how to communicate with people and inequities in the society. Every student has the opportunity to contribute to improving their community and developing personally through our programs. The LGNSCOE has made it a priority to educate its students about social responsibility and principles.

The LGNSCOE has made every effort to contribute back to the community in keeping with its mission to strive for the socioeconomic growth of the nation. To carry out the responsibilities towards society, several student committees are formed. Freshmen gain insight into the institute's beliefs and vision through the intensive induction sessions.

The **National Service Scheme (NSS)** unit organizes events like tree planting and field trips in addition to various sporting, cultural, and technological activities to introduce the students to the current social issues. For the students, a number of activities are conducted to introduce them to the critical environmental problems afflicting us. They are encouraged to engage in contests addressing environmental issues and taken on field trips to connected enterprises. The poster competition event was launched specifically for the engineering students to present their solutions to environmental problems.

The institute performs numerous services to implant ideals of society. Development in society is also instilled on a significant scale into the students as a special focus. The NSS unit organizes a wide variety of events throughout the year, including

- **Donation drives** for social trusts and relief funds, Diwali Celebration with Aashram Schools, Dindi Seva, Swachh Wari- Swasth Wari awareness and food distribution, etc.
- **Voter Awareness and Voter's Day Celebration.**
- **Cleanliness campaigns** like Swachhta Pakhwada, Swachhata Hi Seva, and Swachh Bharat Summer Internship, Swachh Bharat Abhiyan, Water Reservoirs Cleaning: Water Sanitation.
- **Health Awareness programs** like Blood Test checkup and HIV Awareness Sessions, Dental Checkup Camp, Eye checkup Camp, Millet Awareness Program, Menstrual Hygiene for girls students.
- Keeping in mind the concerns about mental health during the lockdown, the NSS also served as a platform to showcase student initiatives, such as Pandemic awareness through posters/digital banners, mask preparation and distribution, food and sanitizer distribution, and so on.
- **Street Play** on Girl Child Education and Female Feticide, Wall Paintings on Girl child education, Ekta Daud and Unity Pledge, Fire and disaster management practical training, etc.
- **Tree planting campaigns** like Mazi Vasundhara Programme and Continuous Contour Trenches for Water Harvesting (Watershed Management), etc.
- **Donation of clothes, blankets etc. to tribal people** of tribal hamlets around the college periphery.

All the student clubs also do their bit by organizing several charity events under their banners and contributing to society and environment.

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

5. CONCLUSION

Additional Information :

'Sapkal Knowledge Hub' is the manifestation of its founder, Dr. Ravindra G. Sapkal who had a vision of creating a composite centre of learning where students will be groomed since their formative years. The **Kalyani Charitable Trust** has contributed in the field of education as well as social services. The work of the trust has been appreciated by a number of individuals, societies, and government bodies. It has received Vrikshamitra Award, Chhatrapati Shivaji Maharaj Vanashree Purskar, etc. The chairperson was awarded as 'Lokmat Business Icons' of Nashik, "Smart Shiledar Nashik" by Daily News Paper Sakal for the contribution in making Smart City Nashik through International & Technical Education development in Rural & Tribal area of Nashik. The Vice-chairperson, Mrs. Kalyani Sapkal has also been honoured with the International Education Leadership Award 2015 by International Achievers Committee at the 7th International Achievers Conference held in Bangkok, Thailand.

The Trust carries out a number of social initiatives, like extending financial support to Ramkrishna Arogya Sansthan and Shrimati Garda Balsadan Adhartirth Ashram. The trust creates health awareness by organising a Nashik Marathon every year in association with Ambad Rotary Club, Nashik.

In order to provide high-quality education, the institute consistently makes every effort to develop academic activities. Every attempt helps us build the information and skills we need to survive in a competitive environment. The central library is well-stocked with relevant books and offers videos of NPTEL lecture, online periodicals, etc. Each department has its own autonomous, suitable infrastructure, including a departmental library and study spaces, to carry out the teaching and learning processes.

The institution organises cultural and sports events for teachers and students, as well as programs for faculty development. For degree and diploma students, every year a nationwide event called "Technofest" is also organised.

Eminent individuals from academia and business are invited to training sessions and placement activities during the entire year. Additionally, many recruiters are invited to position the students. Higher education in India or abroad is either placed or preferred by our alumni.

The National Service Scheme (NSS) takes the initiative to plan social programmes at the institute level, such as Save Girl Child Abhiyan, Tree Plantation, Health Check-up, Blood Donation Camps, and Swachh Bharat Abhiyan, among others. Additionally, an NSS camp is set up for seven days in neighbouring communities with the organization of various extension and awareness programmes.

Concluding Remarks :

Established in 2009, LGNSCOE is a learning organization dedicated to advancing and disseminating high-quality education. The institute provides top-notch engineering education together with opportunities for practical experience and industry exposure. Additionally, it ensures that students participate in project-based learning, internships, project work, and fieldwork. It also provides certain certificate and add-on programs. The initiative of NAAC to submit the SSR online is a good step towards paperless work. The institute has found the new framework of assessment and accreditation to be very simple yet robust and has helped the institute in

developing a quality-conscious vision.

The college integrates teaching, learning, and assessment to work towards academic success. In addition to regular unit tests, practice online exams, practice oral and practical exams, communication skill development programs and pedagogical initiatives, it offers a social awareness through various welfare and extension activities. Faculty members are motivated to attend faculty development programs, conferences and workshops. The Institute offers several resources to support the development of the institution, such as scholarships, extra lectures for slow learners, on-campus hostel accommodations, a training and placement cell, anti-ragging committee and squad, and an alumni association. IQAC reviews learning outcomes and quality of education and the management encourages research, consultancy, and placement activities. The institution encourages gender equality and provides alternative energy sources and water conservation resources, contributing to maintain green and clean campus.

The writing and submission of SSR are the joint efforts and teamwork of all the staff of the Late G. N. Sapkal College of Engineering and Management of Kalyani Charitable Trust. We are eagerly looking forward to welcome the Peer Team in the splendidly beautiful premises of the Late G. N. Sapkal College of Engineering, Nashik.

Final Thoughts:

Based on the information in the report, the following conclusions can be drawn:

- By delivering foundational, conceptual, and skill-based education through the teaching and learning process, the institute focuses on academic excellence.
- The institution possesses the class rooms, laboratories and other facilities necessary to develop qualified engineers, likeable team leaders, and capable administrators.
- The Institute is situated in a clean atmosphere with a lovely green campus.
- The institute is working hard to move in the right ways so that it can quickly accomplish all of its objectives.
- By signing MOUs, the institute is continually making every effort to improve interactions and tie-ups between the institute and the industry.