# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## BHARATI VIDYAPEETH'S COLLEGE OF ENGINEERING FOR WOMEN

PUNE-SATARA ROAD, DHANKAWADI, TALUKA - HAWELI, DISTRICT - PUNE, PIN - 411043 PUNE
411043
coewpune.bharatividyapeeth.edu

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Bharati Vidyapeeth our parent organization was established in May 1964 by Hon. Dr. Patangraoji Kadam with the objective of bringing about intellectual awakening and all round development of people of our country through education. It is now leading educational institution in the country, Bharati Vidyapeeth has made astonishing strides in the field of education, especially in higher education and professional education. Today, Bharati Vidyapeeth holds more than 180 educational units, right from pre-primary schools to postgraduate institutions and University of its own. It runs more than 73 Schools and 55 Institutions of higher education including the professional training institutes. It provides education in different fields like Medicine, Engineering, Fine Arts, Management, Social Science, Bio-Technology, Agriculture, Arts, Commerce, and Science etc.

Bharati Vidyapeeth was founded with the vision, to be a world class University with Social Transformation through Dynamic Education.Bharati Vidyapeeth has its own well defined ideology, orientation and commitments. Social transformation in desired direction is one of its cherished dreams. As women play key roles in social transformation, Bharati Vidyapeeth's College of Engineering for Women was established in June 2000 with the

Vision

"Women Empowerment through Technical Education."

Mission

Develop women students to rise to their full potential.

Impart knowledge and prepare competent engineers.

The institute was started exclusively for women and despite challenges of admissions in the engineering institutes, it is running with 100% women students.

Bharati Vidyapeeth's College of engineering for women is located at Bharati Vidyapeeth, Pune-Satara Road, Dhankawadi, Pune. The Institute is self financing, private and affiliated to Savitribai Phule Pune University (SPPU), formerly University of Pune and approved by All India Council for Technical Education (AICTE), New Delhi.

The Institute started offering UG programmes (BE) in Electronics and Telecommunication (E&TC) Engineering, Computer Engineering, Information Technology with intake of 60 students in each programme from 2000. The institute has increased the intake of E&TC Engineering UG programme from 60 to 120 from academic year 2006-07. The institute has started PG programme ME (E&TC Engineering) with specialization in VLSI and Embedded Systems from academic year 2013-14 with intake of 18 students. The current intake is 9

**Vision**

"Women Empowerment through Technical Education."

**Mission**

- Develop women students to rise to their full potential.
- Impart knowledge and prepare competent engineers.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- Qualified, experienced and dedicated teaching faculty with good retention ratio.
- Effective use of ICT in teaching learning process.
- Student centric approaches for mentoring and effective academic monitoring.
- Social responsibility is inculcated though NSS.
- Safe and Secured Environment for girl students.

**Institutional Weakness**

- Students pursuing higher education.
- Involvement of Alumni in facilitating campus recruitment.
- Participation of faculty in National and International professional activities beyond the state.
- Revenue generation through consultancy.

**Institutional Opportunity**

- Organize FDPs / National and International conferences.
- Motivate students to undertake interdisciplinary and sponsored projects.
- Emphasis on collaboration activities.
- Implementing NEP 2020 guidelines.

**Institutional Challenge**

- An institute with women students coming from varied socio economic background.
- Placement with higher annual package.
- Attracting quality top ranking students to the institute.
- Creating more enterprenuers.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Bharati Vidyapeeth's college of engineering for women, Pune established in the year of 2000 with the vision of "Women empowerment through technical education." Institute is affiliated to Savitribai Phule Pune University and follows the curriculum and academic policies prescribed by SPPU.

IQAC coordinator prepares academic calendar to ensure effective curriculum planning and delivery through a well-planned and documented process including conduct of continuous internal assessment.

Teachers of the Institution participate in activities related to curriculum development and assessment of the affiliating University and/are represented on the various academic bodies.

Four teachers participated in the design and development of curriculum, fifteen teachers were involved in academic bodies of setting of question papers for UG/PG programs, and all teachers participate in assessment /evaluation process of the affiliating University.

Academic Flexibility is offered for selecting the electives, open electives, audit courses, and honour courses in UG/PG programmes. Institution offered in total 29 different certificate courses which includes 10 NPTEL, 11 AWS, 4 software languages, 3 on emerging areas and one on mini project guidance.

Crosscutting issues relevant to professional ethics, gender, human values, and environment are integrated in transacting curriculum. In total 67 activities out of which 27 on professional ethics, 7 on gender issues, 18 on human values and 15 on environment, and sustainability are conducted in last 5 years. All activities are held under the umbrella of various platforms such as department student associations, student development section, NSS, professional bodies, various institute's innovation cells etc. Five courses exclusively include cross cutting issues implemented through UG and PG program of E&TC (Innovation and Entrepreneurship, Digital Marketing, Disaster Management, Embedded automotive system) , and Humanities and Social science for second year computer engineering. Students undergo various internships and sponsored projects. 56 field projects have been carried out and 100 percent students from the third year of all programs, completed their internships.

The centralized feedback committee collects feedback from parents, employers, teachers, alumni and students. Feedback is analysed, action is taken and  communicated to the relevant bodies. Feedback is hosted on the institutional website. The inclusion of online feedback through the ERP portal demonstrates the Institute's adaptability and commitment to leveraging technology for its effectiveness.


**Teaching-learning and Evaluation**

Admission process of the institute is governed by Directorate of Technical Education (DTE), Maharashtra, thus ensuring diversity, inclusion and transparency. The institute enrolment percentage of last five years is 85.25. The percentage of seats filled against reserved categories is as per reservation policy.

A well-qualified, experienced faculty members are available in each department. The appointment ratio is 84.64% against sanctioned posts with fulltime teachers having an average experience of 14 years and 16 teachers are completed with their Ph.D. The Student: Full time teacher ratio is 1: 19.

To foster the growth among the students, student centric methods such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience of students. Students get exposure through various Co-curricular and extracurricular activities.

Faculty members are encouraged to organize and participate in various refresher programs to enhance their knowledge and skills. Teachers make use of ICT enabled tools along with the traditional method. Adequate number of Smart Boards, LCD projectors and internet facility make every classroom a smart classroom.

Mechanism of internal and external assessment is transparent and the grievance redressal system is in place. The circular and notices regarding evaluation are sent to all departments through College Exam officer. Term work evaluation is decided at the institute level considering the uniform format by IQAC.

The result analysis is carried out and remedial measures are adopted. Remedial coaching is in place for academically weaker students. Advanced learners are encouraged and guided to face competitive examinations to pursue higher levels of education. Pass percentage of students during last five years is 97.87.

Course outcomes (COs) for all courses, programme outcomes (POs) and Programme specific outcomes (PSOs) for all programmes offered by the institution are stated and displayed on the website. Well defined process for attainment of COs and POs is designed by academic coordinator. The COs and POs are evaluated using various direct and indirect attainment tools. The attainment level is targeted as 1.25 which is successfully achieved for many POs. Students satisfaction survey is carried out annually for improvement in teaching learning process.

**Research, Innovations and Extension**

In order to inculcate the research among faculty members and students, Faculty Development Programs, workshops, seminars and webinars are organized by Research Committee. The institute has received AICTE grants: ATAL FDP, MODROB and SPICES of approximate amount of Rs.12 Lakhs. ASPIRE Research Mentorship Grant from SPPU of Rs. 2.5 Lakhs had been sanctioned to one faculty member. Under Ministry of Electronics and Information Technology - Visvesaraya Ph.D. scheme, research grant of Rs. 2.5 Lakhs has been sanctioned to one of the faculty members.

The Institute has formed various cells for Innovation, Start-up, Incubation, Entrepreneurship Development, Smart India Hackathon, Intellectual Property Rights, ARIIA and NISP. Institute has registered for IIC campaign initiative by MHRD and Start-up and Innovation cell by SPPU. Around 18 activities have been conducted under these cells.

Research Policy is implemented and financial incentives are given to faculty members who publish Research papers indexed in UGC CARE. The faculty has total 164 publications in the form of book chapters, papers & books: 97 papers in reputed journals, 5 Books and 71 papers in international conferences and book chapters. 19 patents are filed by 21 faculty members out of which 5 patents are granted.

Around 150 workshops/seminars/conferences including programs were conducted on Research Methodology, IPR and entrepreneurship during last five years.

Institute has NSS unit, Art Circle and Student Development Board for student activities. NSS unit of 200 volunteers organized more than 200 activities such as Awareness rallies, Gender sensitivity programs, Women Empowerment activities, Self-defence workshops, Digital awareness & Road safety programs etc. Special

residential camp with social activities is organized in rural area annually.

Institute has received awards and recognitions for extension activities such as best magazine award from SPPU. Institute NSS program officer is appointed as District & Area coordinator by NSS SPPU. NSS volunteers have been consistently selected for activities at different levels.

Institute has around 93 active collaborations and MoUs with reputed industries such as Zensar Technology. Under these the institute is involved in 800+ activities such as In-House Training, Internships, Workshops, Seminars and Industrial Visits. Faculty is involved in faculty exchange and development programs.

**Infrastructure and Learning Resources**

The institute boasts a 10-acre environmentally friendly campus with a 2024 sq. meter building constructed in adherence to AICTE and SPPU recommendations. It accommodates 12 well-furnished classrooms for undergraduates and a separate one for postgraduates, all equipped with advanced ICT facilities. The infrastructure includes 28 laboratories, including 2 computer centres with internet-connected computers, printers, scanners, and backup power. The electronics laboratories align with modern technology and curriculum standards. The institute offers diverse sports facilities, including indoor and outdoor options, 16-station multi-gym, and a yoga centre. Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years is 38.83.

The library, operating with SOUL 3.0 software, is fully automated and spans 408 square meters. It houses a diverse collection including textbooks, reference books, social welfare books, and national/international journals. Electronic resources like NPTEL videos, DELNET E-resources, and E-books from publishers such as McGraw Hill are available. Additionally, the library subscribes to the National Digital Library India. With a spacious reading hall capable of hosting 200 students, it provides a comprehensive resource for academic needs.

The Institute updates computers and software regularly to meet student and staff needs. A technical support engineer manages IT facilities based on department requests. Dedicated servers handle SPPU online exams. The institute has 302 computers (1:4 student ratio). The internet connection, initially at 32 Mbps through a leased line, has now been upgraded to 155 Mbps. Wi-Fi is available campus-wide.

The Institute maintains its facilities through specific policies, employing daily wage workers for classroom cleaning twice a day. Support services, such as photocopy machines, sports complex, and maintenance of various utilities, operate under an AMC. Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years 34.4%.

Academic facilities, including laboratories, computers, Wi-Fi, and the library, are overseen by dedicated staff, ensuring regular checks and maintenance. Consumables are purchased as needed.

**Student Support and Progression**

The institute addresses both academic and non-academic needs, fostering an environment that facilitates students' overall growth and successful progression within the educational system.

A total of 80% of students receive the financial support from government and non-government scholarship schemes. The students benefit from various scholarships, including those provided by non-government agencies like Lila Poonawala Foundation, Persistent, Cummins etc. This inclusivity ensures that individuals, regardless of their financial background, can pursue higher education and fulfill their academic aspirations.

The institute is helping students to improve their capabilities through capacity development and skill enhancement activities under four different categories namely Soft skills, Language and Communication skills, Life skills and Computing skills. The institute has organized a total of 30, 13, 23, and 52 activities under these categories, respectively. This helps students to enhance their skills and to prepare them for all-rounded growth.

Institute has established the Career Guidance cell which organizes various expert sessions to guide students about competitive exams and career opportunities. A total of 50 students successfully passed competitive exams like GATE, GRE, TOEFL, IELTS, etc. The Training and Placement cell organizes mock interviews and the Zensar Employability Skill Development (ESD) training program which helps students to secure job opportunities in companies like Persistent, TCS, Accenture, Vodafone, Zensar, etc. Around 58.82% of students got placement, and 5.17% opted for higher education.

The Student Grievance Redressal Cell, Anti-Ragging Committee and Internal Complaint Committee are formed according to the guidelines of UGC. This proactive approach ensures that students have accessible channels to address grievances, prevent ragging, and manage internal complaints.

The institute's Gymkhana and Art circle unit actively organize sports and cultural events for the students. Over the last five years, the institute has organized a total of 105 sports and cultural activities. The students are performing well in sports, winning prizes at district and national levels.

The institute has officially registered its alumni association and is proud to have distinguished alumni. Alumni deliver seminars and workshops to the students. These initiatives contribute to the preparedness of students for their future careers.

**Governance, Leadership and Management**

The effective governance helps in development of institute. Governing body has been constituted as per the norms of the AICTE. College Development Committee (CDC) is constituted as per the norms. Governance of the institution consists of the Governing Body, College Development Committee and Internal Quality Assurance Cell. Statutory committees are constituted as per the directives.

All the practices of decentralization and participative management promote institute's vision and mission. The periodic interaction is made with all stakeholders for the preparation of strategic plan. The Institute has well defined organizational structure for effective functioning. All the committees are functional. Well-defined service rules, appointment policies and procedures are available.

A unified e-governance for automation of its various processes including administration, finance and accounts, student admission and support, and examinations with an ERP software is deployed. The strategic plan is revised as per the needs of the institute includes deciding policies and practices.

Institute's management evolved an effective and transparent performance-based online appraisal, twice a year since October 2022, which was offline earlier. Welfare schemes including EPF, gratuity, leaves, financial support etc are implemented. Functional IQAC implements faculty empowerment strategies for quality improvement. 70% of the faculty have attended STTP, FDP, workshops, conferences and seminars. The incentive scheme as per the journal quartile is provided since last 2 years.

A well-defined procedure is in place to monitor and audit the effective and efficient utilization of available financial resources. Internal audit is conducted twice a year and external financial audits once a year.

IQAC played a vital role in quality assurance by preparing key quality indicator framework to closely monitor the progress. Institute received NAAC Accreditation. It revives teaching process and outcomes and records various activities.

Initiatives taken for faculty to join NPTEL online courses, encouraging the faculty members to submit the proposals to various funding agencies. Efforts taken towards increasing the number of internships through Internshala, organizing student development programs for getting higher placement ratio, Extension and outreach programs, and collaboration activities in research, faculty exchange are planned and executed during the last five years.

## Institutional Values and Best Practices

The Institute stands in its commitment towards Gender sensitivity with the formation of Internal Complaint Committee which acts as a sentinel against sexual harassment. Gender sensitization initiatives, manifested in annual action plans and outreach programs, further amplify the Institute's dedication to equality.

Strategic placement of security guards and a watchful network of CCTV cameras ensure a secure campus. Moreover, robust fire safety measures stand sentinel, offering accessible fire extinguishers.

Commitment to energy conservation is evident in the adoption of alternate energy sources, LED lighting, and motion sensors to curtail wastage. Liquid waste undergoes meticulous treatment at a centralized Sewage Treatment Plant, aligning with stringent state reuse standards. Canteen organic waste transforms into nurturing compost, fostering environmental health. Moreover, institute ensures responsible disposal of electronic waste.

The institute embodies inclusivity by integrating ramps, lifts, and specialized washrooms, ensuring dignity and access for those with disabilities. A rich tapestry of events and a robust code of conduct foster tolerance, reflecting a commitment to a respectful environment.

Pedestrian-friendly pathways meander through this eco-hub, adorned with a ban on plastic use and landscapes that breathe life into the surroundings.

Comprehensive assessments under the Green Audit and detailed examinations via Energy Audits underscore an unwavering commitment to eco-friendliness and efficient resource management.

Beyond the campus, the institute extends its hand, engaging in community-wide environmental initiatives, radiating awareness and sustainability.

The Course Mentor Mentee Scheme and Employability Skill Enhancement Training stand as pillars, moulding graduates with comprehensive skills and knowledge shows the institute's dedication to student-centered education.

Few Highlights of Institute Distinctive features are:

1. Institute has received research and development grants of 14.5 lacs from various funding agencies like AICTE, BOD SPPU. Five Faculty members have received incentives of amount rupees sixty five thousand for publishing their research work in scopus indexed journals.
2. Placement ratio of the institute during last 5 years is consistently approaching 60%.
3. Magazine "Oyster" has won best magazine award from SPPU thrice. The institute publishes e-newsletter per semester.
4. Excellent academic results (average percentage result of last 5 years 98%) with University Rank holders.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | BHARATI VIDYAPEETH'S COLLEGE OF ENGINEERING FOR WOMEN |
| Address | Pune-Satara Road, Dhankawadi, Taluka - Haweli, District - Pune, Pin - 411043 Pune |
| City | Pune |
| State | Maharashtra |
| Pin | 411043 |
| Website | coewpune.bharatividyapeeth.edu |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal(in-charge) | Sandip Raosaheb Patil | 020-24371684 | 9423211277 | 020-24372210 | coewpune@bharatividyapeeth.edu |
| IQAC / CIQA coordinator | Suvarna Sandip Chorage | 020-24361732 | 9881717562 | 020-24372210 | suvarna.chorage@bharatividyapeeth.edu |

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

| Type of Institution | |
| --- | --- |
| By Gender | For Women |
| By Shift | Regular |

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

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Maharashtra | Savitribai Phule Pune University | [View Document](#) |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 24-05-2023 | 12 | |
| AICTE | [View Document](#) | 24-05-2023 | 12 | |
| AICTE | [View Document](#) | 24-05-2023 | 12 | |
| AICTE | [View Document](#) | 24-05-2023 | 12 | |
| AICTE | [View Document](#) | 24-05-2023 | 12 | |
| AICTE | [View Document](#) | 24-05-2023 | 12 | |
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| AICTE | [View Document](#) | 24-05-2023 | 12 | |
| AICTE | [View Document](#) | 24-05-2023 | 12 | |

**Recognitions**

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | Pune-Satara Road, Dhankawadi, Taluka - Haweli, District - Pune, Pin - 411043 Pune | Urban | 10 | 7694 |

# 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,B E Computer Engineering,Computer Engineering | 48 | HSC | English | 60 | 60 |
| UG | BE,B E Information Technology,Information Technology | 48 | HSC | English | 60 | 59 |
| UG | BE,B E Electronics And Telecommunication Engineering,Electronics and Telecommunication Engineering | 48 | HSC | English | 120 | 105 |
| PG | ME,M E Electronics And Telecommunication Engineering,Electronics and Telecommunication Engg. VLSI and Embedded Systems | 24 | BE | English | 9 | 2 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 5 | | | | 14 | | | | 45 | | | |
| Recruited | 1 | 3 | 0 | 4 | 3 | 6 | 0 | 9 | 12 | 31 | 0 | 43 |
| Yet to Recruit | 1 | | | | 5 | | | | 2 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 4 | | | | 9 | | | | 43 | | | |
| Recruited | 1 | 3 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 9 | | | | 43 | | | |

| 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 | | | | 40 |
| Recruited | 30 | 10 | 0 | 40 |
| 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 | | | | 16 |
| Recruited | 12 | 4 | 0 | 16 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 2 | 0 | 2 | 4 | 0 | 0 | 5 | 0 | 14 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 1 | 0 | 1 | 2 | 0 | 12 | 26 | 0 | 42 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 0 | 5 | 0 | 5 |

**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 | 0 | 0 | 0 | 0 | 0 |
| | Female | 1081 | 32 | 0 | 0 | 1113 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 2 | 0 | 0 | 0 | 2 |
| | 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 | 0 | 0 | 0 | 0 |
| | Female | 22 | 20 | 22 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 2 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 72 | 58 | 60 | 55 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 158 | 172 | 150 | 117 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 254 | 250 | 232 | 185 |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Bharati Vidyapeeth's College of Engineering for Women Pune is affiliated to SPPU and conducts the courses as per the university syllabus. In the curriculum, interdisciplinary courses like Database Management, Cloud Computing, Deep Learning, Humanities and Social Science, Business Intelligence, etc. are included. The institute encourages students to adopt a multidisciplinary approach and guides them to develop projects in areas like medical, agricultural, and environmental applications as a part of final-year projects. The Institute arranges project competitions during technical festivals, providing an opportunity for students to exhibit their skills and make a meaningful impact. These projects are evaluated by judges to assess their quality and innovation. Furthermore, the Institute encourages and supports students to take part in various project competitions. Additionally, the institute offers various audit courses including Ecology & Environment, Urbanization & Environment, Human Behavior, Japanese Language, Start-up and Ecosystem, Intellectual Property Rights, Leadership and Personality Development, etc. which fosters a multidisciplinary learning platform for students. The Institute organizes life skill sessions for the students which helps them to enhance their abilities for success in both personal and professional aspects of life. Institute also conducts various lectures covering topics like Gender Sensitization, Cervical cancer, energy audit and its conservation, Nirbhaya Kanya Women health and self-defense, Workshop on electric vehicles for smart cities, Green electric power generation, G20 antargat 3rd energy transition working group upkram etc. to provide multidisciplinary and holistic education. |
| 2. Academic bank of credits (ABC): | The Institute encouraged students to open an Academic Bank of Credits on the ABC portal www.ABC.gov.in and proactive step towards implementing the NEP's recommendations have been taken by the institute by creating ABC IDs for all students. The institute is affiliated to SPPU, it is not yet registered under the ABC to permit its learners to avail the benefit of multiple entries and exits and not yet collaborated with Indian or foreign institutions to enable the credit transfers. Faculty members design assignments and unit test papers, and the marks are entered into the ERP system after the test assessment. |

| | |
|---|---|
| | Faculty members are also involved in paper setting and paper checking at the University level. They have authored numerous books and book chapters within their respective fields. They actively share study materials with students. The institute's library is equipped with a satisfactory number of books for student use. |
| 3. Skill development: | The NEP emphasizes skill development, which is in line with the institute's mission to prepare competent engineers. To achieve this emphasis on skills, the institute has taken initiatives for skill development by promoting student's participation in various activities like internships, various workshops, industrial trainings (e.g. Zensar ESD training), certification courses and extension activities of NSS etc. which help students to enhance practical skills along with theoretical knowledge. The institute has initiated collaborations with various industries. The institute has proactively organized industrial visits for students, providing them with firsthand exposure to industrial processes, technologies, and work environments. Student chapters of professional bodies and student associations of all departments organize workshops and seminars on diverse topics with the involvement of professionals from various sectors to establish skill standards among students. The institute offers hands-on training on various topics like Python programming, PCB designing, control systems etc. The institute offers non-credit courses like Business Intelligence, Environmental studies etc. The Institute has a training cell, entrepreneurship and skill development cell, innovation cell, IPR cell, and start-up cell to foster tech-based student-owned start-ups, generate employment opportunities, and make them professionally competent. The institute organizes audit courses and various sessions on soft skills. The institute also organizes various sessions on Yoga and meditation. The institute is actively organizing capacity-building programs for students, emphasizing a value-based education approach. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Faculty members employ a bilingual mode during classroom teaching, seamlessly integrating English with Marathi/Hindi. This facilitates a deeper understanding of concepts, as faculty provide explanations and real-life examples in the local languages, ensuring effective communication and |

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|---|---|
| | comprehension for all students. The institute has an Art Circle Unit that organizes various events, including traditional day and cultural day celebrations such as Shivjayanti, Raksha Bandhan, Ganesh Festival, etc. Additionally, the institute hosts an Annual Social Gathering to provide a platform for the students to showcase their talents through activities like anchoring, dancing, and reciting poems and songs in Marathi, Hindi, Gujarati, etc. Every year the institute releases "Oyster" magazine which includes Hindi and Marathi sections along with English. The students are encouraged to write literature such as articles (Lekh), short stories (Katha), poems (Kavita), interviews of renowned personalities, etc. in Marathi and Hindi. The institute also celebrates Marathi Bhasha Gaurav Din, Vachan Prerana Din, Hindi Bhasha Divas, Marathi Bhasha Pandharawada etc. Renowned resource persons are invited to deliver informative speeches on various topics in Marathi during the NSS special residential camp in rural areas. |
| 5. Focus on Outcome based education (OBE): | Outcome-based education is implemented at the department level. Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) are defined by each department. Each course teacher defines and describes Course outcomes of their own course in the regular sessions, course websites and course files. The attainment of Course outcome is evaluated using a direct assessment method under two categories – University Assessment i.e. external (80% weightage) and department level is referred to as Internal assessment (20% weightage). Internal assessment includes assessment of unit tests and assignment oral. All marks entries are done in ERP after the evaluation of every assessment test. Unit Test1 is mapped with CO1&CO2, assignment 1 and 2 orals are mapped with CO3 & CO6 respectively, Unit Test2 is mapped with CO4 & CO5. University examinations are mapped with all COs. The external assessment consists of University In-semester and End semester theory examinations. This assessment gives a quantitative measure in each course and these exhibits the level of attainments of the respective course. The course attainment levels are defined as follows: · Attainment Level 1: 40% of students score more than target marks. · Attainment Level 2: 50% of |

| | |
|---|---|
| | students score more than target marks. · Attainment Level 3: 60% of students score more than target marks. (Target marks: Average of last three years' marks. If there is a change in the course /revised course wherein there is no data for the previous three years, then the average of the marks obtained in that particular exam/assignment is considered.) Once the course attainment is obtained, it is used for PO attainment. The CO-PO mapping is done with defined Performance Indicators (PIs). The mapping of CO with POs and PSOs will result in % attainment of each POs and PSOs. The final attainment of POs is the average of individual PO attainment values. Indirect Assessment Method (20% weightage): It includes the views of stakeholders correlated to the PO and PSO attainment. This includes an Exit survey, Alumni survey, Employer survey and Parent survey. |
| 6. Distance education/online education: | During Covid 19 pandemic all lectures and practicals were conducted in online mode by using Google Meet and Microsoft Teams. During this period the institute has conducted mock interviews, Zensar ESD training and placement online. Internal assessment was done based on MCQ based online assignments, quizzes and Unit Tests. Faculty members enhance the learning experience of students through the effective use of ICT tools. They upload course syllabus and study material such as course notes, PowerPoint presentations, question banks etc. on Google Classrooms and WordPress sites. The Institute encourages and guides students to complete certification courses, such as NPTEL, AWS, Microsoft etc. which can benefit them by enhancing their skills and improving their career opportunities. Online learning offers students the flexibility and convenience of self-paced study from anywhere. |

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, The Electoral Literacy Club (ELC) has been set up in college. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs | The student's coordinator and coordinating faculty members are appointed by the college and are consistently functional. |

| | |
|---|---|
| are representative in character? | |
| 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. | Various innovative programs and initiatives were undertaken by the ELC such as, visiting each classroom in the institute and spreading awareness about the voting registration of eligible students (18 years and above) for their voluntary support in the electoral process. On 20th January 2022, essay writing competition and Poster making competition was organised for the awareness of newly registered and already registered voters at college level. In addition, on the 25th of January 2023, 13th National Voters Day was celebrated in the institute in which "My Vote, My Future" was the main motto. The constitutional day on 26th November has been conducted every year and a pledge is taken by all students and staff members. Special drive for the registration of new eligible voters was conducted on 14th September 2023. Same activity was conducted again on 18th & 19th November 2023. |
| 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. | Many socially relevant projects were initiated by ELC in the electoral related issues such as, voting awareness program through rally held in nearby villages (Khopi and Shriramnagar) during residential NSS camp. This included spreading of social awareness in the above-mentioned places with regards to ethical voting. Various drives were also undertaken in these villages as a measure of making the general public aware about their effective participation in the voting process. |
| 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. | Around 100 students above the age of 18 years are to be enrolled as new voters in the electoral roll. Collaboration between the Honorable District Magistrate of Pune and the college was carried out in order to conduct the enrolment of the students who are 18 years and above age. Students are motivated to register as a new voter on online portal/android app "Voters Helpline" and on election commission of India web portal. |

# 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 |
|---------|---------|---------|---------|---------|
| 1118 | 1093 | 1039 | 932 | 894 |

| 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: 56**

| File Description | 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 |
|---------|---------|---------|---------|---------|
| 59 | 59 | 60 | 57 | 57 |

## 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 |
|---------|---------|---------|---------|---------|
| 425.60 | 325.62 | 271.59 | 351.43 | 538.14 |

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

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# 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:**

The organizational structure has functional decentralization which helps in effective curriculum delivery which is well planned and documented.

**Planning**

- Institute has functional IQAC, that helps in planning, implementation and verifying effectiveness of all the academic activities. Institute Academic Calendar format is shared online to all the institute level coordinators well in advance to plan their respective activities to be executed during the semester. It has three sections namely, academics, events and meetings schedule. Once prepared it is displayed on college notice boards, website and circulated to all. Work load is calculated considering total instructional load according to the university course structure, cadre ratio and also based on subject choices given by faculty, their experience, course expertise etc.
- The class-wise time table is prepared. Lab time tables are displayed in respective department's laboratories.
- Faculty members prepare teaching plan, COs and POs of their course considering university syllabus and course structure in ERP.
- Required resources and set ups availability is ensured in the laboratory before the practical conduction. Student registration is done on the first day of commencement of each term.

**Implementation**

- Hybrid mode is adopted to disseminate the technical contents to the students. Faculty members prepare videos based on their laboratory practical, assignments, question banks are published on their respective course websites.
- Subject related special programs or trainings are conducted to bridge the gap between institute and industry. Industrial visits are organized to provide the contents beyond syllabus to the students.
- Effective and transparent attendance monitoring system is in place. Parents of students having less attendance are communicated by phone calls and called for the meeting.
- Weekly review is taken by heads of department and necessary instructions are given.

**Effectiveness**

- Mentor-mentee scheme and academic monitoring is implemented for the smooth and effective execution of all academics related activities. Regular meetings are planned and are conducted to

observe its effectiveness.

- A system of Guardian Faculty Members for each class and student mentor for each batch of students to increase the rapport with students and to address their problems. Provision of student's class representative and student batch coordinators, facilitate students to raise their problems time to time. Lab-notebook is in place and mid-term submission is conducted to maintain regularity. Continuous assessment of each student is done based on the practical conduction, assignments submission, performance in unit tests, retests and oral. Also conducting mock practical and oral examinations has shown significant contribution in student performance.
- To maintain the quality of major projects, each department conducts presentations and demonstrations for seminars and project topics. Students are encouraged to publish their project work in reputed conferences, journals and participate in project exhibitions.

Technical and cultural events are organized where

- students showcase their cognitive and non-cognitive skills, communication skills, leadership and management skills. Universal human values are inculcated through NSS and student development activities. Health and fitness awareness is done through sports activities regularly.
- Central Feedback system helps in assessing effectiveness of all academic and physical facilities through various feedbacks taken centrally.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |
| Provide Link for Additional information | [View Document](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:** 29

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

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

**Response:** 83.08

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 |
|---|---|---|---|---|
| 1292 | 548 | 1076 | 891 | 410 |

| 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:**

Above issues are integrated into existing curriculum via different courses provided in the additional information such as Team Building, Leadership & Fitness, Human Behaviour, Enhancing Soft skills & Personality, Ecology and environment, Urbanization & Environment, Leadership and Personality Development, Intellectual Property Rights, Patent law for Engineers & Scientist etc.

1. **Professional Ethics (PE)**:

Punctuality, Leadership, Technical Competence, etc. are promoted through co/extra-curricular activities. Special workshops aimed at making students creative and innovative are conducted. IEI, IETE, CSI, ACM are various student chapters focusing on PE.

**2.Gender**:

The Institute aims at creating a congenial environment free from gender discrimination through mutual respect. Efforts are taken for the personality development of women into Confident, Competent and Creative engineers. Encouraging an environment free from gender violence, and sexual harassment at workplace. Formation of Internal Complaint Committee, SGRC, Anti-ragging cell as per UGC guidelines. Programmes promoting Safety and Health Consciousness are conducted. Celebrating International Women's Day annually. SPPU and State Government Norms are followed while recruiting faculty. Cultural and Extension activities are also set in such a way that the students are required to review the gender related issues on their own.

**3. Human Values**:

Institute has active NSS and SDO units which organize activities to inculcate social responsibility. For understanding the root level problems faced in villages, students and staff try to provide solutions creating lot of respect and awareness regards to natural resources available to them. It also inculcates various life skills – Conservatism, Respecting Environment, Positive Thinking, Self-Awareness and Mindfulness, Interpersonal Relationships, Decision Making, Effective Communication through participating in camps at University, District, State, National and International level, arranging social activities viz Swachch Bharat Abhiyan, Blood Donation Camp, Nirmalgram Yojana, Police Mitra, Literacy Mission, Andhashradha Nirmulan, Value Education etc. Earn and Learn Scheme is available for economically backward students. Yoga activity, Meditation workshop and self-defence demonstration are arranged regularly.

**4. Environment and Sustainability:**

Sustainability focused courses are adapted equipping students with the necessary knowledge and skills to address sustainability challenges. Final year students are encouraged to take projects addressing

Environmental issues viz. green energy, water management, agricultural electronics, solar energy etc.

- **Conserving Energy:**

1. Switching off fans, tubes and electrical appliances while not in use is encouraged.

 Use of LED lamps, sensor operated lamps in the wash rooms is promoted.

2. Maximum advantage of day light can be taken due to the architecture of the institute building.

3. Posters near elevators are placed explaining benefits of taking stairs instead of elevators.

4. Energy and Green Audit are conducted.

- **Achieving 'Net Zero Carbon Footprint' :**

The institute's green campus helps in achieving carbon neutrality.

- **Tree Planting and Conservation:**

1. The NSS and SDO units carry out tree plantation campaign beyond the campus environment.

2. Institute and departmental notices are circulated through WhatsApp groups and emails.

 3. Water conservation is observed by using recycled waste water distribution system.

- **Waste management:**

1. Bins are set up everywhere to collect solid, plastic and e-waste helping create awareness about waste management.

2. Hazardous waste of the institute is disposed with due precautions.

| 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:** 100

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

Response: 1118

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

## 1.4 Feedback System

**1.4.1**

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

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

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 85.25

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 |
|---------|---------|---------|---------|---------|
| 249     | 250     | 232     | 185     | 176     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 249     | 258     | 258     | 258     | 258     |

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

**2.1.2**

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

**Response:** 95.88

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 |
|---|---|---|---|---|
| 89 | 93 | 93 | 87 | 80 |

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 |
|---|---|---|---|---|
| 89 | 93 | 93 | 93 | 93 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 18.95

## 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:**

Bharati Vidyapeeth's College of Engineering for women, Pune provides an efficient platform for the students to develop the employability skills, to acquire knowledge and to follow the ethics and values. To foster the growth among the students, student centric activities are implemented by all the departments. To ensure problem-solving skills and participative learning, the institute organizes annual technical event. It comprises technical events like Robo Race, Project exhibition, Technical quiz, Paper presentation etc. In order to make teaching learning process more interesting following teaching learning methodologies are followed.

Experiential Learning: Various activities are conducted by each department to enrich experiential learning. The institute facilitates experiential learning through Internship, participation of students in MOOC such as NPTEL, Coursera, development of the projects on recent technology, industry sponsored projects, Industrial visits etc. Experiential learning is enhanced through problem based learning at first year and second year level.

Participatory Learning: Students participate in various activities like Hackathon, Project exhibition, Seminars, Poster presentation, Workshops etc. Participation in extra curricular activities is encouraged to ensure participative learning through Art Circle.

Co- Curricular activities like seminar presentation, paper presentation, and paper publications in conferences and journals are also encouraged. National level technical festival is also organized for the students to showcase their technical and non-technical skills. The professional bodies like IETE, IEI,CSI, ACM, etc. provide the opportunities to participate in various activities. The student associations like ETSA, ITechSA and CESA provide platforms to learn management, interpersonal and leadership skills by organizing and coordinating various activities . Extra-Curricular activities like College Magazine, Group discussion, Mock interviews, NSS camp, NSS & Student welfare activities are organized to enrich the learning experience of the students.

Annual Cultural program is organized every year for the students to showcase their talent of singing, dance, drama etc. NSS unit of the institute is very strong in terms of conducting social and outreach activities .

Problem-solving methods: Students are involved in various problem-solving methods through

·       Time bound assignments

·       Final year Project development

·       Mini Project Development

·       Project based learning

·       Programming/Quiz Competition

·       Various  student club activities.

Teachers use ICT enabled tools:

Teachers at the institute actively integrate technology with traditional teaching methods, leveraging Information and Communication Technology (ICT) to amplify teaching and learning activities. Various initiatives have been implemented, emphasizing the use of ICT resources such as Google Apps, web cameras, LCD projectors, wired internet, Wi-Fi, and PowerPoint presentations in classrooms and laboratories. The adoption of platforms like Google Classroom and Google Drive facilitates the delivery of course materials and online feedback mechanisms. Online seminars, webinars, lectures, and knowledge-sharing courses organized through platforms like Google Meet and Microsoft Teams enhance digital engagement.

The institute's Seminar Hall is equipped with digital facilities. Digital learning is encouraged through Massive Open Online Course (MOOC) platforms such as NPTEL and Coursera, supported by Digital Library resources (DEL NET) and the National Digital Library of India (NDLI) as virtual repositories of learning materials. Deployment of SMART Boards in all classrooms.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 84.64

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 |
|---|---|---|---|---|
| 69 | 69 | 69 | 69 | 69 |

| 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:** 19.52

**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 |
|---------|---------|---------|---------|---------|
| 16      | 13      | 10      | 9       | 9       |

| 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:**

Well planned academic calendar helps in making internal assessment transparent. This ensures the preparedness of students for all types of examinations prior to university examination, which includes internal and external examinations. The direct assessment tools such as unit tests, unit wise assignments, orals for some of the units in syllabus, midterm submission, and mock practical are used by the respective course teacher. The mode of assessment is offline. During COVID -19 pandemic, assessment and evaluation mechanisms both were in online mode. In semester and end semester examinations were MCQ based. Term work marks evaluation process is transparent.

Pattern of internal examination is decided by the Principal and members of IQAC. Each department has an exam coordinator. Preparing internal exam schedule, collecting question papers with model answers, preparing seating arrangement and allotting exam duties to the faculty are some of the duties carried out by the exam coordinator. Displaying overall result of unit tests for the individual class is also done in time. The Remedial actions are taken for the slow learners/ absent students, as mentioned in the academic calendar.

As per the guidelines and structure of an affiliating university each course has total six units. Internal examination such as Unit test 1, conducted on unit 1 and 2 (30% weightage) prior to university

examination, unit test 2 is conducted on unit 4 and 5 (40% weightage). Oral examination is conducted for unit 3 and 6 (30% weightage). In case of students having grievances with the internal evaluation process can directly discuss their doubts individually with respective faculty members. Counting mistakes, marks distribution and expected contents in answer are discussed with the students to clarify their grievances.

In case of virtual/online mode, students having grievances such as network issues, connectivity and bandwidth problems could directly contact the respective course teacher to resolve their queries. In exceptional cases, the course teacher had to reschedule the test for such students. Online grievance form is made available to students on the institute website. Students can approach the Head of the Department and Principal for the further necessary action.

University examination Scheme: The theory examination shall be conducted in two phases for all the courses. Phase I as In-Semester Examination of 30 marks, based on Unit-1 and Unit-2. Phase II as End-Semester Examination of 70 marks, based on unit number 3, 4, 5 and 6. 2015 course structure had In-Semester examination of 30 marks based on unit 1, 2 and 3. Each of 10 marks weightage. End-Semester examination of 70 marks on all 6 units.

Students having grievances related to the university examinations can approach institute examination section and College Examination Officer (CEO). Student Grievance Redressal cell directs students to the respective sections to resolve their complaints. Also their difficulties can be addressed to the affiliating university through exam support email id. Institute examination section takes follow up of university related grievances ensuring  they are resolved.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

The Program Outcomes and Program Specific Outcomes are published and disseminated through following modes:

- College Website/ Department Home page.
- ERP Software
- Disseminated to all the stakeholders through faculty meeting, alumni meet, parents meet, industry interactions, workshops conducted, student induction programs, HOD (Head of Department) address to the students at the beginning of the semester.

- Displayed at the entrance of the respective departments, head of the department office, Notice Boards, Staff Rooms and Laboratories.
- Faculty course file.

The Course Outcomes are published and disseminated through following modes:

- Course faculty takes the responsibility to disseminate the COs to students in classrooms. COs are published in course files, Google classrooms, laboratory manuals and teacher's course websites and ERP system

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The assessment of POs, PSOs and COs is done using Direct and Indirect methods:

- Direct Assessment Method: It includes the assessment of each CO contributing towards the attainment of PO.
- Indirect Assessment Method: It includes the views of stake holders correlated to the POs and PSOs attainment.

Process for Direct Assessment Method (80% weightage) :

- The direct assessment method is classified into internal assessment (20% weightage) and external assessment (80% weightage) methods.
- Internal assessment methods, the faculty records the performance of each student in internal examinations/activities such as unit test, assignment, practical, progressive assessment of practical/seminar/project work/internship, presentations etc. predefined through rubrics. This indicates the knowledge and skill sets gained by the students against the COs and related corresponding POs and PSOs.
- External assessment consists of all university examination such as In-semester, term work, theory and practical/oral/Project examinations. In the external assessment method, after the declaration of University Examination results, the performance of the students in examinations are evaluated against each CO and related corresponding PO and PSO.

- The assessment of above mentioned methods gives a quantitative measure in each course and these exhibit the level of attainments of course as follows :

Level 1- 40% of students score more than target marks.

Level 2- 50% of students score more than target marks.

Level 3: 60% of students score more than target marks.

(Target marks: For new course average of total marks. Second year average of last year marks. Third year average of last two year marks and so on )

- Thus the mapping of COs with POs and PSOs will result in % attainment of each PO and PSO. The assessment of each CO is done systematically by the faculty. The direct assessment methods of COs are considered in the attainment of mapped POs and PSOs. The final attainment of POs is the average of individual PO attainment values.

Process for Indirect Assessment Method (20% weightage):

- The Indirect Assessment is done through surveys such as Graduate Exit survey, Alumni survey and Employers survey.
- Through ERP feedback and suggestions are taken from above surveys, which contributes to the attainment of POs and PSOs. Also these give an idea about the strengths and weaknesses of program, thus providing a basis for revision of POs and PSOs.

The process for assessment of COs, POs and PSOs is described below

| Assessment Type | Assessment Method | Frequency of Assessment |
|---|---|---|
| Direct Assessment : Internal | Unit Test | Twice in Semester |
| | Mock Orals / Practical | At the End of Semester |
| | Assignment Oral | Twice in Semester |
| | Progressive Assessment | After Every Experiment |
| | Rubrics | At the End of Semester |
| Direct Assessment: External | University In-semester Exam | Mid of Semester |
| | University Theory Exams | At Semester End |
| | University Oral / Practical Exams | At Semester End |
| | University Project and Seminars Exam | At Semester End |
| Indirect Assessment | Graduate Exit Survey | Yearly |
| | Alumni Survey | Yearly |
| | Employers Survey | Yearly |

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

**2.6.3**

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

**Response:** 97.87

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 |
|---|---|---|---|---|
| 246 | 269 | 275 | 260 | 236 |

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 |
|---|---|---|---|---|
| 252 | 277 | 278 | 262 | 245 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

| 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:** 16.67

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 |
|---------|---------|---------|---------|---------|
| 2.5 | 11.665 | 0 | 2.5 | 0 |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

As per the guidelines issued by MHRD Innovation Cell, AICTE and SPPU, Pune, the institute has formed various cells

- Institute's Innovation Cell
- Start-up and Incubation Cell
- Entrepreneurship Development Cell
- Smart India Hackathon
- Intellectual Property Rights Cell
- Atal Ranking of Institutions on Innovation Achievements (ARIIA)
- National Innovation and Start-up Policy (NISP).

The vision, mission, short term and long term goals are defined for the IIC and provided below.

**Vision**

To develop innovation and start-up ecosystem at the institute.

**Mission**

To provide resources and impart skills.

**Short Term Goals**

- Create awareness about IPR, innovations, start-ups and entrepreneurship at the institute.
- Initiate pre-incubation centre.

**Long Term Goals**

- Establishing incubation centre.
- Promoting innovation and technology solutions for social and industrial needs.

Institute has joined the NISP Campaign.

Two training sessions were completed by the appointed faculty.

Activities:

- One faculty is appointed as a single point of contact (SPOC) for innovation ecosystem.
- Experts Committee has formed at the Institute to formulate the policy as per the given guidelines.
- Student's cell is formed for start-up and innovation activities
- In-line with NISP Ministry of Education (MoE) policy, institute has drafted institute NISP. The approved I&E policy is notified / published among all the stakeholders via notice boards and on the institute website. Dedicated section is created in the HEI webpage for one-page stop for I&E policy.
- The link is provided here http://coewpune.bharatividyapeeth.edu/media/pdf/aqar_2020-2021/Criteria-3/NISP_Cell_060522.pdf
- Institute represented and participated in Poster Presentation event in the 6th & 7th Regional meets organised by MoE.

Institute has registered for KAPILA in 2021-22, a scheme by MoE IIC &AICTE to provide financial assistance to students and faculty of the institutes who filed, published or granted patents. Institute has been participating in ARIIA and National Innovation Ranking Framework (NIRF). Concerned Faculty In-charge of various cells are following the guidelines and taking initiatives to conduct various activities to create innovation and start-up ecosystem within the institute. Student Cell is coordinating all the activities of innovation ecosystem. To create awareness among students and faculty IIC is registered in 2021-22. IIC has conducted 7 activities on the topics of IPR Awareness, Legal & Ethical steps for start-up, Technology driven social innovation, Design thinking for social innovation, Planning for start-up and entrepreneurship & Innovation workshop. Start-up cell conducted an idea competition and EDC conducted 10 activities such as poster making competition and presentation. Institute has organized Internal Smart India Hackathon event for software & hardware editions and evaluated by invited experts. 19 patents are filed by 21 faculty members out of which 5 patents are granted.

| 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:** 151

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 |
| --- | --- | --- | --- | --- |
| 30 | 22 | 22 | 42 | 35 |

| 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:** 1.73

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 |
| --- | --- | --- | --- | --- |
| 30 | 8 | 8 | 9 | 42 |

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

**3.3.2**

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

**Response:** 1.36

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 |
|---|---|---|---|---|
| 25 | 16 | 6 | 14 | 15 |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

**Neighbourhood community extension activities**

Institute undertakes social outreach programmes through the National Service Scheme unit along with Student Development Board and Art Circle. Many extension activities were organized and conducted for the well-being of the community. Few of the beneficiaries are the villagers from the adopted village of NSS Annual Residential Special Camp, Flood affected people, Patients from hospital, Traffic police, Police station staff, Katraj City Bus Depot employees, HIV affected children etc. Heritage Conservation activity is conducted at the places like Parvati Hill, Sinhgad Fort, Katraj Lake etc.

Various activities in the benefit of the adopted village during NSS Camp were conducted. In collaboration with Association of Adolescent and Child Care in India, seminar on Women Health, Bharati Ayurved Hospital and Dental college conducted a health check-up Camp and Dental check-up for all villagers. For keeping the good mental health of volunteers & villagers, Morning Prayer, Thought of the Day, Physical activities, Yoga and Meditation sessions were arranged.

For holistic development of natives of all age groups, activities like Capacity building of children through Cultural Programme, Science exhibition, Library books display, Drawing Competition, Fancy dress competition, Organic Farming, Anand-Melava, Master Chef Competition, Cooking Skill session by Mumma's Kitchen, Home Minister Program were organised.

**Impact and sensitizing the students to social issues**

NSS Team in collaboration with Savitribai Phule Pune University has volunteered for Kerala Relief Fund Drive. In 2019-20, NSS initiated helping hands for Kolhapur Flood Relief, in 2021-22, Flood Relief Donation Drive was organised by NGO 'Anahat Swarajya' founded by institute alumna at village near Murgud (Dist-Kolhapur), felicitation of Covid Warriors was arranged by NSS in association with Pune Mahanagar Parivahan Mahamandal Ltd. , in 2022-23 Road Safety and Traffic control Awareness rally was organised in collaboration with Pune Traffic Police.

NSS team celebrated New Year and Rakshabandhan with Bharati Hospital patients in 2018-19. In 2019-20, NSS team organized Rakshabandhan with Katraj Bus Depot, Traffic Police Station, Fire Brigade employees. An interaction with HIV positive children on AIDS day and interaction with under privileged children on the occasion of Children Day Celebration in 2022-23 created emotional memories and social bond of happiness.

**Holistic development**

Indian heritage serves as the identity of our nation. Heritage sites are an excellent resources for the education of all age groups, these are the historical evidences of our culture. In association with WE Foundation & collaboration with PMC, Mutha River cleanliness activity was conducted.

The Covid-19 pandemic has led to an inevitable surge in digital technologies usage. Its utmost important to create awareness about Cyber Security. Training conducted at Abhinav College for students and

faculty helped to raise awareness of cyber security threats, reduce the risks associated with cyber-attacks and embed a culture of security compliance in their organisation.

NSS unit Program Officer of the institute, Prof. Savita Itkarkar is working as Area Coordinator since 2012-13 and District Coordinator since 2022-23 of SPPU NSS Department. All these activities assure excellent exposure to holistic development of students and community.

| 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:**

Faculty and students are encouraged to understand the social responsibilities, use the knowledge for solving societal issues & problems by active involvement with the community people.

Institute has received 'Best Women College of the year 2019' Award by Begin up Research Intelligence Pvt. Ltd. in the category of Educational Excellence Awards and Conference. Institute has secured 69th rank among 400+ colleges in the Internshala Annual Ranking for the year 2023 at National level. As innovations are important for societal progress, BE IT Students have awarded with Natrajan Education Society Innovation Award. Institute magazine 'Oyster' which has different themes is published annually for overall development of students and reaches to the society through stakeholders. Student Development Board of Savitribai Phule Pune University organizes competition and Best College Magazine awards are declared at different levels to the selected Magazines. The efforts put by staff & students are recognized by SPPU and consistently awarded, Oyster 17 -Third Prize at University level, Oyster 18 - Third prize- Area Pune City level and Oyster 19 - First prize- Area Pune City.

Through regular NSS activities in urban area and Special Residential Camp in rural area, social activities are organized for all-round development of students. As recognition of their efforts and hard work Volunteers are getting selected for many social and personality development activities organized by SPPU NSS. Volunteers are selected for University level, State level and National level programs. Ms. Hrucha Gohad has been selected for State level 3 Days workshop for Social Media Team (16-18 Dec. 2021) organized by Govt. Of Maharashtra NSS & Unicef. Renuka Wadikar, Sushmita Pujari are selected for National Integration Camp organized by Bengluru Central University and NSS Cell. Preeti Tarate got the opportunity to represent SPPU in National Integration Camp (18-24 May 2022) by Govt. Of India: NSS, Bharathiar University Coimbatore. Sae Jamdade represented SPPU in National Integration Camp (21-27 March 2023) by Regional Director NSS & Karnataka State Rural Development and Panchayat

Raj University, Gadag. Volunteers are selected through selection process for State level Avhan Disaster Management Camp annually. Ms. Aditi Jadhav & Ms. Prayuja Patil have been selected for State level Disaster Management Camp 'Avhan'. Ms Shruti Waghmare represented institute in State Republic Day Parade on 26th January 2024 at Mumbai.

Students are getting opportunities to participate in Self Defense, Trekking, Durg-Sanvardhan, Volunteer ship activities at University and State levels. NSS Program Officer Prof. S. A. Itkarkar is working as Area Coordinator NSS SPPU since 2012-13 and as District Coordinator since 2022-23. Also recognized as committee member for various programs organized by NSS SPPU at University, State & National level. Planning Committee Member and Coordinator of 'Hum Fit to India Fit' activity organized in collaboration with FTII, Pune. Prof. Itkarkar was felicitated on International Women's Day by Bharati Vidyapeeth Police Station for contribution during Covid pandemic in Educational field. Her contribution is also recognized by Abhinav Education Society and felicitated on International Women's Day as Kartavya-Nishtha Mahila.

| 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:** 225

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 |
|---|---|---|---|---|
| 38 | 53 | 19 | 21 | 94 |

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 819

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

Bharati Vidyapeeth's College of Engineering for Women ensures adequate infrastructure in compliance with AICTE, SPPU norms to facilitate effective teaching and learning across all streams. The institution consistently updates its resources to enhance the quality of education. Modern facilities such as smart classrooms, state of the art laboratories, a comprehensive library, and internet access for both students and staff are provided. Infrastructure is regularly upgraded to align with changes in the SPPU syllabus, demonstrating a commitment to staying current in educational practices.

**Classrooms** are equipped with ICT facilities, including LCD projectors and smart boards, fostering an environment conducive to interactive and contemporary teaching methodologies. Attendants and department staff regularly inspect the tube-lights, fans, and furniture.

**Laboratories:** The institution is committed to hands-on learning in its laboratories. The computer labs strictly follow AICTE standards, including facilities such as internet, printers, scanners, and backup power. The institution regularly maintains and updates its computer equipment. A stock verification committee supervises instrument verification and keeps records in a deadstock register. Additionally, there is a preference for using open-source software.

The institution's IT infrastructure is noteworthy, incorporating Local Area Network (LAN), Wi-Fi, and a 155 Mbps leased line. This configuration is pivotal for ensuring seamless online education, particularly in navigating the challenges posed by the COVID-19 pandemic. The institute has a technical support engineer who takes care of maintenance of computer systems and IT infrastructure.

**Library:** The central library, a cornerstone of academic resources, has well maintained accession register. The library has reference books, national and international journals, and provides a spacious reading hall. Additional resources include a digital library, offering access to national and international periodicals.

**Seminar Hall:** The institute's seminar hall is equipped with LCD projectors, PA systems, and internet access, facilitating presentations and discussions. Central workshop facilities benefit all departments, while administrative tasks are streamlined through a central reprographic and scanning facility.

**Cultural Activities**: The vibrant campus life thrives with the "Annual Social Gathering," highlighting

student talents. The yearly technical event features coding, design, robotics, projects, and paper presentations. 'Oyster,' the college magazine, disseminates updates, displays talent, and fosters community spirit. Outstanding students receive recognition at the annual prize distribution ceremony. The institute utilizes its centralized auditorium and ground for various occasions, like magazine inaugurations and cultural and technical events. During the magazine unveiling, students in the magazine committee are honoured for their contributions.

**Sports Activities:** The institution emphasizes sports with excellent facilities for both indoor and outdoor games such as carrom, chess, table tennis, cricket, football, volleyball, basketball, kho-kho, and kabaddi. The Gymkhana section offers a comprehensive 16-station multi-gym. Despite COVID-19 challenges, the institution organized online sports and cultural activities. An annual week dedicated to different sports events occurs on the campus playground. The institute hosts intercollegiate tournaments. Students actively engage in contests organized by the Zonal Sports Committee and the Board of Sports & Physical Education Committee of SPPU.

| 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:** 38.83

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 |
|---|---|---|---|---|
| 186.19 | 128.30 | 113.81 | 121.39 | 192.90 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The library is fully automated using the Integrated Library Management System software, specifically SOUL 3.0. This system allows users to search for library books by various criteria, such as the author's last name, title, ISBN, accession number, and publisher name. This upgrade took place in the academic year 2021-22. Before this, from the academic year 2012-13 to 2020-21, the library used SOUL 2.0, which partially automated library management.

The library has a substantial collection of textbooks, reference books, social welfare books, as well as national and international journals and periodicals. This collection is designed to meet the requirements of AICTE and align with the syllabus of SPPU.

In addition to these resources, the library offers various materials to cater to students' diverse reading interests, including literature, biographies, employment news, and daily newspapers in English, Hindi, and Marathi languages. Furthermore, the library provides electronic resources through the NPTEL videos, E-resources from DELNET, and E-books from publishers such as McGraw Hill and Pearson Education. The library has a subscription to the National Digital Library India.

The library occupies an area of 408 square meters and features a spacious reading hall with a capacity to accommodate up to two hundred students. This reading hall provides an ideal environment for study and research. A good number of books are purchased every year as per the requirements received from faculty and students. A register is maintained at the library entrance wherein students/ faculty sign at the time of entry and exit, too. This system ensures the security of books as well as the individual. Overall, the usage of the library is good and increasing every year.

**About SOUL 3.0: The Soul** is an advanced library management software created by the INFLIBNET center to meet the needs of college and university libraries. It is designed to be user-friendly and operates

in a client-server environment. This software adheres to international standards for bibliographic formats, networking, and circulation protocols. SOUL 3.0, the latest version, is compatible with popular database systems like MS SQL and MySQL. It also conforms to international standards such as MARC 21 for bibliographic formatting, Unicode-based character sets to support multiple languages in bibliographic records, and NCIP 3.0/SIP3 for electronic surveillance and control protocols.

**Modules:**

- Acquisition, Catalogue, Circulation, OPAC, Serial Control, Administration
- OPAC to explore library resources.
- Simple Search, Boolean Search, Advance Search,
- Provide WebOpac: on IP Based URL 172.16.84.27/webopac.

**The monthly usage report for e-resources is generated through the Soul software.**

| 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 Institute adheres to the stipulated standards set by AICTE and SPPU to facilitate a robust IT infrastructure, which includes a range of facilities such as servers, computers, printers, scanners, LAN, internet, Wi-Fi, licensed software, a Computer Centre, a Digital Library, and communication channels such as collaborative email groups and department-specific Google groups. Routine updates for computers and software are prioritized to align with the evolving needs of students and staff. Oversight of IT facility maintenance is entrusted to a Technical Support Engineer, who addresses departmental requests.

The Institute maintains an impressive computer-to-student ratio of one computer for every four students. Regular enhancements, including memory and storage upgrades, are conducted on the Institute's 302 computers to accommodate various software applications. Each department is equipped with computers

for students and faculty, all connected to the internet through a local network.

Moreover, the Institute has 32 printers catering to diverse printing needs, complemented by different scanners, including a face recognition scanner for staff attendance and a barcode scanner in the library. The local network is efficiently configured with Layer 2 switches. Internet access is facilitated through a 155 Mbps wired connection, maintaining a 1:1 ratio for optimal accessibility. Wi-Fi coverage spans the entire Institute, supported by Cisco routers, access points, and controllers. Notably, Wi-Fi routers have been strategically placed in classrooms to enhance internet access during sessions. Enough surveillance cameras in laboratories, library, and corridors help to maintain a safe and secure atmosphere in the institute.

The Institute persistently renews application and system software to stay abreast of technological advancements. The promotion of open-source software is actively encouraged. The Institute houses a dedicated Computer Centre, comprising networked computers and a server room equipped with firewalls and a proxy server, emphasizing control over network access, and ensuring a secure computing environment. Additionally, the servers generate One-Time Passwords for Wi-Fi access. ERP is used for academic planning, feedback conduction, result analysis and maintaining record of classes by course teachers. Detailed configuration specifics of the upgraded hardware and software are available in the additional information (Annexure-1) accompanying this document.

| 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:** 3.7

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

Response: 302

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 34.4

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 |
|---------|---------|---------|---------|---------|
| 151.00  | 110.99  | 106.63  | 132.70  | 156.60  |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 80.02

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 |
|---------|---------|---------|---------|---------|
| 1005 | 878 | 812 | 722 | 645 |

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

### 5.1.2

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

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

**Response:** A. All of the above

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

## 5.1.3

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

**Response:** 70.15

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 |
|---|---|---|---|---|
| 807 | 743 | 726 | 639 | 646 |

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

## 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 64

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 |
|---|---|---|---|---|
| 164 | 208 | 207 | 134 | 128 |

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 |
|---|---|---|---|---|
| 252 | 277 | 278 | 262 | 245 |

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

**5.2.2**

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

**Response:** 11.21

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 |
| --- | --- | --- | --- | --- |
| 27 | 4 | 16 | 6 | 0 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 12

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 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 0 | 3 | 2 |

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

**5.3.2**

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

**Response:** 21

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 |
|---------|---------|---------|---------|---------|
| 50 | 8 | 10 | 11 | 26 |

| 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:**

As per Registration No. Maha/1403/2017/Pune, dated 6th October 2017, the institute has formally registered its alumni association with more than 4000 students registered as an alumni. Alumni association aims at strengthening ties between current students, the institute and former students. Alumni being an important stakeholder, contributes in the institute development through their valuable feedback. The feedback actively contribute in the program outcome attainment process. Alumni association holds a sense of pride in its distinguished alumni. Three of the alumni in E&TC Engineering department are entrepreneurs and founders in various technical fields. One of the alumni of Computer Engineering department has been ranked in top 50 UK software engineering leaders. One of the alumni of Information Technology department is a founder of Cadence Academy.

The alumni delivers seminars and workshops for which the themes are chosen in a way that will be helpful to students in their future professional careers as follows:

In the academic year 2018-2019, through seminars and workshops variety of topics like Career Guidance, Preparation of competitive exams, Introduction to Microcontrollers (PIC/ARM), In Pursuit of Placement, Scrum, Mainframe Technologies etc. were covered.

In the academic year 2019-2020, seminars and workshops like In Pursuit of Start-up Venture, Emotional Intelligence, Humanities and Social Science, Website Development using WordPress, Groundwork for Success at NES IA 2020, Hadoop Technology etc. were coducted.

In the academic year 2020-2021, due to Covid-19 pandemic, the activities were conducted in online mode which included Yoga and meditation, Importance of Masters in Engineering and core companies, Making way in top management of amazon, UI/UX Design as a Career Option and Career in Defence for girls etc.

In the academic year 2021-2022, again due to Covid-19 pandemic, the activities which were conducted online included Introduction to Angular JS, Preparation of Gate Examinations, Placement Guidance and Resume writing etc.

In the academic year 2022-2023, the seminars and workshops were conducted in offline mode which included topics such as Website Development using WordPress, Java tools used in Industry, Importance of Academics in view of Placement etc.

The institute also conducts alumni meetings to engage with former students, fostering valuable connections and benefiting from their experiences and insights.

In addition to the aforementioned support from our significant stakeholders, they have been making financial contributions. The alumni registration process starts at the last semester of graduation by paying Rs. 251/- as lifetime registration fee. The financial audit is conducted annually since 2020-21. The link for registration is provided on the college website which is:

http://coewpune.bharatividyapeeth.edu/index.php/alumni

To summarize, Alumni contributions hold paramount importance for educational institutions, both in terms of financial support and seminar or workshop conduction. The alumni-led seminars and workshops enrich the academic environment by bringing real-world expertise and networking opportunities to the students. These seminars bridge the gap between theory and practice, offering valuable insights and mentorship. In essence, alumni involvement through financial support and seminar conduction is instrumental in shaping the success, growth and holistic development of educational institutions creating a symbiotic relationship between alumni and their alma mater.

| 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:**

**Vision:**

Women Empowerment through Technical Education.

**Mission:**

- Develop women students to rise to their full potential.
- Impart knowledge and prepare competent engineers.

The institutional leadership always strives to tune in with the Vision and Mission of the institute i.e. development of the students to rise to their full potential. Institute believes that decentralization will help involve every stakeholder of the institute and assigning authority for decision making. To ensure effective participation, different committees have been formed in the Institute.

*NEP implementation*

To develop students to rise to their full potential, each should have the skill set needed for her prospective career opportunity. To identify and analyse the required skill, National Education Policy guidelines are followed. The NEP will make the education system more inclusive, flexible and relevant to the changing needs of society. All faculty are made acquainted with the proposed transformation in education as per the NEP guidelines. In view of this, an awareness program about NEP 2020 was organized for faculty on 15th May 2023 and 20th July 2023. To understand student's perspective about NEP, an essay competition, poster making competition, video competition was organized by NEP nodal officer and has guided students to create their Academic Bank of Credit IDs.

*Sustained institutional growth & decentralization*

In administrative decentralization, the College Development Committee plays an important role. All the activities related to the Student section, Establishment section, Examination section, Stores, Maintenance, Accounts and Audit are administered by the Vice-Principal (Administration) and office superintendent. In academic decentralization, functional Internal Quality Assurance Cell is actively involved along with Vice- Principal (Academics). IQAC, ICC, DAB, Anti ragging Committee etc. have effective representation of Class Coordinators, Campus Coordinators, Parents, Alumni, Industry representative, Counsellors, Campus police team. College level feedback committee, collects feedback from all stakeholders such as Employers, Students, Parents etc. to improve teaching methodologies,

teaching content and identifying training areas for the students. Faculty have successfully completed AWS certification and are eligible certified trainers. Many faculty secured Elite, Silver and Gold NPTEL certifications in various courses. Students are motivated to participate in various hackathons, National and State level project competitions, internships to get the professional exposure.

### *Participation in the institutional governance*

The objective is to enlighten, enable and empower every student as an active citizen. Voting is the single most important tool to register one's voice. NSS volunteers were trained to use the Voter Awareness App. A voting drive was conducted by volunteers to register new voters. All new age voters were motivated to vote. To create voting awareness an essay competition was conducted in 2020-21. The Electoral Literacy club has been set up in the college to spread voter awareness and promote voter literacy.

### *Short term and long term Institutional Perspective Plan*

Institutional perspective plan is developed for enhancing Life skills, Leadership skills, Management skills, Employability i.e. technical skills, soft skills, professional aptitude of the students.

To create industry linkages through consultancy, industry sponsored laboratories and Entrepreneurship development.

To enhance Research and Development contribution in publication, patent, grants, conference organizations.

| 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:**

Institute believes in blending leverage technology, active engagement, and real-world applications to achieve its vision and mission. Blended learning is used, in-person and online instruction that offers flexibility. Project-based learning immerses students in hands-on projects to deepen understanding.

A well-defined organizational structure ensures that the institution's goals line up with its mission, and that it observes to applicable rules and standards.

**Vision and Mission**: Institute vision outlines long-term objectives, and the mission defines the purpose. These guiding values inspire stakeholders and direct the institution in the right direction.

**Strategic Planning:**

A SWOC analysis identifies strengths, weaknesses, opportunities, and challenges, informing strategic decision-making. Proper budget allocation supports these initiatives. All-inclusive strategic plan, with well-defined long-term goals, objectives, and key performance pointers, is implemented.

**DEVELOPMENT PLAN:**

**Infrastructure Development**: Increasing institute facilities, laboratories, and learning resources play a vital role in growing student capabilities and competitive competences. Technology Integration includes investment in advanced technology and software for teaching-learning process.

**The deployment of plans** is where the vision becomes reality. Execution is critical, with assigned responsibilities and timelines to perform the strategic and development plans. Monitoring and evaluation is done by Governing body, CDC, and deployed by IQAC. This ensures continuous improvement. Stakeholder engagement safeguards that all members of the community are involved and well-versed about the institution's development efforts. Implementation of ERP, use of smart boards, implementation of e-governance software in all the areas of operations, online self-appraisal system, organizing various professional development programmes, participating in various ranking and accreditation process such as NAAC, NIRF etc. are the examples of deployment of plans.

**Policies:** Institutional policies are defined for e-governance, financial assistance and welfare of student and staff. Financial Policies cover Tuition fees and scholarships which is decided by statutory bodies. Financial aid, and budget management policies are decided by the Governing body to sustain the institute financially. Policies related to anti-ragging, grievances etc. include clear guidelines on student conduct, disciplinary procedures, and support services. Research and Innovation Policies for research funding, intellectual property, and innovation promote a culture of research and development.

**Administrative Setup**: Organizational hierarchy is well-defined. The governing body oversees decision-making and policy implementation. Various statutory committees manage particular functions and improve efficiency and accountability.

**Appointment and Service Rules**:

**Recruitment:** Established transparent, reasonable hiring processes to ensure a high-calibre faculty. Clearly defined employment terms and conditions, including benefits, leaves, and assessment criteria. **Performance Appraisals**: Implement regular assessment processes to assess faculty and staff performance accurately.

**Training the faculty**: To ensure a highly skilled and motivated workforce, faculty is encouraged to attend FDP, STTP, NPTEL courses etc. and to engage in innovative projects and collaborations.

**Procedures:** To maintain the institute's credibility and operations, quality assurance mechanisms are in place to continuously improve and ensure a high standard of education. Communication and transparency is maintained by regular meetings of various committees to keep stakeholders informed about the institute's policies, plans, and achievements.

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

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-**

**teaching staff and avenues for career development/progression**

**Response:**

Performance appraisal provides a periodic review and evaluation of individual staff performance. It is a systematic procedure to achieve the individual and institute goals. It helps to measure expected competency level set by the institute. The appraisal forms are filled and submitted in the administrative office once in a year by offline and twice in a year by online mode.

**Appraisal Procedure**:
Appraisal provides a common and unified measure of performance, so that all staff are evaluated in the uniform manner.

**Appraisal Framework**: Appraisal of staff performance is carried out within a framework:
1. Self-Appraisal 2. Performance Appraisal 3. Confidential Report

**Self Appraisal**:
Self Appraisal provides teaching engagement, teaching methodology, innovative ideas. It
provides contribution in research area, contribution for institute, community and corporate. It also measures special achievements, difficulties faced and suggestions for improvement. Self-appraisal helps staff member to be more alert and competent. Self-appraisal helps to improve the quality of work performance.
It is verified at the department level by Head of the department (HOD).

**Performance Appraisal**:
Performance appraisal gives us a complete information in the form of records. It provides actual conduction of practicals and lectures.
It provides Evaluation of individual staff by the Head of Department in planning, control, working methodology, active contribution for institute in different activities. Performance
standards are measured by rating 'excellent, good, average and poor'. Performance appraisal helps HOD to analyse staff and to implement policies for the department.

**Confidential Report**:
Confidential Report provides ability of team work, teaching and participation in extracurricular activities. It is an overall evaluation of staff by Head of the department.
Head of the department forwards confidential report with his/her remark for the further verification and approval of Principal and management.

**Effective welfare measures**

Institutional welfare schemes play a crucial role in fostering a supportive and inclusive environment for its members. These initiatives are designed to enhance the well-being of individuals associated with the institution, addressing various aspects of their lives. Common welfare schemes encompass financial assistance, healthcare benefits, educational support, and professional development opportunities. Financial aid programs aim to alleviate economic burdens, ensuring that individuals can focus on their academic or professional pursuits without undue financial stress.

There are various welfare measures for Teaching and Non-Teaching Staff such as Bharati Vidyapeeth Health Scheme (B.V.H.S.), Sevak Kalyan Nidhi, Study Leave, Medical Leave, Maternity Leave, Provident Fund, Pension Scheme, and Gratuity. Welfare of the employees and their family members is provided by giving concession in fees for education of employee's children, monetary help for medical purposes, Gymnasium facility, and institution provides financial support to participate in sports. Educational support may involve scholarships, mentorship programs, and resources to facilitate academic

success. Additionally, institutions may offer professional development initiatives such as workshops and training sessions to enhance the skills and employability of their members. These welfare schemes collectively contribute to create a nurturing and cooperative environment within the institution.

| 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:** 31.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 16 | 7 | 10 | 19 | 40 |

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

## 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes*

*(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 71.39

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 52 | 54 | 56 | 58 | 52 |

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 |
|---------|---------|---------|---------|---------|
| 18 | 17 | 17 | 17 | 20 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**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:**

For the institution the resources of funds are: -

The only source of receipt/income is Tuition fees and Development fees from the students. The only financial resource mobilization option available with the institute is through student's fees.

Mobilizations of funds:

1. To conduct Induction, Orientation Programs for the students, seminars, workshops, FDPs, training programs that ensure quality education.

2. Adequate funds are utilised for development and maintenance of infrastructure of the institute towards upkeep of the fixed assets, repairs & maintenance of classrooms, laboratories and administrative areas etc.

3. Funds are also allocated towards security, AMC charges, etc. for regular upgrading of the campus.

4. To conduct student activities like technical festivals, technical competitions, cultural activities, art events, seminars, workshops, placements, study notes and study material printing etc.

5. University expenditure towards Registration fees, Examination fees, etc.

6. Funds are allocated to encourage research and development activities and for enhancing library facilities like subscriptions to e-Books/ Journals/ Periodicals/ Magazines.

**Fund's utilisation strategies**: According to financial requirements of each department, budget amount will be allocated annually, such a budget will be discussed and monitoring the establishment of the infrastructure, purchase of equipment for various labs, educational technology aids is done. An independent committee is constituted to take care of additional constructional work. Periodic monitoring related to the utilisation of the funds allocated to the departments is done. Ensure optimal utilisation of the resources according to the plan.

Institution conducts internal and external financial audits regularly. Audit is conducted at the end of every financial year. The auditors visit the institute at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. The financial transactions are maintained in Tally ERP by the accountant. Audit is conducted in accordance with the Indian Auditing standards. Auditor examines on a test basis evidence, supporting the amounts and disclosure in the financial statements. It also includes assessing the accounting principles used and management, estimates and evaluation of overall financial statements presentation. Based on such an audit, audit report is issued for True and Fair view on the financial statements.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

Objectives:

- To imbibe quality environment at institute in all academic and administrative processes.
- To be instrumental in review of teaching learning process, structures, methodologies and student centric methods for achieving best educational environment.

Roles and responsibilities:

- Updating of NAAC and quality improvement circulars.
- Conducting meetings of IQAC.
- Preparing Strategic plan.
- Preparing academic calendar for every semester.
- Preparation and submission of AQAR yearly.
- Conducting various audits (AAA, Energy etc) at required intervals.
- Updating hardware, software and internet facilities.
- Updating feedback forms.
- Implementing ERP.
- Organizing technical and nontechnical events.
- Preparation of reports for quality improvement.
- Institute SWOC analysis and setting benchmarks.

Following is the significant contribution made by IQAC in various domains

- Academic activities: Updating course files, personal files, conducting monthly meeting of all subject mentors and GFMs are the regular activities. Updating the Lab Attendance Registers/Lab Manuals is done timely. Preparing monthly defaulters list and conducting student mentoring meetings is done as per academic calendar. Seminar and projects are assessed by internal evaluation team prior to university evaluation process. Execution of institute Academic Calendar, Learning outcomes assessment, CO-PO mapping and attainments are reviewed by the Institute Academic Coordinator. Rubrics evaluation used for seminars, project term work, internship and PBL. Slow learners and advance learners are identified after every examination.
- Administration: AAA is carried out with the help of IQAC members. ERP software is utilized for academic and administrative records. ABC- Id for students and Vidwan Id for all faculty members are created successfully. Central feedback system helps in taking feedback related to Faculty, Course, and Student satisfaction survey. All feedback are taken through the ERP system. AMCs related to fire extinguishers, water coolers, elevator, and PCs are executed periodically.
- Student activities: The student level activities are executed through various staff coordinators such as SDO, NSS coordinator, Art circle coordinator, Sports director, Cultural coordinator,

Technical event coordinator, Magazine in charge, GFMs, student association staff in charge and student mentors. Student chapters are active in the departments. Experiential learning, participative and problem based learning is implemented and practiced through various activities such as mini projects, final year project, seminars, hackathon competitions, SPPU 'Avishkar' project competition, internships and PBL. Capacity Building Programme, English Communication Skill Improvement Program, Peer to Peer Training, Mock interviews, Formation of Test Series Clubs, Coding and Aptitude Skill Enhancement Clubs have shown significant improvement in placement of students. Registered alumni association conducts alumni meet and related activities. Institute level SPOC coordinates NPTEL and SWAYAM. Student and faculty are encouraged to enroll and complete the courses successfully.

- Faculty development activities: Promoting faculty for higher education, contributing in conferences and faculty orientation programs. Training sessions are organized for administrative and non-teaching staff. Faculty is publishing their research work in refereed journals and filing patents. Senior faculty members are registered guides for Ph. D. program under SPPU recognized research centres.

| 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](#) |

| | | |
|---|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |
| Link to Minute of IQAC meetings, hosted on HEI website | [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 is sensitive in promoting gender equity and sensitization, being a women's engineering college where in 68% of the staff (including Teaching, Administrative and Supporting staff) are women employees which shows very good percentage of women employees in the institute, not only women employees are good in number but also they are holding major roles, responsibilities and positions of high regard such as Vice Principal, IQAC coordinator, Head of Department, NSS Program Officer, Student Development Officer, Training and Placement Officer, Sports Director, Admin office Superintendent. The Institute hosts a number of workshops and seminars to address the challenges in gender sensitivity for students as well as staff members.

**Co-curricular and Extracurricular activities.**

- Institute serves as a centre for placement drives wherein students from not only the Institute but also students from other co-education colleges are also allowed for pool campus drives.
- Institute organizes seminars and workshops for students on gender equity, including "Health Awareness Program", "Awareness on Sexual Harassment", and "Celebration of International Women's Day".
- Institute organized One Day Workshop on "Lingbhav Sanvedanshilata."
- Students worked as committee members for Two Days Workshop on "Lingbhav Sanvedanshilata-Janiv Jagruti Abhiyan" at Savitribai Phule Pune University.
- Institute promotes students for participating various activities like "University Level Pre-Republic Day Selection Camp", Pune.
- Institute organizes awareness programme on gender equity through NSS and Student Development Cell. Students conduct various gender sensitivity programs like "Save girl child" and "Nirbhaya Kanya Abhiyan" which emphasize the value of girls in the society.
- Institute conducted Pune City Sports Zone Inter-Collegiate Cross-country, Competition, Football and Basketball for male and female students.

**Security measures**

- Management has employed dedicated security staff, trained to handle various situations, fostering a vigilant atmosphere.
- CCTV cameras are positioned in key areas.
- Fire extinguishers strategically placed at accessible heights for immediate use during fires, accompanied by usage guidelines for effective safety measures.

**Wellbeing of students and staff**

- Student Grievance Redressal, OBC, SC/ST, Minority and Anti-ragging cells are established and operate independently for the well-being of students and employees.
- A facility of day care centre for the staff children is provided in the campus.
- Each floor has separate ladies wash rooms which are cleaned twice a day and hygiene is maintained. Sanitary napkin vending machine and incinerator are installed inside ladies wash rooms.
- Students are encouraged to apply for Government and non-Government scholarship programs offered by NGOs, Industry CSR cells etc.
- An Internal Complaint Committee (ICC), is established in order to handle cases of sexual harassment at workplace.

**Mentoring**

- Faculty members mentor students individually during mentoring sessions for their holistic development.
- A vigilant anti-ragging squad ensures a safe environment.
- Career guidance cell helps in providing opportunities in higher education, career in different domains.

**Health care services.**

- Basic medical assistance in the common room and First-Aid box at every floor. In addition, there are Ayurvedic, Homeopathy, Dental, Physiotherapy, and Medical hospitals situated in the campus.

Medical Officer and Counsellor give proper guidance to the student for their physical and mental health issues.

| 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](#) |
| 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:**

**Inclusive Environment for providing tolerance and harmony towards cultural, regional and linguistic diversity:**

Every cultural event, festival, and holiday becomes a unifying celebration for staff and students, transcending backgrounds. Effective participation in well-organized extracurricular, co-curricular, and professional society activities, including sports is reflected as a shared endeavour. Art Circle, celebrating cultural and regional festivals, national days aim to foster national integration, instilling a sense of love and pride for the country providing students with a holistic educational experience that transcends conventional classroom learning.

**Communal socioeconomic Diversity:**

The institute's strategic location attracts students from diverse states, each contributing unique socio-economic backgrounds, cultural heritage, and linguistic nuances. Despite the centralized admissions process managed by the Maharashtra State Government's Central Admission Program (CAP), the institution is enrolled with students with multifaceted identities, reflecting a rich diversity from across the nation.

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

Both the recruitment of teaching and non-teaching personnel adheres to guidelines stipulated by statutory bodies, illustrating the institute's transparency in the process of recruitment of staff from diverse background. Institute's welcoming and conducive atmosphere is reflected in the student Induction program which is meticulously designed for the newly admitted students for understanding orientation of the Institute. The program's objectives extend beyond mere orientation, aiming to facilitate seamless integration into the new academic environment, fostering openness, and comfort, bonds with peers and faculty, and heightened awareness, sensitivity, and comprehension of self, others, society, and the broader environment.

The institution's commitment extends to instilling constitutional values, rights, duties, and responsibilities among its students and staff through various initiatives. Student Associations in the departments result in a diverse range of events featuring distinguished professionals from varied fields. The meticulous communication of these events encourages students' active involvement, facilitated by faculty members who play a pivotal role in motivating students both within and beyond the classroom. To maintain a harmonious environment, the institute has formulated a comprehensive code of conduct that applies to all including students, faculty, and staff. This code of conduct is readily accessible on the institute's website.

The institution places profound emphasis on shaping the students into responsible, mature citizens, through various extra-curricular, co-curricular, NSS, SDC activities involving social, environmental and responsibility towards the nation building.

 Internal Complaint Committee (ICC) addresses concerns related to women's safety, rights, welfare and actively engages in initiatives against injustices and harassment of staff and students.

Aligning with the revised curriculum guidelines from SPPU 2019 course, credits on Democracy, Election, Governance, and Introduction to Constitution were introduced, enriching the academic experience for both undergraduate and postgraduate students.

| 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 Practice1**

**Title of the practice: Course Mentor Mentee Scheme**

1. Support peer-to-peer learning.
2. Prospering  academic excellence
3. Explore SPPU's programme.

**Context:**

Mentors coach mentees.

**The practice:**

In accordance with the schedule that is outlined in the academic calendar, the pre-semester meeting is held prior to the beginning of each and every semester to ensure availability of syllabus copy, sample journal, previous year university question papers, and lecture notes etc. which are included in course file and duly checked by the course mentor. During the monthly meeting report, the mentor meticulously looks for effective delivery of planned theory lectures, laboratory sessions and tutorials to be carried out by the mentee in accordance with the planning for continuous evaluation. Students' performance with various examinations is examined during the meetings held at the midterm and end term meetings, and corrective actions are discussed and verified during these meetings.

**Evidence of Success:**

- Mentee gets benefitted from the guidelines given by course Mentor.
- Continuous evaluation of student performance is meticulously achieved.

**Problems Encountered and Resources Required:**

Covering content beyond the syllabus is challenging due to changing guidelines for term end by SPPU.

**Best Practice 2**

**Title of the practice: Training for enhancement of employability skill set.**

**Objectives:**

1. To enrich technical, soft skills and professional aptitude.
2. To attain adequate placement ratio.

**The Context:**

The institute found it difficult to place the students in industry through campus placement even after providing ample opportunities for placement. The reasons identified are the diverse socio-economic background, paucity of competitive programming skills, technical competency and employability skills of students as per the industry standards. In view of this exclusive pre placement training program, Coding and Aptitude skill Enhancement Clubs in alliance with HR and Test series clubs are started as mentioned in the practice.

**The Practice**: The Training and Placement cell of the institute furnishes a pre placement training program at different levels which includes:

 • **Capacity Building Programme**:-To accelerate the employability skills among students, sincere efforts are taken by the faculty from second year of Engineering. For all the second year students Capacity Building Programme including  modules such as Know Yourself, Self and  Peer Diagnosis, Knowing learning Styles, SWOC Analysis, and Goal Setting are conducted.

 • **Peer to Peer Training:-** The company recruitment procedure experience is  discussed by the final year placed students with third year and second year  students since 2017-18 batch .Both trainers (BE students) and trainees (TE &SE students) are positively motivated. The dynamic peer interaction has proven to have a positive and effective bonding amongst students.

 • **Employability Skill Development (ESD) Programme: -** ESD programme is reformed by taking feedback from all stakeholders such as student attendees from earlier batches, teachers, Heads of Department, Principal**.** Based on the feedback given by stakeholders, it was proposed to conduct Extensive 400 plus hrs training about Core Java, Advance Java, manual and automated testing, aptitude training, SQL &PL along with Python, Database management, Soft skills, Aptitude tests, Group Discussion, Interview Techniques, Quantitative Analysis, Logical Reasoning etc. for shortlisted TE students.

• **Mock interviews: -** Before placement drive, a panel of senior faculty members take Mock interviews

of eligible students of Final year. This practice is implemented for all the students since 2018-19.

• **Club Activities: -** To enhance Coding and Aptitude skills of the students, Coding and Aptitude Skill Enhancement Clubs are started since October 2019, this also includes HR club. These clubs are operated through the social platforms like Google classroom and Whatsapp group. The student coordinators operate these clubs under the guidance of training coordinator.

• **Coding Club: -** The student coordinators of this group post questions related to coding based on different programming languages like C, C++, Python and Java. The types of questions are either MCQs or problem statements from various competitive programming platforms such as Hackerrank, Hackerearth, Leetcode etc. Special focus is given on problem statements which are frequently asked in various company specific drives (e.g. TCS ninja, Infosys etc).

•**Aptitude skill Enhancement Club: -** Questions related to Quantitative, Verbal and Current Affair sections are posted on these groups as daily assignments.

• **HR Club (Group Discussion) & HR Interview: -** This club was added newly since 16/03/2020 in the lockdown period to engage students in developing their communication skills and making them more comfortable for HR rounds in placement. To carry out group discussion online some topics are posted every day on which other students are supposed to put forth their views and discuss.

• **Test Series Club: -** New addition to existing clubs, since May 2020. To make the students aware and give them practice for the different competitive levels in campus drives like the aptitude test, coding test, and English (verbal ability), tests are conducted in three levels Easy, Moderate and Hard. This is followed by various company specific tests, which consist of questions related to the ones asked in selection tests of TCS, Infosys, Wipro, Amazon etc. encouraging the students to understand and abide to the pattern of various placement drive tests.

**Problems faced and Resources required:**

- Socio - Economic Diversity of students makes it challenging for good team building and to gratify their different needs. Situational challenges such as understanding of fundamental concepts is observed especially after the pandemic. Lesser community interaction leads to increase in mental health problems during lock down.
- Though multiple opportunities for recruitment are provided to the students, the procedures for campus selection are becoming challenging day by day.

**Resources required**:

- Experts from industry are required to work as mentors for the students to train them as per industry standards.

**Evidence of Success:**

• Students are benefitted through all above practices which is reflected from their positive feedback. It is also reflected by possibility of internships by various employers.

•Campus placement has increased due to efforts taken by the faculty and the students.

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

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Women Empowerment as Institutional Distinctiveness:**

The parent institution, Bharati Vidyapeeth was founded with the vision, "To be a world class University for Social Transformation through Dynamic Education". As women play key role in social transformation, Bharati Vidyapeeth's College of Engineering for Women was established with the vision, "Women empowerment through Technical Education" in the year 2000. The institute's vision and mission seem centred around empowering women and nurturing their capabilities. By focusing on creating a pool of highly capable and competent women, the institute is working towards uplifting not only the individual students but also the society as a whole. The institute is situated in green and clean, environment friendly campus with all necessary resources and well-equipped academic and physical infrastructure.

The vision statement highlights the aim of empowering women by providing higher education in the fields of Electronics and Telecommunication Engineering, Computer Engineering, Information Technology and VLSI & Embedded Systems. The mission of the institution is to develop women students to rise to their full potential and impart knowledge to prepare competent engineers. The institute has well-structured strategic plan which is deployed as per the need and requirement. Effective use of e-governance in various sections of operations leads to efficient decentralization. Functional IQAC helps in all administrative and academic activities to achieve institute vision and mission.

The aim and objectives of the institute are focused on empowering girl students by excelling in technical education. To achieve it, the institute focuses on academic excellence, industry-institute interaction, training and placement activities, career guidance and overall development of students.

Institute has received research and development grant of 14.5 lacs from various funding agencies like AICTE, BOD SPPU, in addition to that one of the faculty member has received research grant of 2.5 lac

which are utilized for empowering students. Five Faculty members have received incentives of amount rupees sixty five thousand for publishing their research work in scopus indexed journals. During Covid 19 pandemic, seventeen staff members were financially supported with a total amount of rupees eight lac fifty thousand under the insurance scheme of the management. All faculty avail health scheme facility of all its constituent Bharati Vidyapeeth's Hospitals. Institute received "Best Women College of the year 2019 " award from Beginup research intelligance PVT LTD. Institute has secured 69th rank amongst 400 plus institutes in Internshala Annual Ranking for the year 2023 at National level.

The institute is facilitated by ICT tools, wired and Wi-Fi internet with 155 Mbps bandwidth and Smart Boards in every classroom along with Lecture Capturing System. Student enrolment and active involvement in interactive teaching-learning process reflects in excellent academic results (average percentage result of last 5 years 98%) and University Rank holders. Faculty contribution towards ICT and research activities leads to student engagement in classrooms and good number of collaborative publications. Course mentor-mentee scheme as one of the best practices of the institute resulted in effective faculty involvement to guide and support mentees in interactive teaching learning process.

All the activities in the institute are focused for empowering women in true sense. Some of them are mentioned below:

1. Employability skill development programme, as the other best practice focuses on training and placement activities and creating awareness of recruitment resulted in good number of offer letters and placements in renowned companies. Placement ratio of the institute during last 5 years is consistently nearing 60%.
2. A capacity building program is conducted to build confidence in communication, to achieve technical competence and to inculcate creative approach in weaker students. Additional certificate courses, and company specific trainings are offered to prepare students to be capable, competent, confident, and creative engineers.
3. Institute has an active NSS unit of 200 students and Student Development Section. Institute takes pride and feel honoured that NSS student volunteers are participating in State Republic Day and National Republic Day Parade. Students are receiving best volunteer awards for their active participation at University, District, State, National and International level programmes. NSS Unit has received funds of rupees one lac fifty thousand for conducting various activities. Student development office received average amount of rupees ninety thousand during last 5 years for conduction of its activities.
4. Institute releases its magazine annually. Magazine "Oyster" has won best magazine award from SPPU thrice. The stakeholders are updated with current updates of the institute through e-newsletter which is published per semester.
5. Gymnasium and life skill practices help the students for their physical and mental wellbeing. Students are winning prizes and awards consistently in Intercollegiate, West zone inter-university, Zonal and District level sports events.
6. The girl students belonging to different socio economic background at our institute who face different challenges due to family issues are addressed by faculty involving parents in the process to guide, support and motivate such students to come out of these situations.
7. 80 % of students are benefitted through Government and private scholarships.
8. Alumni are currently working around the globe at higher positions in various multinational companies. Some alumni are pursuing post-graduation from renowned universities in India and

abroad.

9. Some of the alumni are successful entrepreneurs.

The institute authorities and its all stakeholders understand the significance of equal opportunities for women in technical field and actively work towards achieving it. By creating a safe and supportive environment for the students, the institute aims to instil qualities like perseverance and determination, which are crucial for success in both personal and professional lives. The safe and inclusive environment in the institute is useful for the holistic development of students and to foster a positive learning experience. By prioritizing personality development, confidence building, and competence, the institute empowers women to become successful engineers and professionals.

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

# 5. CONCLUSION

## Additional Information :

- Bharati Vidyapeeth's College of Engineering For Women Pune 43 is accredited with "B+" grade by NAAC in cycle 1.
- Recipient of "Best Women College of the year 2019" award by Beginup Research Intelligence Pvt. Ltd under category Engineering and technical education in the Educational Excellence Awards & Conference.
- Pass percentage of the Institute is above Affiliating University SPPU Passing Percentage consistently.
- University Rank holders are consistently increasing.
- Remarkable achievement of 13 Students from First year engineering as reflected in the merit list displayed by affiliating University SPPU in the academic year 2020-21.
- Remarkable achievement of First year engineering students as 1st and 5th Topper in the academic year 2021-22 amongst all the engineering institutes affiliated to SPPU.
- Considering growing demand in the field of Computer Engineering, the institute is planning for applying increase in intake for Computer Engineering UG Programme from currently being 60 to 120.
- Institute is serving as Facilitation Centre for Centralized Admission Process (CAP) governed by DTE for First Year, Second Year and PG Programme of E&TC.
- Due to locational advantage the Institute is serving as exam centre for various examinations such as UPSC & MPSC.
- Institute has active NSS unit- conducting various activities for holistic development of students, hence due to growing demand from students to enroll for NSS, NSS Unit applied for additional 50 intake and received it from the Affiliating University SPPU from the Academic year 2023-24 with current strength of 250 students.
- The management of the institute also takes substantial efforts in motivating the faculty to publish their research work in the Scopus indexed journals by introducing Incentive Scheme  for Publication in different  quartile of Scopus indexed journals such as:

Q1 Rs.10000/-, Q2 Rs. 7500/-, Q3 Rs. 5000/- and Q4 Rs. 2500/-

- The management of the Institute is very conscious for economically weaker students by giving them fee concessions of Rs. 12, 52,500/- to 33 students during last 5 years, aimed at empowering every individual to pursue education without financial constraints aligning with the Vision and Mission statements of the Institute.

## Concluding Remarks :

In conclusion, the comprehensive self-study undertaken for the National Assessment and Accreditation Council has provided valuable insights into the holistic development and quality enhancement initiatives at Bharati Vidyapeeth's College of Engineering for Women. This self-evaluation has been an opportunity to reflect upon the institution's strengths, identify areas for improvement, and align strategies with the overarching goal of fostering excellence in education.

The commitment of the faculty, staff, and students towards academic excellence, research, and community engagement has been evident throughout the assessment process. The institution's unwavering dedication to providing a nurturing and inclusive environment for women in engineering has been a commendable aspect of its mission.

The SSR has meticulously documented the continuous efforts made by the institution to enhance the teaching-learning process, promote research and innovation, and strengthen industry-academia collaborations. The various quality assurance measures implemented, such as regular feedback mechanism, robust internal assessment practices, and a focus on outcome-based education, have played a pivotal role in shaping a conducive learning environment.

Moreover, the institution's commitment to societal development through outreach programs, social initiatives, and community development projects reflects its awareness of its role in contributing to the larger community. The emphasis on values, ethics, and the holistic development of students further underscores the institution's dedication to nurture responsible and well-rounded individuals.

The feedback received during the NAAC peer team visit will undoubtedly provide additional perspectives and recommendations for further improvement. Bharati Vidyapeeth's College of Engineering for Women is poised to build upon its strengths, address identified areas of enhancement, and continue its journey towards excellence in technical education.

We express our gratitude to all stakeholders – management, governing body, faculty, students, support staff, and the larger community – for their collective efforts in shaping the institution's academic landscape. The self-study process has not only been an evaluative exercise but also a catalyst for positive change, and we look forward to implement the recommendations for continuous improvement and sustained excellence.

This submission marks a significant milestone in the institution's pursuit of quality education and reaffirms its commitment to provide a transformative educational experience for women in engineering.

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