



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAJIV GANDHI COLLEGE OF ENGINEERING

VITTHAL NAGAR, KOKATE VASTI, KARJULE HARYA, TALUKA-PARNER
,DIST.-AHMEDNAGAR

414304

www.rgcoe.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajiv Gandhi College of Engineering, Karjule Harya, was established in 2012 under the guidance of Mr. Kiran Laxman Aher. The purpose of establishing an educational institution is to advance and spread education, particularly for students residing in rural areas, at affordable tuition prices. RGCOE campus is situated on Nagar-Kalyan Highway near Takalidokeshwar hamlet, covering around 7.5 acres of land. The campus is located in a valley surrounded by hills, showcasing the beauty of nature. At RGCOE, we believe in providing a well-designed curriculum and creative teaching methods across several disciplines to provide a dynamic learning environment for all our students. The students are instilled with a mindset focused on leadership and success while maintaining their moral and ethical principles, resulting in their overall development as persons. Our pupils are educated to be global leaders rather than followers. The institution delivers a unique quality driven engineering education that will develop next generation of engineers and entrepreneurs. The total capacity of RGCOE is 360 seats. The institution provides Bachelor's degree programmes in Mechanical Engineering, Electrical Engineering, Computer Engineering, and Electronics and Telecommunication Engineering. It provides two diploma programmes i.e. Diploma in E&TC, Diploma in Mechanical Engineering. The rapid expansion over 12 years was achieved thanks to the management's approach towards professors and personnel. The faculty has made efforts in doing research and development (R&D). The institution features cutting-edge infrastructural facilities in all fields for engineering research and development. Yearly research paper productions by staff and students indicate the availability of facilities. The institute's staff consistently works to provide students with technical and soft skill expertise to enhance their employability during campus recruiting by industry.

Vision

To empower the students for academic, professional and social enrichment through quality technical education.

Mission

M1 : To impart excellent technical education through best teaching & learning techniques.

M2: To improve Institute-Industry relationships to abreast with modern technology.

M3: To inculcate sensitivity towards society and a respect for the environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Visionary and proactive management.

2. Lush green campus spread over 10 acres, away from city with calm and pleasant environment and nonpolluting ambience.
3. State of art infrastructure.
4. Committed, retained faculty and staff.
5. Well established laboratories.
6. All classrooms are ergonomically designed supporting Student centric environment.
7. 360 mbps internet bandwidth Wi-Fi enabled campus.
8. Effective training and placement cell with more than 90% of the eligible students placed.
9. Fully equipped and spacious central library with rich collection of books and journals 10. Uplifting the standard of living of the tribal students.
11. Well planned and organized student training and enriching programs.
12. MoUs with industries for student centric programs.
13. Well-guarded and safe environment for on campus students.
14. Co-curricular and extra-curricular activities for holistic development of students.
15. Dedicated mentoring system.
16. Outreach activities for social needs.

Institutional Weakness

1. The students at the entry level are with poor competencies.
2. R&D activities to be strengthened.
3. English language proficiency of students to be improved.

Institutional Opportunity

1. Industries in the district are useful for internships and apprenticeships.
2. To enhance collaboration with leading research institutions and industries for research projects with companies and consultancy with nearby MIDC.
3. Strengthening alumni networking to enhance the academic, placement and entrepreneurship activities.

4. 'Center of Excellence' in select areas in engineering and technology.
5. The Institute being in the rural area has lot of scope in serving the society through community programs, thereby contributing in enhancing the socio-economic development of rural area.
6. To strengthen the departments by having all Ph.D. holder faculty.

Institutional Challenge

1. To get featured in NIRF ranking.
2. Inculcating R&D culture among students.
3. Start up and entrepreneurship on wider scale.
4. Enhancing employability skills of students in rapidly changing technology in an affiliated institute.
5. Adaptability to globally changing industrial scenario.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rajiv Gandhi College of Engineering, located in Karjule Harya, offers an Engineering Programme that has been approved, recognised, and affiliated with AICTE and Savitribai Phule Pune University, Pune. The programme has a total intake of 360 seats.

The institution has engaged several stakeholders, including industry experts, employers, academic experts, and alumnae, in the process of curriculum design. The Stakeholders consist of individuals who hold positions in the governing body, academic council, IQAC, and several boards of studies within the college. Periodic meetings of these committees are held to evaluate and modify the curriculum. The college gathers input from students regarding the curriculum, which is taken into consideration for any necessary revisions. The programme aims to deliver high-quality education in engineering, with ample practical experience and industry immersion to prepare students for successful engineering jobs.

The college provides skill-enhancement and value-added courses to improve the curriculum, either free of charge or at a minimal cost. Engaging in technical activities organised by professional groups and student clubs expands their knowledge and understanding. The college offers a total of 20 Add on/Certificate programmes, and 27.41 % of students enrolled in these programmes during the past five years have more than 30 contact hours. A total of 40.87 % of students participate in Project Based Learning, Internship, Project Work, and Field work collectively. The institution priorities cross-cutting concerns through the organisation of diverse co-curricular activities.

Teaching-learning and Evaluation

Academic greatness can be attained by engaging in the process of teaching, learning, and evaluation. The enrollment percentage of students is 50.56 %. The 53.54 % of seats filled against reserved categories as per application reservation policy for the first year admission during the last five years. The student to full time teacher ratio is 15.31. The % of full time teachers against sanctioned posts during the last five years is 100%. The % of full time teachers with Ph.D during the last five years is 5.56 %. The pass percentage of students during last five years is 90.81%. The college carefully adheres to the admission criteria defined by the DTE, which includes earmarking seats for certain categories. The majority of admissions are granted to students from inside the state. The college employs highly skilled and experienced teachers who have a strong rapport with their students.

The academic calendar is distributed at the start of the academic year and the college is following it diligently. Multiple metrics are implemented to guarantee high-quality engineering education, encompassing teaching and learning as well as overall developing activities. The academic calendar for the full semester is prepared by all departments of the college with the aim of enhancing the quality of teaching and learning.

The college offers a safe and affordable hostel option for the students. Students from both urban and rural areas of Maharashtra, as well as students from outside Maharashtra, are entitled to join in the engineering programme. The teacher guardian and Head of Department constantly check the implementation of the teaching plan and students' attendance. They make consistent efforts to inform both the students and parents. Every department guarantees complete coverage of the course before the conclusion of the semester. University examinations are enhanced through the implementation of regular unit tests, mock online examinations, prelim tests, and mock oral/practical examinations.

The college offers a communication skill development programme to students who come from a vernacular medium, free of charge. A range of pedagogical initiatives and teaching methods, such as active learning, information and communication technology (ICT), electronic resources (e-resources), collaborative learning, Moodle, Flipped/Google classrooms, real-world problem-solving, innovative teaching methods, video lectures, problem-based learning (PBL), experiential learning, and problem-solving learning, are utilised in addition to traditional methods. The students are motivated to participate in NPTEL and MOOC courses.

Research, Innovations and Extension

RGCOE asserts that research cannot be confined solely to laboratories without the active participation of young and innovative intellects, and that learning cannot be achieved without engaging in research. To foster and develop a research culture among the academic community and students, we have established clear and well-defined research policies and objectives. In order to foster innovation, the college has developed a dedicated cell for Entrepreneurship Development.

Over the past five years, approximately 5% of the individuals serviced by the college possess a doctorate degree. One lakh ten thousand rupees are sanctioned by VT Foundation for Post Doc Research work. The staff has applied for DST for 30 Lakhs funding. 40 workshop / seminar/ conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years. Among them, one individual is recognised by the university as research guides. Industry sponsors about 8 projects annually.

In order to promote research and cultivate a research-oriented environment within the college, various activities such as Faculty Development Programmes (FDPs), workshops, seminars, and conferences were organised. The instructors and students were urged to participate in it. The faculties have garnered admiration, accolades, and recognition from numerous reputable organisations for their extension and outreach activities programmes and contributions. The College has conducted over 22 workshops, seminars, and conferences in the past five years. Over the past five years, the faculty members of the college have published a total of 6 research publications in prestigious journals. The staff has published 2 books. The college has established 19 active Memorandums of

Understanding (MOUs) with various industries over the past 5 years.

Infrastructure and Learning Resources

The college is situated in close proximity to the Takali Dhokeshwar Village approximately 42 km away from Ahmednagar, Maharashtra. It is nestled within the serene and unpolluted 7.5-acre Matoshri Educational Campus. The college possesses the necessary physical infrastructure that is equipped with modern facilities and learning resources, in accordance with the regulations set by the regulatory authorities.

The college possesses a total of 15 classrooms, all equipped with LAN and Wi-Fi internet connectivity. Out of these, 5 classrooms are equipped with LCD projectors. Additionally, there are 4 tutorial rooms, 25 laboratories, a drawing hall, a workshop, a central library, a language laboratory, and a playground, a gymnasium with yoga facilities, an auditorium, a hostel, a canteen, and a medical facility. Laboratories must contain the necessary experimental setup in accordance with the curriculum specified by the affiliating university.

The College provides adequate drinking water and sanitary amenities. The college is equipped with CCTV surveillance, a firefighting system, and a barrier-free environment.

The management demonstrates strong support and enthusiasm for infrastructure development, allocating regular and enough funding for the enhancement and upkeep of laboratories and other physical facilities.

The computing facilities of the College surpass the stated standards in terms of both hardware and software. The total computers available is 240. Out of 240 computers 188 are available for students' usage. Each department is equipped with a computer lab that contains a minimum of 20 computers and has internet connectivity. A Computer Centre equipped with 99 computers is available. There is a significant amount of bandwidth available for the internet connection, which surpasses the standard requirements. A robust network infrastructure consisting of LAN and Wi-Fi access points is available to ensure reliable internet connectivity. An ample quantity of computer accessories such as printers, scanners, and so on is accessible. The college utilises Google Workspace for Education, developed by Google. Both UPS backup and diesel 64 kv generator backup are provided. The student to computer ratio is 3.18 for the latest academic year.

Student Support and Progression

The college administers all the scholarships provided by both the State and Central Government. State Government provides financial help to all eligible students admitted in the reserved category. Additionally, the college facilitates financially disadvantaged students to access various private scholarships through the organisation of seminars. The college organises additional lectures specifically for students belonging to the SC/ST category. 85.92% of students benefited by scholarship and free ship provided by the institute, government and non-government bodies during the last five years. 89.54% of students benefited by guidance for competitive examinations and career counseling offered by the institute during the last five years. The average 42.6 number of sports and cultural programs in which students of the institutions participated during five years.

On-campus dormitory lodging is prioritised for students with disabilities. The academic performance of students over the past five years has been excellent, as evidenced by their successful placement in diverse businesses. This demonstrates the students' strong academic track record and their high employability.

In addition to securing employment, a small number of our alumni have embarked on their own entrepreneurial endeavors and are also contributing to their family businesses. The college possesses a training and placement

cell that provides assistance and guidance to students for industrial training, field tours, industrial visits, mock interviews/resume preparation, Group Discussion, and career grooming. Additionally, the cell facilitates ultimate placement by organising on-campus/off-campus interviews. The training and placement cell offers students pre-placement coaching to assist them with placement activities. The cell coordinates internship and placement initiatives.

Governance, Leadership and Management

RGCOE fosters the holistic growth of students and faculty by employing an efficient teaching and learning methodology. In addition, the college implements other projects to accomplish its objectives. E-governance has been effectively implemented in the fields of administration, finance and accounts, student admission, support, and examination. The college frequently and openly performs both internal and external financial audits. The organisation possesses efficient methods and techniques for raising finances and making the most effective use of resources. The top management provides the essential guidance, financial resources, and administrative assistance to implement these policies. The faculty is strongly encouraged to participate in faculty development programmes, refresher courses, workshops, conferences, and other similar events. Financial support is provided in the form of on-duty time, travel allowances, and registration fees. Non-teaching staff members receive both administrative and technical training programmes. The college gathers feedback from every student regarding instruction, curriculum, and support services. The college utilises feedback from companies and alumnae to enhance its overall effectiveness.

Institutional Values and Best Practices

Rajiv Gandhi College of Engineering, Karjule Harya promotes equal participation and representation of both male and female students and employees at all levels of academic and administrative activities. This is achieved through the organisation of various courses and events focused on promoting gender equality. Aside from maintaining constant surveillance through CCTV cameras and security staff, the institution also operates a highly efficient Anti-Ragging Cell, Gender Committee, Prevention of Women Harassment Cell, and Student Grievance Redressal Cell. The institution provides orientation sessions for students in their first and second years. Common rooms are provided for female staff members and female students in most of the university's departments. Childcare facilities for young children have been constructed within the prison. The institution offers resources for alternative energy sources and energy-saving strategies, such as solar energy systems, sensor-based energy conservation, and high-efficiency gear like LED lighting. The college has created facilities for the management of both biodegradable and non-biodegradable waste. Various water conservation measures are available, such as rainwater harvesting, a recharge system for boreholes and open wells, tanks and bunds, wastewater recycling, and maintenance of water bodies and distribution systems. The institution has sufficient parking capacity for automobiles.

In addition, the facility features attractive landscaping and enforces a ban on single-use plastics. The institution has obtained certification for its efforts in promoting environmental programmes on campus, as well as for conducting green audits, energy audits, and environmental audits. College has established an inclusive and accommodating atmosphere for Divyangyan students and staff. This includes the provision of ramps for convenient access to classes, Divyangyan-friendly classrooms, signage with tactile routes, appropriate lighting, display boards, and signposts, as well as the availability of assistive technology and mechanised equipment. The institution fosters an inclusive and accepting atmosphere that encourages tolerance and unity towards many

forms of variety, including cultural, regional, linguistic, communal, socioeconomic, and other aspects. This is achieved through the celebration of festivals, organisation of cultural programmes, and raising awareness about socioeconomic issues. Students from different states are accommodated in the hostels. The institution often conducts courses to instruct students and staff members on their constitutional obligations. Both staff and students are obligated to adhere to the established code of conduct, and the institution regularly organises events in relation to this matter. Commemorative days, celebrations, and festivals are frequently celebrated both nationally and globally. The institution efficiently utilised two exemplary practices: the "RGC OE Special Scholarship Scheme" and the "Provision of School Connect Programme". Institutional initiatives aimed at enhancing the socioeconomic circumstances of the most susceptible individuals in society and promoting the awareness of health and hygiene matters among rural inhabitants.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJIV GANDHI COLLEGE OF ENGINEERING
Address	Vitthal Nagar, Kokate Vasti, Karjule Harya, Taluka-Parner, Dist.-Ahmednagar
City	KARJULE HARYA TAL PARNER DIST AHMEDNAGAR
State	Maharashtra
Pin	414304
Website	www.rgcoe.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Amol Dnyandeo Lokhande	02488-299407	9011838373	02488-299407	rajivgandhi.iot@gmail.com
IQAC / CIQA coordinator	Krupal Prabhakar Pawar	02488-8329598185	9420830474	02488-9420830474	rgcoeprincipal@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-07-2023	12	Extension of Approval is Approved by AICTE every Year

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vitthal Nagar, Kokate Vasti,Karjule Harya,Taluka-Parner ,Dist.-Ahmednagar	Rural	7.5	7885

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,Computer Engineering ,Computer Engineering	48	HSC AND MH CET	English	120	72
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC AND MH CET	English	120	5
UG	BE,Electrical Engineering, Electrical Engineering	48	HSC AND MH CET	English	60	2
UG	BE,Electronics And Telecommunication Engineering,Electronics and Telecommunication Engineering	48	HSC AND MH CET	English	60	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				9				35			
Recruited	1	0	0	1	0	0	0	0	12	2	0	14
Yet to Recruit	3				9				21			
Sanctioned by the Management/Society or Other Authorized Bodies	3				9				21			
Recruited	2	1	0	3	6	3	0	9	17	4	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						22
Recruited	18		4		0	22
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	14	2	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	6	3	0	29	6	0	48
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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	190	0	0	0	190
	Female	41	0	0	0	41
	Others	0	0	0	0	0
Diploma	Male	47	0	0	0	47
	Female	1	0	0	0	1
	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	17	22	12	12	
	Female	5	2	7	3	
	Others	0	0	0	0	
ST	Male	1	4	6	2	
	Female	0	0	0	1	
	Others	0	0	0	0	
OBC	Male	62	66	44	47	
	Female	20	8	4	3	
	Others	0	0	0	0	
General	Male	106	60	57	58	
	Female	21	13	12	13	
	Others	0	0	0	0	
Others	Male	12	13	11	1	
	Female	4	0	0	0	
	Others	0	0	0	0	
Total		248	188	153	140	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institution established the NEP Cell to enhance awareness and facilitate the implementation of policies outlined in NEP 2020. All staff members are encouraged to engage in programmes linked to NEP-2020. The institute is proposing to provide interdisciplinary add-on courses to encourage a multidisciplinary perspective. Faculty are encouraged to engage in discussions to enhance comprehension. Staff members encourage students to engage with both the humanities and scientific methodologies. Various programmes and seminars are held to promote the integration of humanities and science within STEM. Students are provided with flexibility in their study via the availability of several elective topics. They may choose subjects of their choosing from the options provided by the university for their respective class. The University offers honours courses to encourage interdisciplinary learning, specifically designed to foster a multidisciplinary perspective as required by the NEP.</p>
2. Academic bank of credits (ABC):	<p>The institute is adhering to the rules and instructions provided by the affiliating university to meet the requirements of the Academic Bank of Credits as outlined in the National Education Policy 2020. The institution has initiated efforts to raise awareness among students about the Academic Bank of Credits (ABC). All Institute students are registered with ABC via the affiliated University. The institute will be registered on the ABC portal after the necessary decision for associated institutes is authorised by the higher academic authorities.</p>
3. Skill development:	<p>The institute often organises expert talks and additional courses for students to enhance their abilities beyond the standard curriculum. The institute has established a language laboratory to enhance students' soft skills. Guest lectures are organised to enhance students' soft skills and communication abilities. Short-term supplementary training programmes like as Autocad, Solid Edge, and Python are offered to students alongside their regular study to enhance their employability and give improved career prospects. Students participate in Internship and Project job as part of the curriculum to get practical job experience and develop employability skills. The institute celebrates many national days and festivals to promote truth, virtuous</p>

	<p>behaviour, peace, love, nonviolence, scientific temper, citizenship values, and life skills. The university introduces mandatory, optional, and audit courses in the curriculum to achieve certain learning goals related to both academic and practical knowledge.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institute is preserving and advocating Indian culture and tradition while providing excellent technological education. Staff and students are encouraged to explore the content on the website iksindia.org to support the cultural heritage and traditional knowledge in various fields such as Arts, Literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, and Economics. Several of our pupils come from rural backgrounds in distant tribal communities. Some children comprehend concepts more well when presented in their native tongue. Most students are from Maharashtra and their native tongue is Marathi. During English lessons, instructors will provide explanations of course material in Marathi or Hindi per students' request. The institute commemorates many days and events to support the promotion of Indian languages. Students are driven to explore extensive literature and resources in Marathi and Hindi. Motivating staff and students for different courses, books, etc. offered on iksindia.org is being implemented.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution provides four undergraduate programmes. The Institute has clear academic principles that prioritise Outcome-based education (OBE) in accordance with the associated University's curriculum. Faculty members are urged to engage in university-level curriculum creation to revamp curriculum, assessment, and reporting methods in education to demonstrate advanced learning and improved comprehension. All programmes have clearly defined program-specific results, course-specific learning outcomes, and programme educational goals (COs, POs, PSOs, and PEOs). The institute encourages experiential learning via industry visits, internships, projects, etc., providing students with real exposure to innovation, research, and concept implementation for societal advantages. An Entrepreneurship Development Cell is established to foster an entrepreneurial culture among the students.</p>

6. Distance education/online education:	The institute is advocating for the use of ICT-enabled technologies in the teaching and learning process, as recommended in the National Education Policy (NEP). Many classrooms are equipped with ICT facilities such as overhead projectors and Internet access via LAN/wi-fi. The Institute offered online learning to students throughout the pandemic lockdown utilising systems like Zoom, Google Meet, and others. The institute is encouraging online learning by providing e-learning study materials such as recorded video lectures and notes. Faculty and students are enthusiastic in utilising several e-learning platforms like NPTEL, SWAYAM, and V-LAB. The institute has enrolled as a Local Chapter with NPTEL. The institute is well-equipped with the necessary facilities for online teaching and study.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2018
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The student's coordinator and coordinating faculty members are appointed by college and ELC is functional. Yes, ELC is 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.	1. Voter registration drive for eligible students on campus. 2. A voter awareness camp was held in Karjule Harya, Paner, Takalidokeshwar. 3. A voter awareness camp was held for handicapped individuals and older citizens in several communities.
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.	Teachers Constituency voter awareness & registration drive conducted at college.
5. Extent of students above 18 years who are yet to be	Voter registration campaign held at Institute for

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.

students aged 18 and above.

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
597	508	463	352	360
File Description		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: 72

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
39	34	36	37	34

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
163.8	192.12	193.02	224.33	165.92
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Rajiv Gandhi College of Engineering, located in near Karjule Harya, was founded in 2012 under the Matorshri Shaikshanik Pratisthan. It is connected with Savitribai Phule Pune University, Pune, and adheres to the curriculum provided by Savitribai Phule Pune University. The recommendations and remedial measures implemented by the Internal Quality Assurance (IQAC)/Academic Monitoring Committee (AMC) in the previous academic year are considered. During the planning phase, measures are taken to guarantee that the system is designed to prioritise the needs of students and is based on outcome-based education (OBE). At the start of each semester, the principal has a meeting with the Heads of Departments (HODs) to devise the academic calendar for the Institute, utilising the guidelines provided by the SPPU academic calendar. Before the start of the following semester, the faculty provides students with information on elective courses. This material assists students in making informed choices about their elective subjects, which are taken into consideration while selecting subjects from each faculty. The Head of Department assigns subjects to faculty members based on their competence. Timetables are created for each class and course to facilitate efficient planning and delivery of courses. The laboratory procures the necessary consumables well in advance and maintains a record of them. All faculty members are given the necessary forms for preserving records and monitoring. AMC conducts a pre-semester audit for commencement purposes. The academic session begins according to the timetable. Faculty members compile course files, develop teaching and lesson plans, create practical plans, and produce laboratory manuals. The Departmental and Institutional Academic Monitoring Committee (AMC) is responsible for overseeing and maintaining the overall monitoring of academics. Each semester, every instructor compiles a course file that includes the following documents.

1. Academic calendar refers to the schedule of academic events and important dates, such as the start and conclusion of semesters, holidays, and examination periods.
2. Syllabus is a document that outlines the topics, learning objectives,
3. Schedule
4. Lesson Plan and Teaching Plan
5. Roll call list
6. Attendance of Students
7. Assessment Sheet for Ongoing Evaluation
8. Lecture Notes
9. Question papers and their corresponding solutions are available
10. Assignments
11. Guest Lecture Documentation

An explicit strategy to address the deficiencies in the curriculum by imparting knowledge outside the prescribed syllabus, via guest lectures or additional teaching materials. The training schedule also includes expert lectures and workshops. Faculties are urged to use student-centered learning techniques

to execute the curriculum.

To meet the Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs), distinct assignments, supplementary activities, and co-curricular activities are organised for the students as per their requirements. Facilities and provisions are provided for advanced learners, including practice courses. Additionally, remedial lectures are offered to cater to the needs of slow learners. Academic freedom has been implemented through the assignment of Major Projects and Minor Projects to final-year students. Final-year students are encouraged to get sponsored projects and are also driven to pursue internships. We ensure that students are exposed to professional and industry processes by facilitating interactions with different stakeholders.

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

1.2 Academic Flexibility

1.2.1

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

Response: 15

File Description	Document
List of students and the attendance sheet for the above mentioned 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

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: 27.41

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
261	189	92	60	23

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:

The college is affiliated with Savitribai Phule Pune University (SPPU); the institute adheres to the curriculum mandated by the university. The programme design and improvement process is conducted by the affiliating university in accordance with the requirements of society. The curriculum undergoes periodic revisions. The institute/department/BoS regularly gathers feedback from all stakeholders, including students, parents, faculty members, professional groups, and recruiters. The suggestions put forward are examined and the recommendations are sent to the affiliating University through the Dean (Faculty of Science and Technology), Chairman, and/or member of the Board of Studies, as well as during curriculum design and development workshops. Several senior faculty members have positions as the Dean of the Faculty of Science and Technology, Chairman, and/or member of the Board of Studies. The previous and current curricula encompass themes such as environmental studies, safety, security, ethics, social awareness, humanism, social science, professional code of conduct, and related topics. In order to address the cross-cutting issues of Gender, Climate Change, Environmental and sustainability, Human Rights, ICT, and Human values, the college has established various platforms and activities such as the Grievances Redressal Cell, Women Grievances Redressal Cell, Sexual Harassment Redressal Cell, SC-ST Support Cell, and Anti-ragging Cell. Every department consistently organises a variety of activities and programmes. Various initiatives such as rallies, street plays, and awareness programmes are organised to educate the public about important topics such as water conservation, gender equality, and road safety.

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: 40.87

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

Response: 244

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: C. Feedback collected and analysed

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: 50.56

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
248	189	153	141	121

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
297	304	315	316	453

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: 53.54

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
104	103	72	68	61

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
137	125	132	158	210

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: 15.31

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college enables the efficient execution of the teaching-learning process. Student-centered approaches, such as experiential learning, participatory learning, and collaborative learning methodologies, are employed to enhance learning experiences through the use of ICT technologies. Experimental and interactive learning enhances the comprehensive comprehension of the subject matter and its practical implementation.

Experiential Learning:

- Our college has established industry-powered centres to provide training to students in emerging technologies. This is done through signing Memorandums of Understanding (MOUs) with industries, which enables our students to undertake four to six-week internships where they work in the field. Additionally, final year students complete their projects by conducting experiments in various industries. Industry experts offer their expertise and experience to provide guidance for the successful execution of projects.
- Our college has implemented many e-learning tools and resources such as NPTEL, ATAL, COURSERA, MOOCs, Learning Management System (LMS), Content Management System, e-books, and e-journals, as well as a digital library. These resources aim to enhance students' creative thinking abilities in technical and research domains.

Participative Learning:

- Students are encouraged to actively engage in various activities such as projects, seminars, model competitions, and national and state-level competitions and projects. Each department organises programmes for learners to engage in various activities and acquire knowledge independently. Students are inclined to enrol in Massive Open Online Courses (MOOCs) provided by prestigious institutions, which encompass online lectures, demonstrations, and interaction facilitated by ICT.
- Students are provided with a choice of educational events, such as seminars, webinars, workshops, and study tours, which focus on new issues.
- We promote major projects that utilise the newest technologies.

Problem-solving Methodologies:

- It involve assigning students with tasks that require higher levels of thinking. These tasks aim to help students break down complex ideas into simpler bits and uncover evidence to support their self-learning abilities.
- Students are urged to seek answers for real-time problems through the use of case studies and by engaging in field or industrial projects and visits.
- Students undertake industry-based projects.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	34	36	37	34

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 5.56

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
3	2	2	2	1

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college endorses a credit-based system of ongoing review. The course instructor announces the lecture plan, evaluation scheme, grading criteria, and tentative dates for continued internal evaluation at the beginning of the semester during the first lecture. The process of internal and external assessment is conducted in a transparent manner. Assessment of laboratory courses, term works, seminars, project-based learning, and final-year projects are included in the teaching-learning process. During the reporting period, the faculty provides a comprehensive explanation of the evaluation method, which includes in-semester examinations, end-semester examinations, teamwork evaluation, mock oral/practical assessments, and project/seminar evaluation. The faculty provides the students with class timetables and class tests when they report. They also explain that the internal examinations are organised and carried out by the examination cell, and the semester end exams are scheduled according to the academic calendar of the University. As per the current report, the academic calendar includes the academic activities assigned to the students. Students are informed and familiarised with the allocation of grades and the timetable for internal assessment. Prior to the seminars, project-based learning, and projects, students are given workbooks that provide comprehensive instructions and timetables for the continuous assessment activities. Students are informed about the ongoing evaluation and assessment of their laboratory term work head. The laboratory work evaluation refers to the allocation of marks for term work and in-semester performance, which are then posted on the notice board.

The examination timetables are posted on the notice board of each department, as well as on the web page and sent to students via SMS. Prior to the start of the examination, the faculty members teach the students about the question paper format and provide them with a model response paper. The college administration offers the provision of photocopies of answer sheets to students who seek marks verification or reevaluation. Class teachers and officials periodically conduct assessments and analyse the results. The performances of students are closely watched, and input from teachers is gathered to

implement corrective actions. The authorities periodically hold review meetings.

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 college has established Programme Outcomes (POs), Programme Specific Outcomes (PSOs) for each programme, and Course Outcomes for each course. These are showcased on the website and conveyed to teachers and students through displays in classrooms and visible areas of the college. The Programme Outcomes (POs) specify the specific skills and abilities that students are expected to possess upon completing the programme.

The following methods are utilised to publish and disseminate the Programme Outcomes and Programme Specific Outcomes:

1. College Website - Department Homepage
2. Official website of the institute
3. Notice boards for students and faculty
4. Notice boards in laboratories
5. There are posters displayed in the halls of each department and administrative locations.
6. Manuals for laboratory procedures
7. Project workbook
8. Proceedings of the conference
9. Brochures for various activities such as Faculty Development Programmes (FDP), Short Term Training Programmes (STTP), etc.
10. Department Newsletter
11. Course files provided by the faculty.
12. Classroom instruction

The Course Outcomes (COs) are made available and distributed through the following methods:

- The Course faculty is responsible for distributing the COs to students in classes. Course Objectives (COs) are included in the course file, presentation, and e-learning tools.
- Course outcomes (COs) delineate the essential information and skill set that students will be capable of acquiring upon completion of a course. The university offers a syllabus for each programme on a semester basis. In addition to the syllabi, the University establishes the Course

Outcomes (COs) for numerous courses.

- Typically, the faculty members adhere to the University's offered Course Outlines (COs), however occasionally the COs are adjusted and revised in a timely manner to align with curricular changes. In cases when the university does not supply Course Outlines (COs), faculty members create them based on the requirements set by the National Board of Accreditation (NBA) for each programme.
- The subject instructor collaborates with the Head of the Department to develop the course outcomes, utilising Bloom's taxonomy.
- The alignment of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) is carried out for each course, as COs serve as the means to achieve POs and PSOs, and ultimately fulfil the institute's Mission and Vision.

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:

POs and COs Evaluation:

The institute assessed the achievement of Programme Outcomes (POs) and Course Outcomes (Cos) by implementing the following approach.

1. The institute employs two assessment procedures to evaluate PO's and CO's.
2. Evaluation through direct observation or examination.
3. Evaluation using indirect means

The direct assessment is categorised into internal and external components. The external evaluation is determined by the results of university examinations.

Internal assessments consist of term work and examinations conducted within the classroom. CO is determined through the utilisation of the course exit survey, which functions as an indirect method of assessment. When assessing a course's direct CO achievement, the guidelines allocate 80% of the weight to university exams and 20% of the weight to internal assessments. Furthermore, the total CO attainment of a course is determined by assigning a weight of 90% to direct evaluation and 10% to indirect assessment.

The aim could be defined as a proportion of students who achieve a higher score on the final test compared to either the program's preferred score or the university's average score. Unfortunately, SPPU in Pune does not provide useful information such as average or median grades. The programme determines the objective level for each topic by calculating the average score that students received on

the last three university exams for that course, as recommended by the programme assessment committee.

Attainment Level 1 indicates that 0-50% of students have scored higher than the target value.

Attainment Level 2 indicates that 50-70% of students have achieved scores higher than the target value.

Attainment Level 3 - Over 70% of students achieving scores higher than the target value.

Assessment tool for internal use:

1. Unit tests
2. Task

Tools for Indirect Assessment:

1. Course departure Survey: A comprehensive analysis of all course results is undertaken at the conclusion of each semester through a course departure survey.
2. Programme Exit Survey: This survey is administered at the conclusion of the B.E programme to evaluate all of the program's outcomes.

Attainment level 1 corresponds to an average percentage range of 61-70%.

Attainment level 2 corresponds to an average percentage range of 71-80%.

Attainment level 3 is achieved when the average percentage is equal to or greater than 81%.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 71.54

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
112	109	134	54	66

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
150	147	155	102	110

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.79</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.1

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
1.10	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has established various components to foster innovation and knowledge production and transfer. These include the R&D Cell, Entrepreneurship Cell, Performance Appraisal System, and Memorandum of Understanding (MoU) with external agencies. The college has a Research and Development Cell that aims to inspire academic members and establish a system for submitting both small and major research projects to different funding bodies such as DRDO, DST, AICTE, DBT, etc.

R&D unit actively encourages and trains faculty members to submit research project proposals to various non-governmental funding bodies. R & D cell coordinates several initiatives such as Faculty Development Programmes (FDP), Short Term Training Programmes (STTP), Technical Workshops, Seminars, Industrial Visits, and National and International Conferences. These activities aim to foster the exchange and dissemination of knowledge among students and faculty members.

R&D cell frequently arranges Train the Trainer programmes conducted by senior faculty members for newly hired faculty members. These programmes aim to impart information on teaching methodologies

for various undergraduate courses. Additionally, it encourages faculty members to participate in training programmes through guest lectures and expert sessions at other universities to foster information transfer. The teaching-learning process is structured on the choice-based credit system implemented by the University. It assists and inspires students to engage in theme-based research projects, resulting in the acquisition of unique information that is beneficial to both the industry and society. Students are informed about different research funding options offered by the Government, AICTE, DST, and SPP University.

This, in turn, serves as a motivation for students to undertake industrial projects at these renowned research organisations. Students are strongly encouraged to engage in code creation activities, such as coding contests, that foster innovation and train them in the field. The students also engage in national conferences to exchange expertise. R&D cell supports academic members in pursuing advanced studies by providing study leaves to complete their coursework. Faculty members are strongly encouraged to engage in research activities and publish their work in reputable journals in order to share knowledge. The institute regularly organises seminars and conferences to foster the generation and dissemination of knowledge. As part of this endeavour, individuals are also encouraged to participate in national and international conferences held outside the institution. In addition, several faculty members have authored technical books to facilitate the creation and dissemination of information. The faculty has been urged to embrace Intellectual property rights as an endeavour towards fostering innovation and facilitating the exchange of knowledge.

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: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	2	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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
1	5	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the 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

3.3.2

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

Response: 0.03

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
2	0	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

The institution has established an environment to foster innovation and has implemented measures to facilitate the generation and dissemination of information. Extension activities are conducted within the local community to raise awareness among students about social concerns, with the aim of promoting their overall development and the resulting effects. Various activities, including tree plantation, cleanliness drives, village visits, health awareness lectures, and training programmes, are carried out as part of extension activities. Additionally, health checkups, dental checkups, and eye checkup camps are organised. The students of the institute enthusiastically engage in a wide range of activities conducted in nearby communities and cities. The institution organises a range of social activities to foster a sense of community among students. Through these activities, students gain insight into societal issues and actively seek ways to address them. As a result, kids exhibit responsible behaviour in society.

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

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies**Response:**

A summary of awards and recognitions received for extension activities from government/government recognized bodies is as follows:

1. Our Vice Principal and IQAC Incharge received Outing Researcher Award by International Institute of Organized Research in 2019 due to contribution in Manufacturing Processes Optimization Field.
2. Our college received Best Emerging Technical Institute (Rural Region):2023 by VT Founadtion,Jalgaon on occasion of teachers day 5th Sept. 2023 at Hotel Big City in association with Universal Academy of Skills Development.

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: 55

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
12	10	10	12	11

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

<p>3.5.1</p> <p><i>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.</i></p> <p>Response: 19</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Rajiv Gandhi College of Engineering is located within the Karjule Harya area occupying a 7.5-acre of area with a pollution-free and lush green environment. The institute possesses the necessary physical infrastructure, complete with modern facilities and learning materials, to facilitate effective teaching and learning activities that cater to the present and future needs of the courses provided. The institute has established top-notch infrastructure in accordance with the standards and requirements set by regulatory organisations such as AICTE, DTE Maharashtra, and the affiliating university. This is done to ensure the consistent high quality of academic programmes. The number of classrooms and laboratories surpasses the specified necessary norms set by AICTE.

Classrooms: The Institute is equipped with 15 expansive, well-appointed, well-ventilated classrooms that have all the necessary infrastructure. There are 10 smart classrooms equipped with LCD projectors and internet connectivity. The institute utilises Google Workspace for Education, which encompasses Google Classroom as its Learning Management System (LMS). Tutorial rooms are offered in accordance with the established standards.

Laboratories: The institute has set up laboratories, workshops, and a drawing hall in accordance with the norms set by AICTE. These facilities are equipped with the necessary experimental apparatus as specified by the curriculum of the affiliated university. All laboratories are equipped with advanced equipment and modern facilities. A Language Laboratory equipped with the necessary gear and software is accessible to enhance students' communication and soft skills.

Central Library: It is a large and expansive facility and includes a reading hall that can accommodate over 200 students. A comprehensive digital library equipped with multimedia capabilities is accessible, offering a wide range of books, magazines, journals, and other resources.

Computing Equipment: There is an adequate availability of computers, printers, and scanners, surpassing the standards set by the AICTE. The Computer Centre is equipped with a total of 150 computers.

Internet & Wi-Fi Facility: All computers in the Institute are having Internet connectivity through LAN/Wi-Fi. Sufficient numbers of Wi-Fi access points are provided. Every department is having Wi-Fi access point.

Boys & Girls Common Room: Boys & Girls Common Rooms are available with required infrastructure.

Drinking Water & Sanitation Facility: Sufficient numbers of water filters with coolers are installed to provide pure & safe drinking water. Proper sanitation facilities are available in the Institute.

Gymnasium & Yoga: Gymnasium is available with new and modern equipments. Campus is air & noise pollution free & is ideal for Yoga activities. International Yoga Day is celebrated to promote Yoga activities.

Cultural Activities: Annual cultural Event “Matoshri Kala Mohosov” is celebrated to promote cultural activities. Cultural Committee is constituted to promote cultural activities. Various Cultural Festivals, National, International Days are celebrated regularly. Sports & Games (Indoor and Outdoor): Institute is having huge playground of nearly 7 acres for outdoor games like Cricket, Running, Kabaddi, Football, Volleyball etc. Sufficient space & infrastructure is available for indoor games like Chess, Carrom, etc.

Seminar Hall: Seminar Hall is available with all required facilities.

Transportation Facility: Transportation facility is available for students & staff members.

Medical Facility: In campus, BAMS medical college with experienced doctors is available.

Hostel Facility: Separate hostels for girls and boys students are available in the campus with all required facilities.

Cafeteria & Canteen Facility: Spacious Cafeteria & Canteen is available for students, staff & visitors which serves nutritious & healthy food.

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: 12.87

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
31.07	21.44	16.04	28.52	23.82

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Central Library:

The institute possesses a well-equipped and spacious Central Library which is furnished with all the necessary amenities. The library possesses an extensive assortment of educational materials, encompassing both physical and digital formats, as well as online reading materials. The library is equipped with necessary digital amenities and offers internet access through both LAN and Wi-Fi connections. The library is regularly updated to meet the specific requirements of the courses offered by the Institute. The library offers a selection of daily newspapers in addition to other materials. and resources. Various essential facilities are available in the library like scanner, printer, etc. CCTV cameras are installed in the Library.

Reading Room: The reading room is a large space equipped with the necessary equipment to accommodate around 200 students in a comfortable setting.

Digital Library: Central Library features a Digital Library that is furnished with multimedia capabilities, boasting a collection of over 10 computers connected with internet access. The institute has been registered as an NPTEL Local chapter to promote online learning.

Journal and e-resource subscriptions:

The National Digital Library of India (NDLI), to which the Institute is institutionally affiliated, offers online access to a wide range of educational materials. The National Digital Library is encouraged to become a member by encouraging both staff and students.

Optimal usage: The library is optimally used by the faculty and students. Reading Room facility is also utilized by staff and students. Per day usage of the library is around 35.

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 has ensured that the IT infrastructure and necessary applications comply with the standards set by the affiliating University, AICTE, and the requirements of the programs provided. IT infrastructure encompasses many components such as computers, Wi-Fi access points, printers, scanners, and other related devices. The necessary accessories to support the IT infrastructure, such as LAN switches, CCTV cameras with DVR, digital cameras, and microphones for online teaching, have been installed. The institute has acquired a total of 240 computers since its establishment.

The Institute's IT infrastructure surpasses the stipulated required criteria set by AICTE. UPS systems are equipped with enough battery backup. The institute also has a diesel generator backup system to address any significant power disruptions. The available bandwidth exceeds the requirement given by AICTE since it surpasses 100 Mbps over several connections. The Institute's computers are connected to the Internet via a LAN/Wi-Fi network. Every department is equipped with a Wi-Fi connection provided via Wi-Fi access points.

Every department is equipped with Smart Classrooms that have LCD projectors and have internet access via either LAN or Wi-Fi. A Computer Center equipped with 99 computers and a Language laboratory equipped with 20 computers is also accessible, complete with the necessary gear and software. The Digital Library provides access to over 10 computers equipped with multimedia capabilities. Students may use these resources to browse the Internet, participate in online MOOC courses, and consult a comprehensive collection of publications. Staff and students have convenient access to computers and the Internet. They may use the computers provided by the department or those accessible at the Computer Center or Library. All departments have an ample supply of computer peripherals, such as printers and scanners, which are readily accessible to both staff and students. In addition, the administrative office, library, and laboratories are all outfitted with these amenities. A centralized photocopying facility is offered for students. We provide a facility for printing digital identity cards.

The Institute advocates the use of open-source operating system software such as Linux and Ubuntu, as well as different open-source application software, as suggested by AICTE. The institution has implemented an Enterprise Resource Planning (ERP) system to streamline administrative processes. The institute has a centralized system administration division responsible for managing the IT infrastructure, internet access, software installation, and hardware maintenance and upgrades.

The institute has established an NPTEL local branch to encourage online learning and has enough infrastructure to support this endeavor. The institute utilizes Google Workspace for Education, a service

provided by Google specifically for educational institutions.

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: 4.89

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

Response: 122

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 22.89

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
38.78	42.07	32.84	46.45	54.84

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: 78.25

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
435	430	350	280	289

File Description

Document

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

[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

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: 89.74

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
567	474	421	332	252

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 1.66

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
7	1	1	0	1

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
129	145	150	91	88

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

5.2.2

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 8.2

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
9	9	8	8	7

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:

Alumni play a crucial role as key stakeholders in the institution, making significant contributions to its growth across several aspects. The institute's alumni are offering mentoring services to help students bridge the gap between academia and industry. This initiative has proven to be influential in guiding students toward planning and shaping their careers in the right direction. The alumni mentors also

provide valuable insights into various business opportunities and offer the necessary support to prepare students for the industry or to become entrepreneurs, by equipping them with knowledge of the current industry dynamics. The institution is organizing various alumni-oriented activities such as online virtual meetings, guest lectures, and knowledge-sharing sessions. During these events, alumni are sharing their success stories with current students. Alumni may advocate for the implementation of tool-based learning and the establishment of project-based laboratories. Alumni have discussed the idea of focusing on research projects that are directly related to industry and providing consulting services based on the faculty's knowledge and the department's research laboratories.

Vision:

The mission of the Rajiv Gandhi College of Engineering Alumni Association (RGCOEAA) is to foster connections and emotional bonds between the college, its alumni, and current students via networking.

Objective:

The primary purpose of this Alumni Association is to provide a unified forum for all former students of this college. The association aspires to achieve the following objectives:

- [1] To foster reciprocal benefits, it is important to promote engagement between alumni and the college.
- [2] To guide students at the College for Higher Education and Professional Development.
- [3] The aim is to enhance the capabilities of the students at the college and the alumni members of the association in conducting research and development activities across different engineering disciplines.
- [4] To provide guidance and assistance to students at the college on different professional career options, and to support them via a range of activities including workshops, expert guidance, lectures, and trips to industrial settings.
- [5] The association aims to provide resources to support and collaborate with other regional authorities in implementing training programs focused on entrepreneurial development.

Considering the aforementioned aims, the Alumni Association makes various contributions. Every year, we organize alumni gatherings to foster participation among our former students. Our goal is to cultivate enduring relationships with our graduates, resulting in reciprocal advantages.

1. Alumni Meeting: Rajiv Gandhi College of Engineering has a customary practice of inviting former students for the Annual Alumni Meet. This platform is optimal for networking and exchanging experiences, as well as staying updated on the latest trends and developments in the area of engineering. Graduates of Rajiv Gandhi College of Engineering provide guidance and advice to prospective Engineering students. They are asked to serve as experts at different events, guest lectures, and similar occasions. They provide insights and exchange their experiences related to skills, industrial work environment, emerging technology, and practical application of knowledge.

2. Campus Placement: Alumni visit the campus to recruit students for their firms and also suggest and endorse Rajiv Gandhi College of Engineering to their employers for campus postings.

3. Internship/ Project/ In-plant training: Alumni provide students possibilities for internships, projects, and in-plant training in several sectors.

File Description	Document
Upload 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:

Rajiv Gandhi College of Engineering, Karjule Harya is under the governance of Matoshri Shaikshanic Pratishtan. A Board of Trustees and a Local Managing Committee (LMC) have been established. The Board of Trustees and LMC consistently support the college team's efforts to uphold quality standards and give direction to various stakeholders in fostering the development of qualified engineers and overall institutional growth. They are always prepared to contribute to the betterment of society.

The LMC (Local Management Committee), College Development Committee, and Principal are key stakeholders responsible for formulating and executing policies that align with the institution's Vision and Mission. They play a crucial role in the overall governance of the institute. Several institutional procedures are executed and supervised via the assistance of several institutional committees under the leadership of the principal.

The Principal convenes frequent meetings with the Academic Monitoring Committee to assess and evaluate the procedures and strategies of each department. Every decision, policy, and strategy aimed at enhancing quality is thoroughly examined and deliberated upon. The department heads regularly convene meetings with the personnel. The choices, policies, and plans undergo additional scrutiny by the LMC, College Development Committee, and Principal. The principal formulates the all-encompassing implementation strategy for implementation. The implementation plan includes the construction of infrastructure and facilities, the procurement of learning materials, the recruitment and training of staff, the execution of academic activities, as well as co-curricular and extracurricular activities, and the training and placement of students. The IQAC has formulated a strategic plan that is in line with the institute's vision and objectives. The ideas and participation of faculty members are highly valued via their involvement in several committees such as the Academic Monitoring Committee, Cultural Committee, Anti-ragging Committee, Research Committee, Examination Committee, and Placement Committee.

The institution is supported by many committees that have well-defined roles in providing academic and administrative guidance. A committee consists of administrative personnel and academic members. The committee is tasked with overseeing the comprehensive growth of the institution and providing recommendations for improving student amenities.

The institution has many central committees, each with a coordinator who is responsible for planning and overseeing the development activities. The coordinator ensures that these activities are executed on time, reflecting good governance that aligns with the institute's Vision, Mission, and quality policy. The management has designated auditors to conduct required audits and oversee financial transactions.

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:

Institutional Perspective Plan:

The implementation of the institutional perspective plan has been successful. The institution has a well-organized administrative and academic framework, overseen by a supporting management team. The prospective plan is strategically executed from the creation of the institution. The infrastructure has been gradually extended, academic growth has been achieved, extension services have been implemented, resources have been acquired, and methods have been standardized and taught to align with the institute's Vision. The college has a very efficient Performance Appraisal System for both teaching and non-teaching personnel. The system encompasses the increase of faculty qualifications and competency, as well as improvements in the teaching-learning environment, resulting in a more enriched learning experience for the students. RGCOE has prioritized providing significant help in facilitating job opportunities for its students. To do this, the Institute has a robust and effective placement cell.

The effectiveness of the faculty performance assessment system is evaluated after the academic year. The institute promotes faculty engagement in various professional development programs such as Faculty Development Programs (FDPs), Short Term Training Programs (STTPs), workshops, seminars, conferences, and NPTEL courses. It also supports the use of an outcome-based teaching approach to continuously enhance the performance assessment activities. The faculty is given opportunities and assistance to undertake social, extended, and extracurricular activities to improve their performance assessment marks.

Various committees with well-defined functions give academic and administrative leadership:

[1] Local Management Committee: The Local Management Committee is accountable for establishing the institution's policies, guiding its growth, and ensuring regular and effective governance. Additionally, establish a strategic strategy to consistently accomplish the objectives of the Institution.

[2] College Development Committee: The College Development Committee oversees the general operations, monitors the procedures and progress, and provides recommendations for the comprehensive advancement of the institution.

Service Rules and Procedures:

The Employee Service regulations and processes are governed by the SPPU Pune University First Statutes, the college's Constitution, and the laws of the State Government, which are periodically revised. The recruiting regulations for the teaching personnel are determined by the University Grants Commission (UGC) and the eligibility criteria are set by the All India Council for Technical Education (AICTE). The promoting rules for staff are determined by the associated University, Savitribai Phule Pune University. The institution maintains an employee service book.

Grievance Redressal Mechanisms:

There are many mechanisms in place to address grievances, such as the Anti-Ragging Cell and a Grievance Redressal Cell with conspicuously located complaint boxes. The Examination Committee also resolves the complaints about the Internal and External exams. In addition, each department head collects student comments and promptly takes relevant measures based on the feedback received. The college regularly conducts practical-oriented courses, emphasizes skill-based learning, and effectively utilizes e-learning platforms to enhance outcomes.

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: B. 3 of the above

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

The Institute's proper operation relies on the well-being of the staff members. The organization features efficient welfare provisions for all its staff members. The university regularly organizes quality improvement programs for faculty and training programs for non-teaching staff. Faculty members are granted academic leave or special leave to participate in FDPS, workshops, seminars, conferences, or industrial training programs held by prestigious universities. This is done to enhance their qualifications and update their knowledge and skill sets.

The institute covers the registration price and provides a travel grant to academic members for attending these seminars. Faculty members are strongly encouraged to enroll in PhD programs. Additionally, they are granted special leave to attend the coursework required by the affiliating university or a prestigious school. Faculty members who complete their PhD are awarded three compounded increments. Additionally, the Faculty of RGCOE who meet the eligibility criteria for UGC NET/SET receive an Academic Grade salary.

The College facilitates access to various government schemes, including Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical Facility, Leave on Overseas Projects or Conference, Health Fund Scheme, Permission to attend FDP such as Orientation programmes, and Refresher courses, short term courses, etc., to support the career development and advancement of both teaching and non-teaching staff.

Appraisal system for teaching and non-teaching staff The assessment of the faculty is determined by their effectiveness in employment to identify and correct inefficiencies within the operating system of the institution. The following assessment elements are used in the faculty appraisal system.

1. Assessment by principal
2. Assessment by HOD
3. Feedback of student

This system is classified into three categories.

1. Teaching learning and evaluation-related activities.
2. Co-curricular, extension, and professional development-related activities.
3. Research publication and academic contribution.

The following weightages are allotted to 3 groups 100:75:300. These are called Academic Performance Indices (API). After the year, data relevant to the above categories are collected from each faculty member in the Performa prescribed by AICTE. Based on the data obtained, API score are calculated for each of the three categories.

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: 19.44

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
7	6	8	7	7

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
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: 60

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
32	28	28	34	31

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
14	15	15	16	15

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Matoshri Shaikshank Pratishtan's Rajiv Gandhi College of Engineering has implemented a systematic process for performing both internal and external audits of its financial transactions every year. This is done to ensure strict adherence to financial regulations and compliance. The internal finance committee of the institution carries out the internal audit. The committee diligently examines the income and spending information, and the internal audit compliance report is then provided to the institution's administration by the principal. An annual external audit is undertaken by an external agency.

The process employed to oversee the effective and efficient utilization of financial resources is outlined as follows:

At the start of each financial year, the principal presents a budget allocation plan to the management, taking into account the recommendations provided by the department heads. A college budget encompasses recurrent expenses, such as staff salaries, energy and Internet charges, maintenance costs, stationery expenses, and other consumable charges, as well as non-recurring expenses, such as the acquisition of laboratory equipment, furniture, and other development costs. The monitoring of expenses

is conducted by the accounting department on the budget given by the local management committee.

Process of the internal audit:

Each voucher undergoes an internal audit. The expenses incurred under various categories are meticulously examined and bills and vouchers are verified. If any disparity is detected, it is promptly reported to the principal.

Process of the external audit:

The college's accounts undergo regular external audits by a chartered accountant, by established norms and government regulations. After conducting the audit, the auditor verifies that all payments have been properly authorized. Subsequently, the auditor sends the report to the management for their approval. All inquiries related to the audit process will be promptly addressed, along with the necessary supporting documentation, within the specified time constraints. The institution did not encounter any significant audit objections in the previous years. All these procedures demonstrate the institution's commitment to maintaining transparency in financial matters and adhering to financial discipline to prevent the misappropriation of funds or assets at all levels. The audited statement is appropriately signed by the authorities of the chartered accountant and management.

Institutional strategies for the mobilization of funds and the optimal utilization of resources:

The Institute is a privately funded institution that has a clearly defined financial policy to ensure the efficient allocation of funds for academic, administrative, and developmental purposes. The institute operates with self-sustaining revenues derived from tuition fees and other miscellaneous sources of income. The management consistently provides the necessary cash for the construction, enlargement, and renovation of buildings. Financial planning is conducted at the start of the academic year, far in advance, with a proficient budget that includes the participation of all department heads, the college development committee, and the local managing committee.

The sources of funds are as outlined below:

1. Tuition fees: Students are charged fees by the Shikshan Shulka Samiti report and government regulations.
2. Government, non-government, and other grants: A portion of the expenses is covered by scholarships acquired from the government.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

Response:

Internal Quality Assurance Cell (IQAC):

Matoshri Shaikshanik Pratishthan's Rajiv Gandhi College of Engineering has an IQAC unit that is responsible for implementing quality assurance techniques and processes at all levels of the institution's operations. The system frequently and periodically monitors and evaluates the teaching and learning process, as well as the structures, techniques, and learning outcomes.

The IQAC has been enhancing the quality of teaching and learning by implementing the Outcome-Based Education (OBE) paradigm and utilizing a feedback mechanism for continuous improvement. The IQAC has gathered feedback from many stakeholder groups in suitable formats, assessed it, and utilized it to enhance the quality. The departments of the Institute have performed audits of both academic and administrative aspects and have taken appropriate actions based on the suggestions and recommendations.

The IQAC is responsible for preparing, evaluating, and recommending the Annual Quality Assurance Report Self-Study Reports of different accreditation bodies, including NAAC, NIRF, Stakeholder feedback, various Audits, and Action Taken Reports. The Institute and Department create an academic calendar that is synchronized with the academic calendar of SPPU. The Department Head assigned courses to all teachers based on their course preferences and accordingly. The course instructor is responsible for preparing the course material and planning activities to deliver the course content. They collaborate with the coordinator to align the content with the desired learning outcomes, and once accepted, proceed with the implementation.

In addition to instructing students in a variety of cutting-edge teaching and learning techniques, including the use of ICT tools and NPTEL videos, to enhance student engagement and learning. Students are utilizing e-learning resources.

Industrial visits are arranged to familiarize students with the culture of the industry and bridge the gap between the industry and the institute. Training and workshops are arranged to provide practical experience and assess the competency level of the relevant CO through test question papers. Organize guest lectures, competitions, and various events. Course instructors are motivated to participate in STTP/FDP to become cognizant and acquire knowledge of current trends and technology.

IQAC initiatives are:

[1]. Academic and administrative Audit:

The IQAC undertakes an internal academic audit every semester and implements necessary measures to enhance the quality of technical education. The primary objective is to ascertain the presence, functioning, and efficacy of the quality system. Continuous improvement is attained by conducting regular audits and meeting all legal standards. Academic audits assist the college in identifying its strengths and weaknesses, while the IQAC evaluates the quality status of both individuals and the institution.

During the audit, the course files undergo a comprehensive verification process.

[2] Student Feedback Survey:

Evaluations of the faculty members' performance are conducted once during the middle of the semester and again after the semester to enhance the teaching and learning experience. A Student Feedback Survey is conducted frequently to get feedback from students regarding every faculty member who taught classes or conducted practicals during a semester. A standard questionnaire, designed to be short and quick, is used to assess the performance of faculty members based on essential variables. IQAC utilizes the feedback received to offer valuable suggestions for enhancing the quality of instruction and the overall teaching-learning experience.

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: B. Any 3 of the above

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

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:

Gender equality is an essential human right and a basis for a peaceful, wealthy, and sustainable world. Gender equality refers to the state in which individuals of all genders possess equal rights, responsibilities, and opportunities. The institution acknowledges the need of promoting gender equality and has implemented many measures to address this issue. The institute fosters a culture of equal opportunity for individuals of all ranks and genders. It is evident in academic, administrative, and other activities. Rajiv Gandhi College of Engineering College hosts a variety of campus programmes to instill in students a sense of their obligation to the community.

The following is a comprehensive list of the main services provided:

[1] Ensuring the protection and well-being of individuals and property:

Ensuring the safety and well-being of students is of utmost importance at all college campuses. In the present day, ensuring a secure and encouraging campus environment is a responsibility and difficulty faced by college administrators and students. At our campus, we offer round-the-clock provision of closed-circuit television (CCTV) cameras. It aids in monitoring and preventing antisocial behaviours. Students and other staff in the college should exercise vigilance regarding the surveillance. The guardians express contentment with the level of discipline maintained on campus. Fire extinguishers are strategically positioned throughout the institute. The security personnel stationed at the entrance gate are responsible for maintaining the records of visitors. The institute provides ample lighting. Additionally, there is a separate common room for ladies, which is utilised during free time, lunch breaks, and designated hours or as required. Amenities such as potable water, mirror, washbasin, vending machine for sanitary pads, incineration machines, and other similar facilities are provided.

[2] Counseling:

a. Mentor and Mentee Scheme:

Tutors are entrusted with the task of guiding and advising students. Each tutor is responsible for overseeing a cohort of 20-25 students. Students are receiving customised counselling based on their specific needs.

b. Women's Grievance Cell

The Women Grievance Cell was created in the Institute in accordance with Act No 20 of 1990 of the Government of India. The primary objective of 'The Women's Grievance Redressal Cell' is to guarantee a secure and favourable atmosphere for female staff members and students. It offers confidentiality and assistance to members of the university community who may have experienced sexual or physical abuse. Additionally, it assists the victims in lodging their complaints using both informal and official methods,

guaranteeing equitable and prompt resolution.

[3]Childcare facility for young children

Society has a subsidiary school located nearby, which is offering assistance in the form of creche services for the children of our teaching members.

[5] Additional Pertinent Endeavours by the Institute: The Institute commemorates a range of occasions and arranges diverse activities such as National Girl's Child Day, National Women's Day, Nirbhay Kanya Day, guest lectures by distinguished working women, and more. The campus is open during the night in the event of extended hours for placements or cultural activities. Girls are supplied with separate dorms that have suitable security systems. Hostel committees are also formed to ensure the well-being of the students.

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: E. None of the above

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: C. Any 2 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Rajiv Gandhi College of Engineering is located in a rural region of Ahmednagar. The college has implemented multiple initiatives aimed at creating an inclusive atmosphere for the students. Several measures have been implemented to promote acceptance and unity among different cultural, regional, linguistic, communal, socio-economic, and other diverse groups. The organisation of cultural activities within institutes serves as a means to promote harmony, fostering improved understanding and cooperation.

Annually, the institute commemorates Independence Day on the 15th of August and Republic Day on the 26th of January with immense satisfaction, in order to pay tribute to the day when the country achieved freedom and when the country's constitution was put into operation.

The college is located in a rural location inside the Ahmednagar region. The majority of students came from a local town as well as the surrounding villages. The majority of students come from socially and economically weak backgrounds. Consequently, there is a lack of significant presence of socioeconomic diversity in the institutional context. The institution admits students from diverse religious backgrounds. The majority of people belong to the Hindu religion. Additionally, there is a significant representation of students belonging to SC, ST, and OBC categories. These students together observe and participate in each other's festivals on all occasions of celebration. During institutional festival celebrations, students of all religions participate in various events such as Garba, Eid, Dasara, Holi, and more. The university has not yet experienced any instances of unrest resulting from religious differences.

At our college, we celebrate many occasions such as Engineers Day, Teachers' Day, Women's Day, and Indian Constitution Day annually. Every member of the teaching and non-teaching staff, as well as the students, actively engage in promoting awareness about the significance of human rights. The motivating remarks are delivered by various dignitaries.

The college consistently encourages students to arrange and engage in various programmes organised by the college itself, as well as inter-institute, university, and other government or non-government organisations. The aim is to raise awareness among students about cultural, regional, linguistic, communal, and socio-economic diversities.

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:**Title of Best Practices I – RGCOE Special Scholarship Scheme**

The focus of the educational system nowadays is the student. The primary goal of the RGCOE is the student's overall improvement. In order to meet these needs in accordance with its social obligations, the RGCOE launches the "Student Adoption Scheme" for all engineering specialties, from the second to the fourth year of study. College students are financed under this scheme to continue their study in accordance with their financial circumstances.

Objectives:

- To provide financial assistance to needy and meritorious students.
- To offer financial assistance to students in the EWS, OBC, General, and NT categories to meet the students' academic goals.
- To consider these students' feedback and adjust the structure as needed.

Context: The government assists students who need assistance financially with a number of scholarship initiatives. RGCOE introduced the '*RGCOE Special Scholarship Scheme*' in 2018 in addition to its ongoing scholarship schemes. The school helps kids from low-income families financially so they can pursue their goal of providing education for all.

The Practice: The procedure is to award scholarships to students on the basis of their merit and needs. When applying for the scholarship, the student justifies his or her financial necessity. A committee submits a recommendation regarding the students to the office after deciding they are worthy of a scholarship. Students receive financial help according to their needs.

Highlights : Institute has provided scholarship of Rs.1280000 during last five years.

Evidence of Success: Following the adoption of this technique, the percentage of students dropping out due to a lack of resources has dropped, and the successful measures result in a success rate for students across the curriculum. This programme helped students whose financial circumstances prevented them from finishing their degree.

So far, this scholarship has helped a lot of students.

Problems Encountered and Resources Required: Following the adoption of this technique, the percentage of students dropping out due to a lack of resources has dropped, and the successful measures result in a success rate for students across the curriculum. This programme helped students whose financial circumstances prevented them from finishing their degree.

So far, this scholarship has helped a lot of students.

Title of Best Practices II – School Connect Programme for Promoting Technical Courses to Rural Area Students

RGCOE is situated distant from Ahmednagar City, it is a remote place. The remote areas where students live, such as Bhalavani, Takali Dhokeshwar, Wasunde, etc., are reached by the contemporary educational system, and all students receive counselling for everything from basic education to higher education based on their individual needs. During a promotion activity, the campaigner establishes an emotional and mental link with the student in order to promote education in society.

Objectives:

- Promoting Modern and Basic Technical Education to Students in Rural Areas is the Goal.
- Counselling Services for Undergraduate and Graduate Students.
- The Learning Process Is Quite Simple.

The goal of implementing this technique is to encourage society's transition from basic to higher education.

Students who have an education are more likely to have improved social and economic standing.

Context: Since the founding of the RGCOE college, the college has been dedicated to advancing education in rural areas. The goal of basic education is to address a child's fundamental needs and interests in learning. Gandhiji's basic education programme was designed to teach student's skills that would help them handle problems related to their livelihood and foster the traits of good citizenship. Low family income, early marriage, ignorance, and a lack of support from parents are the main causes of rural students' post-secondary school and college dropout rates in Maharashtra.

The Practice: Under this School Connect Programme, our group of staff try to reach maximum number of SSC and HSC students to spread awareness related opportunities available after pursuing technical education. By visiting school we are identifying the needy and bright students for our college level scholarship scheme.

Hostel Facility: College helps to increase awareness regarding various government schemes available for tribal students.

Evidence of Success:

The circumstances have significantly improved as a consequence of the college's efforts. The community at large has adopted a positive attitude towards the students' education. There has been a rise in the number of students enrolling from their villages, including Wasude, Karjule Harya, Bhalavani and Parner. The proportion of high school and college graduates in this particular town who did not pursue further education after leaving school was relatively high. Parents are being encouraged to send their children to the school or college of their choice.

Problems Encountered and Resources Required:

Facing the parents of the isolated and educationally underprivileged areas was a challenging quest. To spread the word about the value of education for children, the institution send teams of teachers to visit nearby schools and rural towns. Teachers tried to convince village elders and sarpanches—the head of the Gramme Sabha—to send their students to school or college by having conversations with them. For a number of reasons, the parents first forbade their child from attending. The challenges were identified, and the resources required to remedy them were identified. Furthermore, a bus was acquired on a rent-to-own basis, and the means of transportation were made available.

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:

Rajiv Gandhi College of Engineering, Karjule Haryana was founded in 2012. The initiative "Incessant attempts and hard work win unattainable goals" aimed to provide young individuals with access to top-notch higher education and equip them with employable skills. The institution's Vision, Mission, and Objectives are focused on developing socially active and hopeful citizens, as well as improving individuals in educational, social, cultural, economic, and physical aspects. This is achieved by following the curriculum of the Savitribai Phule Pune University, Pune. RGCOE emphasises skill development, career-oriented courses, industrial visits, field-based studies, and has successfully integrated all of these aspects.

Additional support and assistance are provided to academically challenged kids, with a particular focus on female students, as well as students from the SC/NT, OBC, and minority groups. The primary goal of the college is to offer technical education to children who are socially segregated from the broader community. This aligns with the principle that all of our institutional operations prioritise the needs and interests of students, with a specific emphasis on fostering their overall growth and development. The college possesses its own appropriate physical infrastructure for effective instruction and education, equipped with state-of-the-art equipment and technology, including both online and offline resources.

A panel of experts will be organising a Yoga session. Each novice faculty member frequently engages in open dialogues with the students on several subjects. A variety of events are organised to familiarise first-year students with the urgent environmental challenges that affect us. Students are accompanied on field trips to relevant enterprises and motivated to engage in competitions focused on environmental matters.

In addition to enhancing students' academic experience, colleges and universities provide a diverse range of extracurricular activities aimed at fostering holistic personal development and maximising students' potential. College students are provided with a range of options, including departmental groups, forums, and associations, to develop and improve their soft skills. The students of our college have demonstrated exceptional performance in a diverse range of competitions, encompassing art, literature, and cultural activities. Several of these students have been awarded prizes.

Furthermore, the institute is notable for its organisation of large-scale events, such as Matoshri Kala Mahosov, which attract participation from students across many educational institutions, including schools, junior colleges, and diploma colleges. These events serve as opportunities for students to not only enjoy themselves but also enhance different facets of their personalities. Furthermore, each engineering department organised a seminar or conference in a cyclical manner. The health check-up camp and blood-donation camp are being organised together with the our own BAMS college. Plantation is one of the ways in which the institution demonstrates its strong commitment to organising and

implementing Gender, Environment, and Sustainability, Human Values, and Professional Ethics. This is made possible through the positive cooperation of our alumni, parents, and the local community, all working together to enhance the students' abilities. This is accomplished with the aid of our former students, parents, and individuals residing in the vicinity.

The student groups contribute by organising various charity events such as social activities for social causes, stage plays, charity concerts, and other fundraising cultural events. At the RGCOE, both students and staff actively engage in a continuous journey of contributing to society and working towards its transformation, with the aim of improving the environment for everyone involved.

The RGCOE prioritises the holistic growth of its students both on and off campus. This is achieved through the organisation of numerous workshops, seminars, and guest lectures that aim to enhance academic activities, promote social awareness, and provide up-to-date knowledge on modern industry practices in accordance with industry standards.

Ultimately, we will implement the essential requirement of Truth and Reconciliation and effectively include Indigenous perspectives on knowledge, existence, action, and values. Our objective is to advance profound learning by using open educational materials, transforming classrooms by eliminating obstacles and boundaries to facilitate unmatched learning opportunities for everyone.

5. CONCLUSION

Additional Information :

Rajiv Gandhi College of Engineering is situated near to Karjule Harya Village in Parner Taluka. It has a vast complex spanning over 7.5 acres of land. Our college is located in a valley that is surrounded by hills, showcasing the natural beauty of the surroundings.

The cultural festival "Matoshri Kala Mohosav" takes place annually in January and February.

The hostel provides accommodations for 100 boys and 100 girls, equipped with all essential services. The hostel is well-equipped with modern furnishings and has excellent ventilation. Additionally, there is a cafeteria available. Expansive playground and gymnasium facilities available for students. Seminar hall has a seating capacity of 300.

Accessible campus.

Located approximately 42 kilometers from Ahmednagar City, accessible via the Nagar Kalyan Highway.

Located around 150 kilometers away from Pune accessible by road.

Located 35 kilometers from Adefata. The nearest airport is around 55 kilometers away at Shirdi.

Concluding Remarks :

RGCOE is an educational institution established in 2012 with the aim of providing inexpensive education to rural students and spreading awareness about it. The institution provides engineering programs led by faculty members who are dedicated to promoting engineering, technical, and quality education for engineering students. The institution also focuses on fostering the holistic development of future engineers, technocrats, and achievers. Offer educational resources, assistance, and infrastructure to enhance learning and teacher proficiency. The college provides high-quality engineering education with practical experiences and exposure to the industry. The institution provides a total of 20 supplementary programs and certificates. Additionally, 40.87 % of students actively participate in Project Based Learning, Internship, Project Work, and Fieldwork. Faculty implement remedial actions in response to student comments.

The institution aims to attain academic excellence by means of instruction, education, and assessment. The institution offers a safe dormitory facility, conducts regular unit exams, gives mock online examinations, preliminary tests, organizes mock oral/practical examinations, offers programs to strengthen communication skills, and implements pedagogical initiatives. Faculty members are required to participate in Faculty Development Programmes, Conferences, and Workshops held by other prestigious Institutions/Universities. The college fosters a research culture by organizing Faculty Development Programs (FDPs), workshops, seminars, conferences, and community involvement events. Additionally, it motivates both staff and students to engage in research and make valuable contributions to society via promoting awareness and active involvement in government-led initiatives and extension operations. The Institute offers scholarships, additional lectures, and special accommodations for SC/ST students. It also provides preferential treatment for differently abled students in on-campus hostel accommodation. Furthermore, there is a training and placement cell, an anti-ragging committee and squad, and an alumni association to support the institution's development. The college fosters the holistic growth of students and teachers by implementing efficient teaching and learning methods, while also offering guidance, financial resources, and administrative assistance to implement these principles. The IQAC conducts evaluations of learning outcomes and the quality of education, while the management promotes and supports research and consulting operations. The college promotes gender equality and offers alternative energy sources and water conservation resources. The college has established an inclusive and

hospitable atmosphere for students and staff with disabilities, fostered acceptance and unity, conducted educational programs for faculty and students, and organized activities to honor national and global occasions. The institution efficiently used two best practices: the "RGCOE Special Scholarship Scheme" and the "School Connect Programme for Promoting Technical Courses to Rural Area Students."

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI .</p>																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has selected the C. Feedback collected and analysed as per shared supporting document by HEI .</p>																																								
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>129</td> <td>145</td> <td>150</td> <td>91</td> <td>88</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>109</td> <td>134</td> <td>54</td> <td>66</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>147</td> <td>155</td> <td>102</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>147</td> <td>155</td> <td>102</td> <td>110</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	129	145	150	91	88	2022-23	2021-22	2020-21	2019-20	2018-19	112	109	134	54	66	2022-23	2021-22	2020-21	2019-20	2018-19	150	147	155	102	110	2022-23	2021-22	2020-21	2019-20	2018-19	150	147	155	102	110
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Remark : DVV has made the changes as per shared supporting document excluding the duplicates by HEI .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	2	4

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

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

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

Answer before DVV Verification : 188

Answer after DVV Verification: 122

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35.78	45.07	35.84	50.45	62.84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38.78	42.07	32.84	46.45	54.84

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
495	455	390	310	309

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
435	430	350	280	289

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

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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	43	34	35	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	8	8	7

Remark : DVV has made the changes as per shared data template document not considered days and duplicates .

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above
Remark : DVV has made the changes as per shared supporting document by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	34	34	34	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	28	34	31

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	15	16	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	15	16	15

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

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected the E. None of the above as per shared supporting document by HEI .

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**

Answer before DVV Verification : A. All of the above

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

Remark : DVV has selected the C. Any 2 of the above as per shared supporting document by HEI.

2. Extended Profile Deviations

Extended Profile Deviations

No Deviations
