



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**BHARATI VIDYAPEETH'S COLLEGE OF
ENGINEERING, LAVALE, PUNE**

A/P- LAVALE, TAL- MULSHI, DIST- PUNE
412115

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bharati Vidyapeeth's College of Engineering, Lavale, Pune was established in 2012. It is approved by AICTE, New Delhi, and affiliated with Savitribai Phule Pune University, Pune. Our educational campus at Lavale is spread over about **300 acres** and has an adorable background of a small picturesque hill.

The purpose of establishing this College is to make available to the students the latest knowledge in various branches of **Engineering** and the skills associated with it. The college offers four UG programs namely Civil Engineering, Computer Engineering, Electronics & Telecommunication Engineering, and Mechanical Engineering with an intake capacity of 60 for each program.

The College has a very well-designed and impressive, spacious building. All the academic and other amenities needed for academic pursuits are made available here. The College has a **well-stocked library** which also has an attached computer lab for easy access to online information. The College has indoor and outdoor **sports facilities** where students can enjoy and satisfy their sports needs.

The College has a membership of **NDLI** where students can access academic information. The College conducts Curricular, Co-Curricular, and Extra-Curricular activities for the holistic development of the students.

The college also has received a **Platinum Category** award in the AICTE-CII Survey based on the industry linkages through internships, placements, industry people on various college bodies, etc. The College has secured the highest **IIC rankings** for consecutively four years from the Ministry of Education, Government of India. It has also been recognized as a mentor for IIC activities in 5 colleges.

The College promotes the research culture among the students and faculty members which is reflected in the growth in publications in reputed journals and several patents. It has also been recognized in the band "**PROMISING**" under the Colleges/Institutes (Private/Self Financed)(Technical) in ATAL Rankings. The students of the college have won the Smart India Hackathon competition at National and International level (**UNESCO-India-Africa**)

The NSS Unit of the college conducted several programs in nearby communities. It also provides an "**Earn and Learn**" facility to needy students through the Board of Student Development. It has adopted 5 villages through **Unnat Bharat Abhiyan**.

Vision

Social Transformation through Dynamic Education.

Mission

To nurture young minds and make them realize the true potential of delivery to fulfil the purpose of their soul existence by way of **Discovery, Innovation, Leadership and Service**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Splendid Support from Management
- Top-notch infrastructure for academic and administrative purposes
- Energetic and Innovative faculty members
- Promotion of research culture among students and faculty members
- A strong partnership with industries contributes to a professional approach

Institutional Weakness

- Limited Government funded projects
- Limited Consultancy
- Less diversification among the students

Institutional Opportunity

- To grab the autonomy status
- To Promote faculty members to write and apply for various research proposals
- To attract reputed organizations for the placement
- To align the institute culture with NEP 2020 guidelines
- Availability of state-of-the-art infrastructure from sister units of Bharati Vidyapeeth

Institutional Challenge

- Attracting exemplary students
- Establishing in-house research facilities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has been affiliated with Savitribai Phule Pune University (SPPU), Pune since its inception. It follows the curriculum designed by the SPPU and implements the curriculum effectively among the students. The faculty members are actively contributing to designing of the curriculum wherever appointed by the Board of Studies (BoS). The curriculum contains the teaching methods, assessments, and other aspects which are adopted by the college effectively.

The College prepares the Academic Calendar based on the SPPU Academic Calendar, which includes several activities like Exam Schedule, Organisation of Expert Lectures, Co-Curricular and Extra-Curricular activities. A separate Activity Calendar is prepared by each department for the execution of the activities to enhance the learning experience of the students through visits, guest lectures, training, etc.

The students have been given the freedom of choosing Electives in the curriculum. The audit courses offered by the SPPU are effectively implemented by providing interdisciplinary options. The Choice-Based Credit System is enacted by the college where students can enjoy the credit system.

The College has introduced various value-added courses to integrate the industry knowledge among the students which remain uncovered in the curriculum. The academic committee of the college monitors the quality of these value-added courses. The students are encouraged to complete the various MOOC courses and get the add-on knowledge of the subjects. They are also sensitized to cross-cutting issues like human values, environment and sustainability, gender, and professional ethics through co-curricular and extra-curricular activities. The students are encouraged to undertake industry-oriented project work and internships during their graduation.

The College is keen to involve stakeholders like students, employers, parents, and external peers in the process of academic development through various feedback. It has an Online/Offline feedback facility where the feedback is analyzed, and necessary measures are initiated to improve the academic culture.

Teaching-learning and Evaluation

The College follows the norms for admission governed by the Directorate of Technical Education (DTE), Mumbai, Maharashtra State. It follows the reservation policy of the State Government of Maharashtra and the Government of India. The students are admitted from various socio-economic, different geographical backgrounds and get benefits from various Government and Private scholarship schemes.

The College has maintained the required Student-Teacher ratio since its inception as per the AICTE norms. The mentors are assigned a specific number of students to offer them help in academics and other issues.

The teaching-learning process is proficient at the college level. The diversity of the students is taken into consideration while executing the teaching-learning process. The faculty members use various teaching methods including ICT where students can experience experiential learning. The College has a well-established facility of Smart Classrooms where students can experience the importance of digital education. The students can also access the LMS from the college portal where the faculty members have stored the PPTs, Notes, Videos, etc. It also has a dedicated server for NPTEL videos where students can study various courses to enhance their knowledge in specialized areas.

The faculty members appointed in the college are from various geographical areas, which shows the recruitment diversity. They are recruited as per the standard norms of eligibility and experience set by the AICTE and guidelines from various apex bodies. The college encourages them to procure higher education and accordingly keep updated with the latest technology.

The faculty member maintains transparency during an assessment and evaluation of students. The evaluation of the students is done regularly through orals, practicals, assignments, seminars, project presentations, etc. to assess the learning levels. The Program Exit Survey is conducted at the end of the final semester of graduating students. The POs and PSOs are evaluated using Direct and Indirect methods adopted by individual departments. The performance of the students can be evaluated through the calculation of learning outcomes for individual subjects and necessary actions taken thereof in case of non-compliance.

Research, Innovations and Extension

The College has undertaken the research parameter into deep consideration after the feedback from an earlier peer team. It has developed a very good research culture among the students and faculty members. The College has a Research Cell that keeps track of the research activities and accordingly arranges the seminars and workshops as per the student's demand. The stakeholders get the knowledge through various knowledge events about IPR and Industry-Academia Innovative practices.

The number of research publications has considerably increased over the period, and these are published in peer-reviewed journals. The number of filed, published, and granted patents shows the development of the research culture in the college. The College provides the incentive to the publications after examination of the article and its legitimacy. The faculty member received the Best Paper Award from IEEE and E-Rickshaw as an innovation award.

The College has a functional NSS Unit which inculcates the ethical values among the students towards several societal issues like gender discrimination, save the girl child, social inequity, cleanliness, etc. Being in a rural area, the college has an opportunity to work on different issues area which helps the students acquire skills to become good humans. The blood donation camps are regularly organized to spread awareness among the students to understand the value of life.

The College has collaborations with many industries that promote the learning experience of the students through Academic Projects, Internships, Expert Lectures, etc. It has formal agreements with these industries through the Memorandum of Understandings (MoUs) to inculcate professional skills among the students.

Infrastructure and Learning Resources

The College has a very aesthetic building infrastructure in natural cushion. It has pioneering academic and administrative infrastructure which keeps a positive and healthy environment among staff members and students. The College has all the supportive facilities as per the norms laid down by the AICTE, DTE, and SPPU. The separate fund is allotted for the necessary developments and maintenance of the physical as well as academic infrastructure. The students can enjoy the indoor and outdoor sports facilities on the space and ground provided.

The College has richly supplied library holdings concerning books, journals, and rare books. It is equipped with KOHA software for online library management which keeps the record of transactions. The students can access the Pearson and McGraw Hills E-books remotely along with the E-books available at the LMS. The library has collaborated with the libraries of Bharati Vidyapeeth's (Deemed to be University) College of Engineering, Dhankawadi, Pune, and Bharati Vidyapeeth's College of Engineering for Women's, Pune. The books available in these institutes can be borrowed by students and faculty members. The library has a separate committee which keeps track of the requirements of the books, usage of the resources, etc.

The College provides the ICT facilities to foster the teaching-learning culture among the faculty members and students. It has ample IT infrastructure which surpasses the norms provided by the AICTE. The Smart Classrooms have added extra fuel to the quality of education provided. The Research Papers and project Reports are checked for uniqueness through plagiarism software provided by the Bharati Vidyapeeth (Deemed to be) University, Pune

The policies are in place for the maintenance of physical and academic facilities. The College has tied its association with different agencies to carry out the maintenance through AMCs. It has also enough funds allotted for regular upkeep of the infrastructure as per the guidelines of the apex bodies.

Student Support and Progression

The College has a strong enthusiasm towards the holistic development of the students, and it provides the necessary support. The College has made a provision of a career guidance cell, placement cell, grievance redressal cell, etc. where students get the necessary support. It provides the necessary guidance for Scholarships from Non-Government agencies. The students are empowered with life skills, soft skills along technical skills through different bridge courses.

The graduates of professional courses are always attracted towards placement and college have a good number of placements over the period. The college also encourages them to acquire higher education which can enhance their employability around the globe. The number of students progressing to higher education is also praiseworthy.

The participation of the students in different cells/committees of the college is also significant. They get exposure to social, cultural, and leisure activities in their academic life which helps them to acquire leadership skills.

Though the students get passed out from the college, they keep themselves associated with the college through the Alumni Association. The College has a registered Alumni Association where students get registered and contribute financially as well as support it through various ways like conducting expert sessions, providing placement opportunities, etc.

Governance, Leadership and Management

The College adopted the Vision of the parent organization which helps to decide the strategic plan and policies are prepared in line with the Vision and Mission. The College has all the required functional bodies in place which monitor the progress as per the guidelines provided by the different apex bodies like AICTE, UGC, SPPU, etc.

The recruitment of human resources for academic and administrative purposes is transparent and controlled by the management. The faculty members are empowered to upgrade their competency skills through attending different FDPs, Workshops, STTPs, etc. The performance of the teaching and non-teaching staff is monitored, and recently online mechanism has been adopted by the college to appraise it.

The College follows the norms and process set by management for the preparation of the budget. It involves the different departments and cells in the process of budget preparation which reflects transparency. It has well-prepared policies in place for proper utilization of funds. The College has a proper mechanism to conduct Internal and External Audits to verify the financial transactions and their legitimacy.

The IQAC in association with Academic Committee supports the institute to monitor and control the quality of education provided to the students. It takes the Student Satisfaction Survey every year to assess the teaching-learning process and present it during the meetings which are conducted at regular intervals. The IQAC also

supports the institute by participating in the ranking agency (NIRF), every year.

Institutional Values and Best Practices

The College is progressing as per the defined vision and inculcating the Social, Ethical, and Professional values among the stakeholders.

The College has a strong belief in imbining the social values among the students. It organizes Gender Equity Programs to sensitize the students about gender disparity. The College also has an eagerness to preserve environmental resources and hence manage the different types of waste as per the standard policies. It also pays respect to physically challenged stakeholders through the provision of different facilities like ramps, Divyangjan-friendly washrooms, easy access to all floors, etc.

The College is in the beauty of nature where tree plantation initiatives are organized regularly to keep the campus green and the same has been audited through the Green Audit. It also has a policy to conserve the energy through utilization of LED bulbs across the campus. The NSS Unit conducts several activities beyond the campus to spread the awareness about importance of the environment.

The College has adopted different best practices over a period which helped to improve the societal as well as professional value. It has developed the MHT-CET portal which helps the HSC students to practice the tests designed by the subject experts. The Innovation Cell /E-Cell has cultivated the culture of startup and entrepreneurship among the students today, and the college has produced a good number of entrepreneurs for the society. After the COVID-19 pandemic, the college has increased the digital resources for the innovative and effective teaching-learning process, and it made a good impact on the quality of education.

The College always believes in making strong relationships with the industries and therefore initiated the scheme of One Faculty-One Industry. The outcome of this initiative can be seen from the number of MoUs with several industries. It has not only increased the number of associations but also added the bonus of Industry Sponsored Projects, Internships, Placements, Expert Talks, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHARATI VIDYAPEETH'S COLLEGE OF ENGINEERING, LAVALE, PUNE
Address	A/P- LAVALE, TAL- MULSHI, DIST- PUNE
City	LAVALE PUNE
State	Maharashtra
Pin	412115
Website	bvcoe.bharativedyapeeth.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	RAJENDRA KUMAR NARAYAN PATIL	020-20291357	9822431072	-	rajendrakumar.patil@bharativedyapeeth.edu
IQAC / CIQA coordinator	YOGESH VASANT KADAM	091-8956024171	9156677244	-	iqac.bvcoel@bharativedyapeeth.edu

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P- LAVALE, TAL- MULSHI, DIST- PUNE	Rural	10	16136.55

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,Mechanical Engineering,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	60	22
UG	BE,Civil Engineering,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	60	4
UG	BE,Computer Engineering,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	60	60
UG	BE,Electronics And Telecommunication Engg,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering	English	60	41

			or equivalent vocational training with level 4.		
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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				10				34			
Recruited	1	0	0	1	4	0	0	4	19	11	0	30
Yet to Recruit	3				6				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				6			
Recruited	0	0	0	0	1	0	0	1	3	3	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						36
Recruited	36		0		0	36
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	13	1	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	0	0	5	7	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	7	0	27
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	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	1	0	1	1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	435	22	0	0	457
	Female	190	7	0	0	197
	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	77	73	76	57
	Female	28	26	25	16
	Others	0	0	0	0
ST	Male	8	8	7	5
	Female	2	1	1	1
	Others	0	0	0	0
OBC	Male	143	152	183	186
	Female	58	53	47	41
	Others	0	0	0	0
General	Male	289	278	297	299
	Female	110	93	85	84
	Others	0	0	0	0
Others	Male	94	115	120	112
	Female	34	36	29	26
	Others	0	0	0	0
Total		843	835	870	827

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per the directives of Government of Maharashtra, NEP 2020 will be implemented from Academic Year 2024-25 in affiliated colleges. 1.a) Bharati Vidyapeeth's College of Engineering, Lavale, Pune
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is affiliated with Savitribai Phule Pune University since its inception in the year 2012. It follows the structure and curriculum designed by the university. To the same extent during the design of the curriculum, the university has taken care of a multidisciplinary approach. Institute is presently conducting some short term programs, seminars/ guest lectures to impact education in the grey areas from the multidisciplinary education point of view. These programs are offered along with the regular courses prescribed by the university. Students are encouraged to take up the electives of their choice. Further, audit courses and honors courses are also offered to students. Students have wide options to choose electives/audit/honors courses and further mentored effectively. 1.b) Integration of humanities and science with STEM is achieved through i) Encouraging collaborative final-year projects with DRDO, the Indian Meteorological Department to address social and other issues. ii) Incorporating human values education through a unit of the National Service Scheme, the celebration of memorial days, tree plantation drives, village cleaning drives, etc. iii) Encouraging students to undertake projects that will help to resolve grassroots issues and innovate new concepts. iv) Faculty members are encouraged to take the course of universal human values will percolate to students. To date, 10 faculty members have completed the AICTE organized course on Universal Human Values (UHV). 1.c) Yes, the Institute offers flexible and innovative curricula that include credit-based courses like environmental studies, and project-based learning at various levels. These courses help them to engage in community-based environment-related education which leads to holistic and multidisciplinary education. 1.d) The Institute is affiliated with 'Savitribai Phule Pune University, Pune. As the institute is not enjoying academic autonomy, it can't offer multiple entry and multiple exit facilities. However, as per the provision of AICTE, students who have completed 3 years post SSC diploma in Engineering may be admitted in the second year of the program. 1.e) Being an undergraduate institute, there is limited scope for research activities in the institute. However, students are encouraged to undertake projects based on the real-life challenges faced by society, industry, and

	<p>government bodies. On identification of the problem statement, they work to find an amicable solution. This helps in the development of research aptitude among students. This also helps in inculcating the habit of lifelong learning. 1.f) As per the direction of the Government of Maharashtra NEP 2020 shall be implemented from academic year 2024-25 in affiliated institutes. The college has already geared up for the implementation of NEP. The major aspects of NEP such as skill development, internship, and offering honors courses have been practiced since 2019.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>2a) Bharati Vidyapeeth's College of Engineering, Lavale is affiliated to Savitribai Phule, Pune University. On October 15, 2022 all students register at SPPU are instructed to create an ABC id at http://abc.gov.in. As per the directive, institute has motivated students to create their ABC ids and all necessary support was extended to them. The chief Examination officer of institute conducted an online session for all students and faculty mentors to educate them about the process to be adopted for creating ABC id. All present students of the institute have ABC ids. B) Being an affiliated institute effective use to ABC id for the initiated proposes may on start after it is initiated by University. As per directives of Government of Maharashtra implementation of NEP in affiliated institutes shall take place from Academic year 2024-25. C) Institute doesn't have collaboration with in international institutes. D) Faculty prepare their learning resources and are made available on DMS of institute. These resources are accessible to the students. E) A massive drive conducted in the institute by faculty and staff to create awareness about ABC id and all students have now there ABC ids. This will this will help them in future on full fledge implementation of NEP 2020.</p>
<p>3. Skill development:</p>	<p>3. a. Skill development is an integral part of Engineering education. Though, technical skills of the students are developed during four years of academics, it is necessary to work on upskilling in certain areas of current relevance including soft skill development, analytical skill development, programming skill development and few relevant software application trainings. 3. b. Institute does not offer any vocational education program as of now. 3. c. Value based education is need of the today. This</p>

	<p>helps in including positivity among the students. Institute celebrates anniversaries of social reformers and historical personalities such as Chhatrapati Shivaji Maharaj, Chhatrapati Shahu Maharaj, Mahatma Gandhi, Dr. Babasaheb Ambedkar, Smt. Savitribai Phule, Mahatma Phule, Sant Gadge Baba etc. To improve the spiritual and emotional quotient of the student various program are conducted with the help of Art of Living, Nirmala Devi's Sahaj Yoga, Brahma Kumaris, Sahajyoga, Falun Dafa etc. This help students to manage the stress and learn and practice yoga to live healthy lifestyle. Days such as, world energy day, environmental day are celebrated to create awareness about the pollution, carbon foot prints, energy conservation. Independence Day, republic Day, Maharashtra din are also celebrated to boost national Pride. To address cultural need, Ganesh Utsav, Shivjayanti, Navratri are celebrated. Further to train students for life skills expert talks on disaster management, CPR (with hands on), women safety, women health awareness regularly conducted by Board of Student Development. 3.d. i) Being affiliated institute credit structure is designed by University with an opportunity to opt for honors degree in the relevant stream. ii) Expert talks and hands and training for the students is arranged for at least one skill set every year/semester by each department. iii) Institute offers both blended and on campus value added courses to students. iv) institute is not associated with NSDC. v) This is under consideration. 3e. i) Skilling is done through internship (Mandatory for all 3rd year students & optional for others) ii) Hands on and workshops for skilling. iii) Motivating students to join honors programs. iv) Innovation cell helps to inspire and guide students to be an entrepreneur.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Being affiliated institute, integrations of IKS will take place from AY 2024-25. However, institute proposes to offer degree program in Marathi in selected branches from 2025-26. The medium of instruction in English and majority of the student and faculty are from the state of Maharashtra whose mother tongue is Marathi. For certain critical topic, on demand from the student's vernacular language is used for classroom delivery along with English. Presently no course is thought in Indian Languages and bilingually in the institute. Ganesh Utsav,</p>

	<p>Shivajayanti, Navratri are celebrated to preserve Indian culture and tradition. Workshops like pottery, Warli art are conducted along with celebration of yoga day to emphasize the importance of Indian Ancient Traditional knowledge.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>OBE is focused on understanding the concepts, ability to implement theory in practice and innovating the product/processes as the basis at the knowledge gained during the program. The outcomes for the course along with program outcome are well defined. and disseminated to the students, parents, employees (i.e., Stakeholders). Attainment of CO is worked out and the basis of the performance of the students. For each batch program outcomes and programs specific outcomes are calculated and compared with the target values. Program Assessment committee is constituted in each department to analyze the outcomes against the targeted values and recommends course of action to meet the desired level or to elevate the desired level further.</p>
<p>6. Distance education/online education:</p>	<p>6. a) Institute does not offer any vocational courses so far. However, in near future such courses will be offered provided the regulating authorities permit so. b) Institute has dedicated services. i) for DMS which stores the lecture notes, study material can be accessed by students. ii) NPTEL courses. Every student is provided with official email Id Through the collaboration with Microsoft. Students are entitled for MS office license copy along with 1TB storage on cloud. Online lectures can be conducted through Microsoft teams (which was exclusively used during lockdown period the due to Covid-19 pandemic) Recently, VMEdulife, a package for the academic and administrative solution has been introduced to manage the academics, attendance and attainment calculations. Each classroom is equipped with either LCD projector or smart board with internet connectivity. This helps to use PPTs, videos in classroom. C) Institute does not provide any course / program in distance education.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>Yes</p>
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<p>set up in the College?</p>	
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1) Door-to-door voter awareness campaigns were conducted at three villages in the vicinity named Lavale, Nande and Kondhur. 2) Celebration of National Voters Day every year.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1) Awareness drives conducted during NSS Camp 2) Faculty and Staff members participated in the electoral process and worked as Presiding Officer and Polling Officer</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The institute has conducted a special camp with Booth Level Officers to create awareness about the importance of voting in democracy and encourage students to register as a voters. As a result, 71 students were registered as new voters.</p>

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
843	835	870	827	846

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

2 Teachers

2.1

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

Response: 58

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	51	48	50	49

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
521.08	467.61	414.09	611.15	696.32

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:

Bharati Vidyapeeth's College of Engineering Lavale is affiliated with Savitribai Phule Pune University since its inception in 2012. Savitribai Phule Pune University prepares the curriculum of various disciplines of Engineering and revises the same regularly to keep pace with changing technologies.

Based on the academic calendar, the teacher responsible for the course (Appointed based on his / her expertise and interest) prepares the teaching plan which is further recorded in the Attendance Record Book / VmEdulife software and made available to the students along with the expected outcomes of the course and assessment process and parameters. Usually, at the commencement of the semester (Induction Program in case of First Year), students are educated about Course, Program, and Program Specific Outcomes. This helps them to have a clear vision of learnings in the program.

Lectures and practicals are conducted in accordance with the timetable prepared. These timetables are available on the College website, notice boards, and VmEdulife. The progress of teaching for each course is closely monitored by the Head of the Department on a weekly basis and on a monthly basis, through the meeting conducted with the students. In these meetings, the teaching-learning process, challenges, and difficulties faced are discussed.

Grey areas in the curriculum, identified by the students, faculty members, and peers based on the attainment of course outcomes of earlier batches and feedback are discussed in the meeting of the Program Assessment Committee. This committee suggests the improvement in delivery, and assessment and recommends experiential learning, workshops, site visits, MOOC courses, etc., if required.

Learning resources such as reference books, reference videos, and PPT animations are made available through DMS and Vmedulife. Lab manuals are available in the laboratories for ready reference of students.

The attendance of the student is monitored and communicated to the parents through meetings, SMS, and phone calls. The performance of the students is continuously monitored throughout the semester. The results of In semester examination are carefully analyzed by the course teacher and the student is counselled on an individual basis for improvement in study techniques, and proper use of learning resources.

The term work or practicals are assessed continuously throughout the semester. Each performance or assignment is assessed based on timely submission, presentation, and understanding of the concept.

To enrich the learning experience, and inculcate values and ethics among the students, each department plans curricular, Co-curricular, and Extra-curricular activities and publishes an activity calendar at the commencement of Academics. It consists of Guest lectures, Expert lectures, Workshops, Seminars, various competitions, Industrial visits, etc. These activities are particularly executed through the student's association of the department which helps them in improving leadership qualities, communication skills, and integrity.

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

1.2 Academic Flexibility

File Description	Document
<p>1.2.1</p> <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>Response: 43</p>	
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 53.35

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
1259	308	16	260	409

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:

Bharati Vidyapeeth's College of Engineering Lavale, Pune, exhibits a comprehensive approach to education by integrating curricular, co-curricular and extracurricular activities that address various societal issues.

In parallel, the curriculum places a strong emphasis on professional ethics, with the college actively fostering entrepreneurship. Sessions on “Intellectual property rights and management for start-ups” equip students with crucial knowledge. The institute goes beyond academic realms by organizing programs guiding students on “Legal and ethical steps” for start-up ventures. Students are encouraged to prepare the plagiarism free final year project report which inculcates importance of ethics. Students are also motivated to published research paper and innovative ideas are converted into patents which promotes professional ethics among them.

In the pursuit of gender equality, Bharati Vidyapeeth's College of Engineering Lavale has taken commendable initiatives. Programs like “Nirbhay Kanya” aim to empower female students from rural and deprived backgrounds, enhancing their confidence and personality. Additionally, the institute hosts events like the “Emerging Multifaceted Personality Women Empowerment” Program, “International Women's Day” celebrations and NSS camping programs addressing the cause of “Save Girl Child”. Empowering girls through “Self-Defence” programs and advocating for their rights are integral components of the college commitment to gender equality.

Recognizing the importance of human values, the institute organizes various programs such as “National Youth Day”, sessions on “Happiness: Engineering of Brain Chemicals”, “Yoga training”, “Swachha Bharat Abhiyan”, “Blood Donation Camp”, “Solid Waste Management” and “Run for Unity”. These endeavours aim to nurture a sense of responsibility, unity and cultural awareness among students,

contributing to their overall development. The college recognizes the significance of mental health and conducts “Stress Management” programs to assist students in coping with daily challenges.

Initiatives such as an “Energy Conservation Program”, World Earth Day awareness campaign focusing on Pollution control mechanisms, “Tree Plantation” drives and “Disaster Management” activities underscore the commitment to instil a sense of environmental responsibility among the students.

In summarises, Bharati Vidyapeeth's College of Engineering Lavale stands out for its holistic education approach, weaving together curricular and extracurricular activities that address Environmental Sustainability, Professional Ethics, Mental Health, Gender Equality and Human Values. By integrating these elements into the educational framework, the institute strives to produce well-rounded individuals capable of contributing positively to the society.

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: 55.28

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

Response: 466

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: 49

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
158	109	99	115	108

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	242	240

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: 43.17

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
50	43	40	65	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
120	120	120	120	120

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.33

2.3 Teaching- Learning Process

2.3.1

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

Response:

Bharati Vidyapeeth's College of Engineering, Lavale (BVCOEL) believes in constructivism theory and adopts a student-centric learning approach using experiential learning, Problem-solving methodologies, and Participative learning. This enhances the learning experience of students.

1. **Experiential learning through:**
 - a) **Industrial Visit:** Industrial visits are arranged for students where they get experience through direct site visits. Also, during the pandemic, virtual Industrial Visits were conducted using videos.
 - b) **Internship:** Students are encouraged to undertake Internships at various companies which provide them opportunities to gain professional knowledge with hands-on experience and learn about professional ethics and values.

2. **Participative learning:**
 - a) **Seminars:** As a part of the curriculum, students present seminars on the relevant topics on emerging technologies and socio-technical issues, where they familiarize themselves with self-learning to improve knowledge. This also helps in improving communication and presentation skills.
 - b) **NSS Activity:** Students actively participate in activities of NSS, where students learn multiple life skills, such as leadership, societal, communication skills, and problem-solving.
 - c) **Expert Lectures:** The experts from industries deliver lectures and share their professional experiences. Students actively participate in expert lectures and gain industry exposure.
 - d) **Student Participation in National and International Level Events:** Students participate in events such as the Smart India Hackathon, GO-Karting, SAE-BAJA, and UNESCO-India-Africa (UIA) Hackathon.
 - e) **Student Association:** The Institute has various student associations such as CESA, ACES, MESA, and BETA which provide a platform for the students to learn management and leadership skills by organizing activities.
 - f) **Participation of students in cultural and sports events:** The Institute encourages students to participate in sports and cultural events organized by the affiliating university. An annual sports, cultural, and tech fest is organized to enable the participation of all students.

3. **Problem-solving methodologies:**
 - a) **Projects:** Mini projects, project-based Learning, and final year project courses are offered by the university which enhances the problem-solving skills of students.
 - b) **Class Assignments:** Subject-specific Assignments are solved by the students to enhance their problem-solving abilities.
 - c) **Case Studies:** Case studies help students to analyze and find solutions to the stated problem.

ICT-enabled tools

The institute offers various ICT-enabled Tools for enhancing the teaching-learning process.

- a) **Smart Board and LCD projectors:** The classrooms are equipped with the latest Smartboards, LCD projectors, and internet connection.

- b) **DMS:** A Data Management Server is available for students where subject-related study material such as PPTs, Notes, Previous Year Question Papers, and videos are available.

- c) **NDLI:** The National Digital Library of India (NDLI) provides E-Books for students through the NDLI Library

d) VMEDULIFE: The Vmedulife ERP system is used by the institute which helps the students, and faculty for Outcome Based Education, Teaching & Learning, and administration.

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: 96.83

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
48	48	51	51	54

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: 13.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	4	4	5

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:

Bharati Vidyapeeth's College of Engineering, Lavale uses the following mechanism for internal (Institute level) and external (University level) assessment, which is transparent, and the grievance resolution procedure is timely and effective.

At University level:

- The institute strictly adheres to assessment and evaluation standards set by the affiliating university.
- The university has introduced a credit system since 2015 for all engineering courses.
- The evaluation process includes the assessment of theory, practical, oral, and term work at the end of the semester.
- Performance assessment is done by the university and the results are displayed on the university website.
- After the university declares results, students can request a photocopy of their answer sheets within 7 days and re-evaluation within 10 days.

At Institute level:

- Transparency in evaluating the performance of students for all heads of internal assessment is meticulously maintained.
- The assessment includes unit tests, term work, assignments, and theory examinations.
- The assessed answer sheets of unit tests are distributed to students and the performance of the

student is discussed by the course faculty. Any student having a grievance with the evaluation can directly discuss it with the respective Course coordinator.

- Term work assessment of students for each experiment is carried out after performing the experiment. Continuous assessment is done in a systematic manner with following parameter's where each parameter has fixed marks:

Parameter	Marks
Timely submission	4
Presentation	6
Understanding	15

Thus, the overall performance of students is discussed with students on timely basis as an indication of improvement of students and their self-analysis.

- Internal term work marks of the students are displayed on the department notice board.

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 institute is committed to implementing Outcome Based Education (OBE) as its guiding principle. In order to ensure compliance with OBE, the college considers Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) as crucial parameters. The college has adopted twelve engineering graduate attributes provided by the National Board of Accreditation (NBA) and outlined in the NBA manual as the basis for defining Program Outcomes (POs). Program Specific Outcomes (PSOs) are tailored to the specific programs offered by the college, while Course Outcomes (COs) are defined for each subject by the affiliating university, Savitribai Phule Pune University (SPPU).

Program Outcomes (POs): Program Outcomes are statements that reflect the career and professional accomplishments that the program prepares graduates for.

Course Outcomes (COs): Course Outcomes serve as statements that outline the abilities the student must acquire at the end of the course. These outcomes encompass the skills, knowledge, and behaviour that students will develop throughout their journey in the course. The SPPU provides the course outcomes in conjunction with the syllabus. Students are informed about the course outcomes during the introductory class.

At BVCOEL following methods are used for the Dissemination of COs and POs

- Vision, mission and POs are displayed in the classrooms and HoD cabin.
- POs are displayed on department premises.
- COs, POs and PEOs are displayed on the Institute website.
- The lab in-charge displays respective subject specific outcomes in the lab
- The lab journal comprise of the copy of COs and POs

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

2.6.2***Attainment of POs and COs are evaluated.*****Explain with evidence in a maximum of 500 words****Response:**

The institute has adopted Course Outcomes from the affiliating university SPPU and POs derived from twelve engineering graduate attributes provided by the National Board of Accreditation (NBA). The evaluation parameter consists of direct and indirect attainment. Direct attainment of COs is worked out based on the performance of the students in theory, oral, practical and term work examinations. Whereas, feedback, with the help of a well-designed questionnaire, from the stakeholders is the backbone of indirect attainment of Cos.

For the evaluation of attainment course coordinator prepares a matrix of CO-PO & CO-PSO mapping and decides the threshold value representing attainment of CO and PO in terms of targeted values of attainment ranging from 1 to 3 with 3 as the highest and 1 as lowest in respective subject.

Mechanism of evaluation

Course Outcome attainment- For CO attainment both direct and indirect parameters are considered with a weightage of 80% for Direct and 20% for indirect attainment. For direct both internal and external assessment is used and for indirect student feedback on COs and external examiner feedback on COs taken during SPPU oral/practical for respective subject to be used.

Program Outcome attainment - For PO attainment direct parameter is considered as the average of PO attainment for all subjects from FE to BE for a Particular batch and 70 % weightage is considered in direct PO attainment calculation. Further 30% is considered for indirect attainment where feedback on PO is taken from Alumni, Parents and Employer using the designed Questionnaire.

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

2.6.3

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

Response: 91.04

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
211	212	274	245	176

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
227	241	287	264	209

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.46

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: 5.89

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
1.71173	1.32050	0.33740	1.53740	0.983

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:

To address the need for the inculcation of research, innovation and entrepreneurial culture in our Institute, Bharati Vidyapeeth's College of Engineering Lavale (BVCOEL), Pune has taken several steps. BVCOEL has set up SPPU E-cell and MHRD Institutions' Innovation Council (IIC) in the year 2019-20, which is an initiative of the Ministry of Human Resource Development (MHRD), Govt. of India to systematically foster the culture of Innovation among Higher Education Institutions (HEIs).

As a result of setting up the Institutions' Innovation Council (IIC), at the Annual Performance Rating of Institutions' Innovation Council in HEIs for the IIC2.0 calendar year 2019-20, our college secured 4.5 out of 5. We repeated the same success story in the following years - 4 out of 4 in the year 2020-21, 3.5 out of 3.5 in the year 2021-22 and 3 out of 4 in the year 2022-23 respectively.

The institute has organized and conducted numerous activities such as mentoring, guidance, research and

innovation, intellectual property etc. to nurture young minds by carrying out various research, innovations entrepreneurial activities and events. The institute has framed policy guidelines.

The institute was selected as one of the Mentors for Mentor-Mentee 2021-22 program of IIC, MIC. Out of 2728 institutes, only 205 institutes were honoured as Mentors. Moreover, only 18 institutes were from Maharashtra and our esteemed college was one of them.

The institute established pre-incubation facilities by establishing MHRD's Innovation Cell, SPPU E-Cell, etc. This Pre-Incubation is readily accessible to students and faculty members of all disciplines and departments across the institution. The number of Student Start-ups/Ventures established till now is 5.

The institute generated intellectual property from its teachers and students. This cell provides support and guidance to our students and faculty members in protecting their inventions and creations. The total number of Patents and Copyrights filed, published and granted are 66 and 5 respectively.

BVCOEL students participated in the Smart India Hackathon (SIH). SIH 2022 was a nationwide initiative to provide students with a platform to solve some of the pressing problems that we face in our daily lives and to inculcate a culture of product innovation and a mindset of problem-solving. BVCOEL SIH 2022 Team "Deamon" won a prize worth INR 1,00,000/- at the National Level for developing technical solutions to real-world problems. The team's problem statement was "Hologram with Speech Synthesis".

BVCOEL Student Mr. Abhijeet Jain won the prize of INR 3,00,000/- in UNESCO INDIA AFRICA HACKATHON 2022 for his work on Drinking water and Sanitation. The Hackathon was conducted across the globe and involved 22 countries.

BVCOEL students are exposed to the glimpses of Indian Knowledge System that comprises Jnan (knowledge), Vignan (science), and Jeevan Darshan (philosophy of life) of ancient India, arts and culture etc. by organizing various workshops on Yoga, Marathi Divas, Mathematics day etc.

The primary focus of BVCOEL is to provide a platform for students to develop and structure their thoughts in all the areas of Innovation, Entrepreneurship and the Indian Knowledge System which can help them translate their innovative and creative ideas into a reality.

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: 28

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
07	04	09	05	03

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: 0.95

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
35	5	7	5	3

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

3.3.2

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

Response: 1.17

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
14	8	8	6	32

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:

BVCOEL's commitment to quality education is the recognition that students are not just learners but future architects of our nation's progress. They will contribute to the advancement of the nation when they mature and enter into the workforce. The benefits of the social work that students perform extend beyond society to include the students themselves.

The National Service Scheme (NSS) stands as a beacon in our pursuit of holistic education. Beyond the conventional academic curriculum, NSS plays a pivotal role in shaping students as socially conscious individuals. The institute's NSS unit serves as a catalyst, channelling the energy and enthusiasm of students into impactful social initiatives.

Integration of Social Work: The benefits of social work extend beyond the immediate societal impact to include profound personal development for the students themselves. By actively participating in events like the organ donation campaign, tree plantation drives, village cleanliness campaigns, and more, students not only contribute to societal well-being but also undergo a transformative journey of self-discovery and confidence-building.

Annual Social Events by NSS unit: Every academic year, the NSS unit organizes awareness programs for societal advancement. The NSS engages students in a variety of programs all year long to encourage social involvement like:

1. Organ Donation Campaign: A testament to our commitment to health advocacy, this campaign not only raises awareness about organ donation but also underscores the institute's dedication to societal well-being; it was organized in 2022-2023 and around 220 students participated.

2. Plantation of Trees: In line with environmental sustainability, NSS has organized several tree plantation drives and around 70 students participated in 2022-2023, 85 students in 2021-2022, 120 students in 2019-2020 and 185 students in 2018-19 respectively.

3. Village Cleanliness Campaign: Commitment to hygiene and community health, this campaign creates a cleaner and healthier environment for the local community, it was organized and around 40 students participated in 2022-2023, 50 students in 2021-2022, 120 students in 2019-2020 and 185 students participated in the year 2018-19 respectively.

4. Unnat Bharat Abhiyan - Household Survey: As a part of Unnat Bharat Abhiyan a household Survey was conducted in the nearby five villages (Bhare, Paud, Ghotawade, Man, Andgaon), it was organized from 11/04/2022 to 13/04/2022 and 65 students participated.

5. Talk on Digital India for Rural Communities: Bridging the digital divide, this talk aligns with our commitment to inclusive development, ensuring that rural communities are not left behind in the digital era, it was organized in 2020-2021 and 65 students participated.

6. Seven-Day Residential Special Camp: This immersive experience in Nande (2 times) and Kondhur village in years 18-19,19-20 and 2022-2023 respectively shows our commitment to hands-on social work, allowing students to witness and contribute to the development of rural communities.

The NSS unit plays a critical role in institute commitment towards addressing social issues through the organization of awareness programs in the neighbourhood community which sensitizes students who are not only academically proficient but actively contribute to the holistic development of 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:

National Service Scheme (NSS) is a youth-centric initiative that aims to instill the values of community service, social responsibility, and national integration among our students. Blood donation camp, Tree Plantation and others are few of the activities that the NSS has been involved in and have received awards and recognitions from the Government or recognized bodies.

Blood donation campaign: A testament to our commitment to health advocacy, this campaign not only raises awareness about blood donation but also underscores the institute's dedication to societal well-being; it was organized in 2019-2020, the news reports published in several newspapers like Pudhari, Maharashtra Times etc. The Noble cause was recognized by Bharati Hospital Blood Bank, Pune.

Guinness World Record: NSS has achieved Guinness World Record with SPPU for the largest tree plantation drive. An astounding number of trees planted in a single day by distributing Neem saplings of around 16,630 to the volunteers. The record was created in 2 hours 38 minutes and 30 seconds on 23 June 2019. This remarkable feat showcases the BVCOEL commitment to environmental sustainability and community engagement. 75 Volunteers and 04 faculty members participated from the Institute.

Around 20,001 Neem saplings were bought from the nurseries around Pune. BVCOEL volunteers planned six months in advance to set this type of record.

The SPPU broadcasted the start of its 'Green Wari' initiative, which syndicates ecological awareness and also promoting conservation of water resources and tree plantation. The NSS of the institute has actively participated in the Green Wari. NSS volunteers have taken an oath for safeguarding a 'Green Wari', to make the journey of warkaris relaxed and fulfilling.

Unnat Bharat Abhiyan –The institute has received a grant of INR 50,000/- from Central government for this effort. Unnat Bharat Abhiyan was conducted in the nearby five villages (Bhare, Paud, Ghotawade, Man, Andgaon), from 11/04/2022 to 13/04/2022 and 65 students participated.

Organ Donation Awareness Quiz: Our three of the hardworking and dedicated NSS volunteers Ms. Shraddha Bandgar (Civil Department) Pooja Samse (Computer Department), Isha Khedar (E&TC Department) supported by NSS Social Secretary Kalyani Nerker and Tushar Bhabad honored with certificate of Merit together with scholarship of INR 2,000/- for winning top 3 positions in the quiz. Total 565 students participated in the competition.

Invited as guest speaker: Dr. Jyoti Atul Dhanke, Assistant Professor, Engineering Department was invited as a guest speaker to deliver lecture on NSS Special Winter Shramanskar camp on 28th March 2022 at Lavale Village, organized by NSS Department, by Yashwantrao Mohite College of Arts, Science and Commerce, Pune. She explained the variance between invention and innovation. She motivated the students by giving various examples.

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: 31

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	05	03	05	06

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

3.5 Collaboration**3.5.1**

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

Response: 09

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The availability of adequate infrastructure and physical facilities is a crucial factor in determining the overall quality of an educational institution. A well-equipped campus not only enhances the learning experience but also contributes to the holistic development of students. In this regard, classrooms, laboratories, ICT facilities, cultural activities spaces, gymnasiums, yoga centres and other required facilities play pivotal roles in shaping a conducive environment for education.

Bharati Vidyapeeth's College of Engineering is situated in the beautiful hills of Lavale village and near to Rajiv Gandhi IT Park Hinjewadi Pune. The institute exceeded the facilities stipulated by AICTE, DTE and Affiliated University (SPPU Pune) and fulfills all the required infrastructural and physical facilities. The carpet area of the institute is 16136 SQ. MT with modern building infrastructure, well equipped library, laboratories with state of art facilities and well equipped, classrooms and seminars with ICT facilities, an Amphitheater for cultural activities, Gymnasium and Yoga Room, Mess and Cafeteria, Water Filters and Purifiers for drinking water, Central Store Room, Girls Common Rooms, Faculty Rooms, Administrative Office, Office spaces in various departments, Room for NSS Office, Guest Room, Office for Training and Placement, Separate Control Room for Exam Section, Cabins to HODs, Central Conference Room, Guest Room, Restrooms, Restrooms for physically disabled people, space for indoor and outdoor sports activity, wireless internet facility, adequate parking space for vehicle parking etc.

Classrooms are the fundamental spaces where academic interactions take place. The institute has well-designed, Spacious and well-ventilated 13 classrooms. Classrooms are equipped with Digital Smart Boards, a Projector with Screen, LAN and wireless facilities, and adequate, well-designed, and finished furniture.

Laboratories are indispensable for scientific and practical education. The Institution has 30 well-equipped laboratories that provide students with hands-on experience, reinforcing theoretical knowledge gained in classrooms. The computer laboratories include modern and highly configured computer systems with required open source and other proprietary software like Matlab, SolidWorks, ANSYS etc. installed in them. Computer systems in laboratories are connected to the internet and managed and secured using firewalls and antivirus software. Modern and high-end equipments in other laboratories include Universal Testing Machine, Boiler, 3-D Printing Machine, Petrol and Diesel Engine, Compression Testing Machine, Digital Theodolite, Direct Shear Test Apparatus etc. The workshop is located in a separate

building with the necessary infrastructure.

In the contemporary educational landscape, ICT facilities are integral to the learning process. The Institution has a robust IT infrastructure, including computer labs and high-speed internet connectivity, Firewall, Computer Servers, Online Study Material Servers (DMS), NPTEL Server, Wi-Fi Devices, Required Switches, Routers, LCD Projectors, Printers, Scanners, ERP software, Photo Copy Machines etc. is available for students and faculty for their research, project work, and accessing online educational resources.

Spaces dedicated to cultural activities such as Open Theater (Amphitheater) are available. Physical well-being is equally crucial for students, and facilities for gymnasiums and yoga centres available in the institute contribute to promoting a healthy lifestyle.

The institute provides ramps, elevators, and restrooms for physically disabled people.

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: 4.03

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
46.65	6.36	0.08	2.62	53.59

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The heart of any educational institute is the Library. Library facilities in an educational institute play a pivotal role in supporting academic endeavours, fostering research, and promoting a culture of learning. A well-equipped and efficiently managed library is a valuable asset that contributes significantly to the overall educational experience of students.

The institute has well well-equipped central library of area 410 Sq.Mt. to cater for the needs of learning resources of students, faculty and staff of the institute. The library has a varied collection comprising of books, journals, magazines, transactions, CDs/DVDs, NPTEL Videos, News Papers, etc. The library also hosts a digital library with e-resources, e-books, and e-journals, a Local Study Material Server, NPTEL Video Lectures Server.

Currently, the library has a total of 1823 book titles and the total print books of these titles are 10582, total print journal are 30.

Digital Library is well equipped with the latest configuration machines having multimedia facilities. The library also has 541 e-book subscriptions of McGraw Hill and Pearson Education. The library subscribed e-resources of J-Gate, The library also includes the local database server where students can get the online study material uploaded by faculty. The library has an NPTEL Local Server where video lectures of IIT and IISC Professors are available and students can locally download or watch. The institute has Digital Library Memberships with the National Digital Library of India-NDLI. A sufficient budget is allocated to the library, and it is effectively utilized for procuring learning resources including e-resources and other required resources and infrastructure

The library is divided into different sections like Stack Area, Periodical Section, Digital Library, Group Study Area, and Reading Hall.

The library was first automated partially with web-based software called Pure Study by PURESTUDY SOFTWARE SERVICES PVT LTD Pune in the year 2017-18. Later in 2020, the institute started using SOUL Library Software exclusively for library operations. Using these ILMS, all library operations like searching, issue, return are done.

Effective utilization of all resources is the motto of the library. Library resources (print and e-resources) were used effectively by the students and faculty. The average per day usage of learning resources is 12 and per day footfall is 22 for the latest completed academic year.

Bharati Vidyapeeth is 59 year old organization and has many units. Students in the college can avail the inter-college library loan facility among sister units.

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 key component of IT facilities in an educational institute is the computer labs. There is a Central Computing Facility Center with 92 computers available. And there are 8 computer labs with a capacity of 25 systems. Computer Systems are with the configuration of processor (i3, i4, and i5), RAM (4GB, 8GB, and 16GB), and HDD (500GB to 1TB). The upgrades in the configuration of computer systems are done. All-time UPS backup is provided in each computer lab.

State-of-art network with internet facility is available. Each computer system is connected to the other using the local area network (LAN) set up by the institute using required devices like switches, routers, servers, LAN cables, network racks etc. LAN is setup and configured using high-end server and firewall (SoPHOS XG 230) with every year firmware upgradation. in air-conditioned-Server-Room with all-time UPS backup for uninterrupted campus connectivity for the Internet. The LAN is configured using the DHCP protocol. The required rules and internet security measures are set in the firewall.

The internet facility is available in the institute and the bandwidth has been upgraded from 32 to 100 MBPS over the last 5 years. The systems are also secured using Quick Heal Antivirus with required updates every time.

The institute provides Printers, Scanning Devices, Photocopy Machines, Projector and Projector Screens, Digital Smart Boards etc. for performing academic and administrative work.

The campus is under surveillance using more than 70 high-resolution CCTV Cameras are installed in various portions of the campus and centrally monitored by the Head of the Institute and concerned staff in the Server Room.

There are Wi-Fi devices installed for wireless internet facility for students and staff of the institute at various places of the campus.

The institute has a Microsoft 365 Suit software package. The Microsoft 365 Suit account is provided to all. Using this account, students, faculties and staff use various applications like Outlook Mail, PowerPoint, MS Teams, MS Stream, One Drive with Cloud Storage and many more. The institute had purchased cloud-based ERP and Teaching Learning software. In 2017 PURE STUDY ERP software, then EDHITCH with only teaching-learning and currently we are using VMEdulife ERP Software which includes all required models. All teaching learning activities like academic planning, online feedback, online exams, result analysis, assignments, rubrics, course outcome attainments, faculty course files, training and placements activities, mentoring, notice boards etc. and also the administrative activities like inward/outward, leave management, fees related, admission, ID cards, Inventory, transport are done in these software.

The institute has a Bulk SMS System to communicate with students and their parents, faculties and staff. Biometric System is also installed for smooth operation.

Various software like License Windows Operation Systems, MS Office, Matlab, SolidWorks, ANSYS, Xilinx etc. are installed in appropriate computers for students.

Open Source Software's are also used as those are recommended by the affiliated university. OS Software's like Ubuntu, Fedora and other required Open Source Software's using open license are used.

The library is automated using Soul and KOHA, all book transactions are done using these automated systems.

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

4.3.2

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

Response: 2.9

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

Response: 291	
File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 10</p>														
<p>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)</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>34.15</td> <td>29.25</td> <td>24.86</td> <td>103.25</td> <td>79.40</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	34.15	29.25	24.86	103.25	79.40
2022-23	2021-22	2020-21	2019-20	2018-19										
34.15	29.25	24.86	103.25	79.40										
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: 79.51

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
706	587	774	597	692

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 78.44

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
405	1286	288	1224	108

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: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 42.29

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
158	159	60	36	108

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
228	243	287	262	212

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

5.2.2

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

Response: 5.77

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
10	11	6	07	07

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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
2	6	0	2	1

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

5.3.2

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

Response: 10.2

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
18	15	07	08	03

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:

Bharati Vidyapeeth's College of Engineering, Lavale, Pune, boasts a vibrant alumni culture, facilitated by the registered Alumni Association - Bharati Vidyapeeth's College of Engineering Lavale Pune Alumni Association (BVCOELPAA). With registration number MH/1462/2018/PUNE and the date of registration on 19.09.2018, BVCOELPAA is recognized by the Assistant Registrar of Society, Pune Region.

Alumni Support Services:

1. Alumni Network:

Since 2016, the college's alumni network has been a catalyst for fostering robust Industry-Institute Interaction. Alumni actively contribute to the college development, including Memorandum of Understanding (MOUs), collaborative industry projects, internships, and successful placement initiatives. This interconnected network serves as a valuable resource, bridging the gap between academia and industry.

2. Alumni Contribution - Training and Employment Skills:

BVCOELPAA plays a pivotal role in shaping the skill set and employability of current students. Alumni, excelling in diverse fields such as manufacturing, production, quality control, field operations, research and design, and core areas of Computer (IT/Software), Electronics and Telecommunication (E&TC), Mechanical, and Civil engineering, actively contribute through training sessions. These sessions focus on instilling essential skills and addressing industry challenges, making students adept at real-world scenarios. The alumni leverage their experiences to raise awareness among on-campus students, ensuring they are well-prepared for the professional landscape.

3. Alumni Community:

Beyond traditional roles, BVCOEL nurtures a community of mentorship and guidance. Alumni actively engage with current students through both physical classrooms and online sessions. The mentorship and career counselling provided by alumni are invaluable for students' professional progress and performance. By sharing insights into specific assessments and enlightening students about various career paths, the alumni community significantly contributes to the holistic development of the students.

4. Impact on Professional Development:

BVCOEL initiatives have a profound impact on the professional development of students. The collaborative efforts between alumni and the college have resulted in enhanced industry relevance not just for jobs but for leadership roles in their chosen domains.

5. Continuous Growth and Improvement:

BVCOELPAA's commitment to excellence is evident in its continuous efforts for growth and improvement. The association actively seeks feedback from both alumni and current students, ensuring that their programs evolve to meet the changing needs of the industry and the aspirations of the students. This adaptability ensures that BVCOELPAA remains a dynamic force in supporting the college's mission.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

“Social Transformation through Dynamic Education” - We believe that it is through the spread of education in all the strata and sections of society that social transformation can be brought about.

Mission

To nurture young minds and make them realize the true potential of delivery to fulfil the purpose of their sole existence by way of Discovery, Innovation, Leadership, and Service.

The institute's vision and mission statements are adopted in the context of higher education, with an emphasis on technical, social, and ethical values. The institute's vision focuses a lot of emphasis on developing moral ideals and an inclusive environment. The mission statements have identified actionable areas that will ensure that the vision is realized, with a focus on the development of entrepreneurial skills and research activities for the overall development of students from various social strata. It is also noteworthy that the Institute's vision and mission are aligned with the needs of society and are focused on providing quality education. The institute strives to create resources to transform the demographic advantage of India into Global Citizens for the Future.

To accomplish the short-term & long-term perspective plan for sustainable growth & decentralization of institutional governance, the organization ensures that the policy statements and Institutional Perspective Plan (IPP) are monitored and enforced. A valuable approach to decision-making at the Institute is the culture of delegation of authority through strategic policies, and the participation of many committees and coordinators in the process promotes a decentralized approach. Transparency and accountability are encouraged by this structure, which is crucial for success and long-term viability. The institute functions proactively to provide the best professional environment to students in terms of academics, project-based learning, industry-oriented training, co-curricular and extracurricular activities, various competitions, cultural activities, sports, international exposure, etc. to create true aesthetically sensitive, socially committed and technologically competent engineers and management professionals. The students are also involved in various community engagement activities under NSS and Departmental student associations. The institute has completed the registration of ABC IDs as a part of National Education Policy (NEP) which provides students with a single platform for storing academic credits.

The Institute's major decisions are taken in a participative approach. The faculty & staff members are involved in the execution of planned activities and assigned academic and administrative responsibilities

Academic, Co-curricular, and Extracurricular activities are conducted for students' overall growth and excellence in all disciplines. This develops students to be competent and creates social awareness among them. The decentralized work culture is encouraged for effective and smooth functioning of all the activities at different levels in the institute.

The Institute's academic and administrative activities are directed effectively by the Board of Governors (BOG), which serves as the apex body. Under BOG requirements, the Principal, CDC (College Development Committee), and IQAC (Internal Quality Assurance Cell) ensure that the institute adheres to all planning to become a renowned technical institute. All committees concerned with teaching-learning, student enrichment, and overall institute development are monitored by IQAC.

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:

BVCOEL's Institutional Perspective Plan (IPP) embodies a comprehensive and integrated effort toward achieving several objectives, such as optimizing resource utilization and improving student-centric activities. It is a document that outlines the institutional goal, objectives, and infrastructure development plan.

It's a roadmap for the future of the institution and guides its decision-making effectively and efficiently. The IPP also reflects the institution's identity, branding, research, innovation, quality, engagement, growth, and infrastructure. The IPP is prepared by the institution's management in consultation with various stakeholders, like faculty, staff, students, alumni, industry, government, and society. Decentralization, participative management, and decision-making are followed through IQAC, the College Development Committee, and the Principal. One of the key aspects of the IPP is how it is effectively deployed and functioning of the institutional bodies is effective and efficient, as visible from policies, administrative setup, appointments, service rules, and procedures. The procedures and processes outlined in the IPP are aimed at making operations more effective and efficient for deployment.

Some of the examples of how these elements are manifested in BVCOEL are as follows:

Policies: The institute's quality policies align its activities with its vision, mission, and goals. They commit to quality education and research, and continual improvement of its systems and processes. The

policies allow to leverage human expertise and resources and make critical academic decisions that align with the IPP goals.

Administrative setup: The institute has a clear organizational chart that shows the reporting and functional relationships among the different bodies, such as the BOG requirements, the Principal, CDC (College Development Committee), IQAC (Internal Quality Assurance Cell), the Principal, etc.

Appointment: The institute has a transparent and merit-based recruitment policy that follows the norms and guidelines of the regulatory bodies, such as AICTE & SPPU Pune. The appointment rules for faculty and staff have been designed to ensure accountability, transparency, and objective decision-making. These rules are critical in ensuring that individuals appointed to key positions are competent and possess the necessary skills to support the IPP objective.

Service rules: The institute has adopted a comprehensive set of service rules of AICTE & SPPU Pune that cover the aspects of recruitment, probation, confirmation, promotion, leave, gate pass, retirement, and termination. The institute preserves service records of employees in a service book.

Procedures: The institute has well-defined procedures for the various activities, such as teaching, learning, administration, quality assurance, human resources, etc. The procedures set forth in the IPP are aimed at making operations more effective and efficient. For example, the institute is using an ERP online platform for students to access various resources and services electronically.

Overall, the effective deployment of the IPP at BVCOEL is reflected in the institute's development over the years. The institute is consistently among the top educational institutions in the region and has been recognized for its quality education, research, and innovation. The IPP continues to guide decision-making, ensuring that the institute remains one of the leaders in the field of technical education.

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: D. 1 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College has a Performance Appraisal System in place for the Teaching and Non-Teaching Staff members. The College has a provision for the Online Performance Appraisal System, wherein faculty members can submit their details, such as Teaching, Activity, Research Details, and Awards/Fellowship parameters for the evaluation. Before the online system, the college used the Annual Performance Appraisal System (Offline), where various details were considered to evaluate the performance of the faculty members.

After submission of these details, the Heads of Department and the Principal cross-verify the details provided by the faculty members and evaluate. The performance is appraised and the same is communicated to the Management.

The Non-Teaching staff members are also evaluated based on the feedback received from the concerned department, various parameters such as discipline, work done, timeliness etc. The necessary actions are taken after the evaluation.

The college has effective welfare measures for both teaching and non-teaching staff that are as follows:

- Financial assistance is given to the faculty members to promote research activities like publication of research papers in reputed journals, attending conferences and short-term training programs etc.
- Employment provident funds are provided as per GOI rules.
- All eligible staff members are entitled to Gratuity benefits.
- Covid being an unprecedented incident, a tailormade healthcare policy for faculty and non-

teaching staff was introduced under which any person who tested positive for COVID was supported with financial aid of Rs.50,000/- and those who deceased were supported with Rs.5,00,000/-.

- Free health check-ups and nominally charged treatments are provided to all staff members and their family members both at Bharati Hospitals, Katraj campus and Bharati Vidyapeeth's Rural Health Training Center, Lavale (On Campus)
- Six months of paid Maternity Leave is provided.
- Free Bus transport facility for faculty members and Staff members.
- "The Sevak Kalyan Nidhi" to all staff members to financially support them during difficult times.
- Group insurance to the employees which provides coverage of a specified sum of insured amount to their family in their absence.
- Uniform to Non-Teaching Staff Members

The College promotes and supports the Faculty Members for pursuing higher education in their field of relevance.

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: 1.64

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
0	0	0	1	3

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

6.3.3

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

Response: 48.21

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
48	55	47	42	23

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
40	40	42	40	40

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The main source of income for the college is the Tuition Fees received from the students including their scholarship. The College has a system in place for preparing the budget by involving all the stakeholders in it. The departments prepare their budget which includes the provision of funds for the Student's Activities, Organization of various events including FDPs, Funding for Research Projects, Incentives for Paper Publications, etc. The College then prepares the final budget and gets it approved by the Central Office. It follows the norms of Accounting during the preparation of the budget.

The fund is utilized for improving the academic and research culture among the faculty members and students. The funds are mobilized for the Salaries of Teaching, Visiting, and Non-Teaching Staff. It is also mobilized for conducting various curricular, co-curricular and extra-curricular activities. The funds are utilized for the said purpose which is later verified through the audit.

The accounts of the college are audited by the Audit and Finance Department of Bharati Vidyapeeth regularly and by V.A. Dudhedia & CO as an external agency. It includes verification of the Vouchers and invoices along with supporting documents, Bills etc. The discrepancies found during the audit are notified immediately to the Accountant and the Principal for further action. The External Audit is conducted by the auditors from V.A. Dudhedia & CO firm. It follows Auditing Standards issued by the Institute of Chartered Accountants of India. The College makes payments towards GST, Income Tax, TDS, Professional Tax, Provident Funds, etc. at regular intervals.

The Scholarships and Freeships receivable by the college are also audited along with the supporting documents. The Income and Expenditure Statements are duly verified during the external audit. The

discrepancies found during an audit are immediately communicated to the Principal and Central Office for further action.

The Audited Statement is further submitted to the Fee Regulating Authority, Government of Maharashtra which calculated the student fee for the subsequent academic year.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The institute has a dedicated IQAC to monitor the quality of the teaching-learning process in the programs aimed towards the holistic development of the students. After NAAC Cycle-1, IQAC studied the recommendations given by the peer team committee and proposed various initiatives to overcome the weaknesses. The institute has adopted new policies and procedures for the same.

The IQAC has significantly contributed to the research profile of the institute through the Research Cell of the institute. The number of research papers in reputed journals has been increased in recent years along with the number of filed and published patents. The institute provides an incentive to the authors based on the Quartile (Q1, Q2, Q3 and Q4) in which the paper is published. A procedure has been devised to verify the quality of publications and grant incentives to eligible authors.

The Curricular, Co-Curricular and Extra Curricular activities are planned before the commencement of the academic year which are reflected in the Activity Calendar of the departments. The IQAC has designed a Monthly Report format, where the Activities (Seminar/Workshop/FDP/Webinar/Guest Lecture etc.) organized by the departments or various cells, Faculty and Student Participation in various events, Research Contributions made by the Faculty Members, Extension Activities conducted through NSS, Students Meetings, Internship details, Placement details, Industrial Visits conducted, Library related information, etc. gets recorded. It helps the institute to keep track of the performance of the departments monthly. Every second Saturday, IQAC conducts a meeting with the department heads and various cell heads to verify the document evidence for the activities conducted. This helps in conducting activities for the overall development of students which are well distributed over the complete academic year.

The Academic Committee of the institute is functional under the aegis of IQAC and monitors the teaching-learning process. After the COVID-19 pandemic, the entire world understood the importance of ICT tools in the teaching-learning process. The institute has provided the Edhitch Software for Faculty Members and Students where facilities like LMS, Online Tests, Assignments etc. etc. are provided. The institute has installed smart boards in the classrooms after the suggestions from IQAC for effective teaching-learning.

Each department has adopted the OBE framework designed by the NBA. They follow the Graduate Attributes provided by the NBA and learning outcomes designed by the SPPU, Pune. The Program Assessment Committee controls the mechanism of calculation and attainment of learning outcomes through COs, PSOs and POs. The IQAC-suggested software (VMEdulife) is in place for the automatic calculation of learning outcomes against the traditional Excel sheet-based method. After the end of each semester, IQAC verifies the learning outcomes attained by the departments and gives suggestions wherever required.

The IQAC has contributed significantly to the institutionalization of different quality assurance strategies and processes. Based on the feedback, from the students and faculty members, IQAC provides the necessary inputs to the institute to improve the teaching-learning process as well as holistic development of the institute.

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
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

It's commendable that the Institute is actively working towards gender equity by providing equal opportunities for both males and females in education, culture, and employment. The efforts to educate female college students about diverse career prospects in engineering fields are crucial in breaking gender stereotypes and encouraging more women to pursue careers in traditionally male-dominated fields.

The establishment of a Women's Grievances Cell/ Internal Complaint Committee is a positive step towards ensuring that female students have a platform to voice their concerns and seek support. Counselling services can play a vital role in addressing any issues that female students may face, fostering a supportive community within the Institute.

Overall, these initiatives reflect a commitment to fostering gender equity and creating an inclusive and safe learning environment. Ongoing evaluation and adjustments to these measures based on feedback from the students can further enhance their effectiveness.

The incorporation of extracurricular activities such as counselling, seminars, expert lectures, NSS Camps, and workshops on the safety and security of women employees and students is crucial in addressing gender-related issues. These activities not only provide education but also create platforms for dialogue and awareness among the student community

Sr. No	Program	Name of Date
1	Women's Day Celebration	09/03/2023
2	Gender Equity (Cancer Awareness)	09/03/2023
3	Street Play Program on Save Girl Child	20/02/2023
4	Savitribai Phule Jayanti (The Blueprint of Success for Engineers)	03/01/2023
5	My Story-Motivational Session by	16/11/2022

	Successful Innovators	
6	Induction Program	14/11/2022 to 19/11/2022
7	Self-Defense Training Program for Girls	20/08/2022
8	Self-Defense Training Program for Girls	20/04/2022
9	Nirbhay Kanya Abhiyan	26/02/2019 to 28/02/2019

Security Measures:

Security checkpoints at all campus entries and exits demonstrate a commitment to maintaining a secure environment.

The presence of CCTV cameras with round-the-clock recording and stationed security guards enhances surveillance and campus safety.

A specific committee for girls, involving both students and faculty members, is established to address the issue of ragging. This committee conducts regular visits to classes/Mess.

Dedicated complaint boxes for female students contribute to creating an avenue for reporting concerns.

Accommodation:

Separate hostels for girls with appropriate security arrangements signify a focus on providing safe living spaces.

Internal Complaints Committee (ICC):

Regular interactions with the ICC ensure that female students have a platform to address any concerns related to harassment or discrimination.

Gender Sensitization Counseling Programs:

Regular gender sensitization counselling programs further promote the ideals of gender equality and contribute to a more inclusive campus culture.

Women's Grievances Cell:

The establishment of a Women's Grievances Cell, conducting regular meetings and arranging expert talks, demonstrates a commitment to addressing concerns and providing counselling and support.

Ladies Common Rooms:

Facilities such as ladies' common rooms with restrooms and washrooms contribute to creating comfortable spaces for female students.

Overall, these initiatives collectively create a supportive and secure environment for female students at

BVCOEL College. Regular evaluation and feedback mechanisms will be crucial to maintaining and improving the effectiveness of these measures over time.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

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

Response:

The institution's commitment to providing an inclusive environment and fostering tolerance across various diversities is evident in its diverse range of activities and initiatives.

1. Cultural and Extracurricular Activities:

- The organization of sports and cultural activities like "Saptarang" and other celebratory events indicates a commitment to providing students with a platform to express themselves and showcase their talents.

2. Smart India Hackathon:

- The institution actively promotes technical and non-technical skills by organizing events like the Smart India Hackathon. This competition not only encourages innovation and problem-solving but also addresses societal issues in areas such as Clean & Green Technology, Agriculture, Food-Tech & Rural Development, sanitation, pollution, Smart Education, Blockchain & Cyber security and more.

3. Celebration of Special Occasions and Festivals:

- The celebration of a variety of occasions and festivals, including Women's Day, Yoga Day, Teachers Day, Engineers Day, Constitutional Day, Marathi Bhasha Din, Shiv Jayanti, National Unity Day, and

others, fosters positive interactions among individuals from different religious and cultural backgrounds.

4. Codes of Ethics:

- The implementation of a Code of Ethics for both students and faculty/employees is a crucial step in maintaining ethical standards and conduct within the institution. These codes emphasize adherence to ethical principles, irrespective of diversities.

5. Diversity Recognition:

- The mention of diversities such as cultural, regional, linguistic, communal, socioeconomic, and others reflects a comprehensive understanding of the various dimensions of diversity.

By actively engaging students in cultural and technical activities, celebrating diverse occasions and festivals, and implementing ethical standards, the institution is not only creating a well-rounded educational experience but also fostering a sense of unity and respect among its members. Regular reviews and updates to these initiatives will ensure that they continue to align with the evolving needs of the diverse student body.

List of Events Celebration:

Sr. No	Days/Events/Workshops	Date of Celebration/organized
1	Cultural event SAPTARANG-2k23	12/05/2023
2	International Women's Day	09/03/2023
3	Voting awareness program	07/03/2023
4	Marathi Bhasha Din	27/02/2023
5	Chhatrapati Shivaji Maharaj Jayanti	21/02/2023
6	Workshop National Education Policy (NEP)	10/02/2023
7	Street play activity	16/01/2023
8	Cashless Transaction Awareness Program	20/12/2022.
9	National Constitution Day	26/11/2022
10	National Unity Day	31/10/2022
11	Disaster Management program	19/10/2022
12	Organ Donation awareness Program	14/09/2022
13	Yoga Training Program	21/06/2022
14	Cultural Event	20/05/2022
15	Internal Hackathon	16/03/2022
16	Emerging Multifaceted Personality-Women Empowerment	08/03/2022
17	National Voters Day Vakrutav	07/03/2022

	Spardha	
18	Marathi Bhasha Din	28/02/2022
19	National Voter's Day	25/01/2022
20	Azadi Ka Amrit Mohotsav	14/01/2022
21	Gandhi Jayanti	04/10/2021
22	Teachers Day	06/09/2021
23	International Yoga day	23/06/2021
24	International Women's Day	04/03/2021
25	Marathi Raj bhasha Din	27/02/2021
26	National Unity Day	02/11/2020
27	Dakshata Janjagruti Saptah Ahaval	27/10/2020 to 02/11/2020
28	Fit India Freedom	01/09/2020
29	Vishesh Hiwali Shibir Ahaval	04/02/2019 to 10/02/2019
30	Peace: Rashtrapita Mahatma Gandhi Jayanti Vyakhyan	01/01/2019
31	Rastriya Ekata Divas	31/10/2018
32	Swachta Hich Seva	03/10/2018
33	Helping Hand to Hungers Hero's	23/07/2018
34	Vrukshropan	11/07/2018
35	Yoga Day	21/06/2018
36	Jagtik Paryavaran Din	05/06/2018

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Innovation and Creativity

1. Title of the Practice: Innovation and Creativity

2. Objectives of the Practice:

- Inspire faculty and students to think creatively and encourage continuous learning and innovation.
- Encourage the implementation of innovative ideas through different forums, including the Institution Innovation Council and Entrepreneurship Development Cell.
- Honor and reward innovative ideas.
- Facilitate the conversion of artistic creations into intellectual property (IP).

3. The Context: The institute aims to foster creativity and research by creating a stimulating learning environment and adapting to changes in technology, socioeconomics, and the environment. It has dedicated cells for innovation, intellectual property rights (IPR), and entrepreneurship development, along with established policies for encouraging research among faculty and students.

4. The Practice:

Innovation Cell: A New Research, Innovation and entrepreneurship cell have R & D cell, IPR cell and MHRD IIC.

1. R&D cell, IPR cell: Bharati Vidyapeeth's college of Engineering, Lavale, Pune is planning to improve and then excel in the domain of Research, in order to achieve the set milestones we need to focus our attention on multiple dimensions, interdisciplinary research, Intellectual Property Rights. Bharati Vidyapeeth's College of Engineering Lavale, Pune is providing advanced research and innovation based knowledge by pitching the power of coming generation. To leverage the capability in the field of research and innovation, our faculty members is motivating and guiding students.
2. The MHRD IIC Cell aims to ignite creative thinking and nurture entrepreneurial instincts in students. The Cell hopes to achieve this by conducting stimulating workshops, competitions and interactive sessions with eminent personalities who are role models when it comes to business development.

Entrepreneurship Development (ED) Cell: Since 2019, the ED Cell encourages self-employment as a career option. It organizes activities like Pro-Start and participates in events like Smart India Hackathon to promote entrepreneurial ideas.

- **Intellectual Property Rights (IPR) Cell:** The IPR Cell provides guidelines and support for filing copyrights and patents.
- **M-Pulse:** An annual Techno-Management Event providing a platform for students to showcase technical and non-technical skills, including state/national level project competitions and Hackathon.
- **Institution Innovation Council (IIC):** Established as per the norms of the Innovation Cell, Ministry of HRD, and Govt. of India, IIC aims to create a vibrant local innovation ecosystem.

5. Evidence of Success: Students actively participate in competitions, indicating engagement and interest in the initiatives.

6. Problems Encountered and Resources Required:

- **Problems Encountered:** Building a research-oriented and creative mindset requires continuous

encouragement for attitude transformation in the student community.

- **Resources Required:** Collaboration with industries, government agencies, and renowned research institutes is essential for sustained success and growth.

Best Practice 2: Holistic Approach for Overall Development of Students through

Co-curricular and Extra-curricular Activities

1. Title of the Practice: Holistic approach for overall development of students by emphasizing co-curricular and extra-curricular activities.

2. Objectives of the Practice:

1. Improve overall personality development.
2. Inculcate leadership and entrepreneurial traits.
3. Enhance communication and negotiation skills.
4. Augment social and human relations awareness.
5. Imbibe human values and professional ethics.
6. Planning and execution skills.

3. The Context: Rapid cultural and social changes impact young minds significantly. There is a need to guide them with proper values and ethics supported by a clear mission and vision. A holistic approach is adopted for the overall personality development of students through various co-curricular and extra-curricular activities.

4. The Practice:

- **Diverse Activity Offerings:** Provide a wide range of co-curricular and extra-curricular activities, including sports, arts, music, drama, debate, science clubs, and community service. Ensure that activities cater to different interests and talents, allowing students to explore and discover their passions.
- **Integration with Academic Curriculum:** Align certain co-curricular activities with the academic curriculum to reinforce learning in a practical and applied context. For example, if students are studying environmental studies, they can engage in eco-friendly projects/Assignment/Presentations or participate in nature clubs.
- **Flexible Scheduling:** Allow flexible scheduling of activities to accommodate students with diverse commitments and interests. Provide options for both after-college and weekend activities to cater to different schedules.
- **Student Choice and Leadership Opportunities:** Allow students to choose activities based on their interests and encourage them to take leadership roles in organizing and managing events. This fosters a sense of responsibility, teamwork, and leadership skills.
- **Inclusive Approach:** Ensure that activities are inclusive and accessible to all students, regardless of their background, abilities, or interests.
- **Holistic Skills Development:** Design activities that focus on the holistic development of skills, including critical thinking, creativity, communication, collaboration, and problem-solving.
- **Regular Review and Adaptation:** Periodically assess the effectiveness of the co-curricular

program and make adjustments based on feedback from students, teachers, and parents. Stay updated on emerging trends and educational practices to continually enhance the program.

4. Evidence of Success: The success is evident in the increased placement rate during campus drives, with over 163 students from the 2022-2023 batches successfully placed. This indicates that the holistic approach has positively impacted the employability and overall development of students.

Web-link: <http://bvcoe.bharativedyapeeth.edu/index.php/placements/placement-statistics>

5. Problems Encountered and Resources Required: Problems Encountered: The institution acknowledges the difficulties faced by students and proactively tackles them by implementing specialized training programs, underscoring its commitment to a development strategy centered around students.

Top of Form

- **Resources Required:** The institute addresses this challenge by conducting training programs through the Training and Placement (T&P) Department, indicating a commitment to providing the necessary resources for skill development.
- The Institute's commitment to the holistic development of students and the inculcation of values for becoming good individuals is commendable. The initiatives taken towards gender equity and sensitization in the curriculum demonstrate a proactive approach to fostering a more inclusive and supportive learning environment

This best practice highlights the institution's commitment to the holistic development of students through a comprehensive approach that includes personality development, leadership, communication skills, and ethical values. The evidence of increased placement rates demonstrates the effectiveness of this approach. The institute recognizes challenges related to students and actively addresses them through targeted training programs, showcasing a student-centric approach to development.

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:

Industry Interaction

It's commendable that the institute has recognized the importance of Industry-Institute interaction for enriching the teaching-learning process. The "One Faculty One Industry Connect" initiative appears to be a strategic and effective approach. Here are some aspects that contribute to the success of this program:

1. Focused Faculty-Industry Interaction: The concept of assigning each faculty member to connect with an industry aligns well with the idea of domain-specific engagement. This ensures a focused and tailored approach, where faculty members can align their academic activities with the current industry trends and demands.

2. Diversified Industrial Exposure: By allowing faculty members to choose industries based on their interests, the initiative ensures a diverse range of industrial exposure for both faculty and students.

3. Improved Memorandum of Understanding (MoU) Practices: Strengthening MoU's with industries is a positive step. Clear and comprehensive MoU's can provide a framework for collaboration, specifying the roles, responsibilities, and expectations of both parties.

4. Enhanced Industry Visits and Expert Talks: The increase in industrial visits and expert talks by industry professionals contributes significantly to bridging the gap between academia and industry.

5. Long-Term Associations: Establishing long-term associations with industries reflects commitment and reliability. It allows for more in-depth collaborations, including joint research projects, internships, and placements, fostering a mutually beneficial relationship.

6. Enriched Teaching-Learning Process: The integration of industry insights into the teaching-learning process enhances the quality of education. Faculty members, equipped with up-to-date industry knowledge, can deliver more relevant and practical lessons.

7. Need-Based Collaborative Courses: Initiating need-based collaborative courses is a proactive approach to addressing industry requirements. This ensures that the curriculum remains aligned with industry needs, producing graduates who are better prepared for the workforce.

8. Measuring and Monitoring Impact: Establish mechanisms to measure the impact of industry interactions on student learning outcomes and faculty development. Regular assessments and feedback loops can help fine-tune the program for continuous improvement.

A. To Institute

1. Greater Resource Generation: Collaboration with industries often leads to increased funding, grants, and donations, contributing to the overall financial health of the institute.

2. Improved Quality of Faculty: Exposure to industry practices and trends helps faculty members stay updated, enhancing their teaching methodologies and knowledge.

3. More Relevant Curriculum: Industry inputs aid in designing and updating the curriculum to

meet current industry needs, making education more practical and applicable.

4. Better Placement of Students: Industry connections facilitate improved placement opportunities for students due to a better understanding of industry requirements.

5. Better Utilization of Expertise: Faculty expertise can be better utilized in collaborative projects, consultancy, and research endeavours with industry partners.

B. To Industry

1. Access to Latest Technological and Management Developments: Interaction with educational institutions provides industries with insights into the latest advancements and research, fostering innovation.

2. Access to Well-Trained Technical Personnel: Graduates from institutions engaged in industry interaction are better equipped with practical skills, making them valuable assets to industries.

3. Cost Savings in Research and Development (R&D): Industries can leverage the research capabilities of institutions, reducing the cost of in-house R&D initiatives

4. Reduction in Recruiting Costs: Direct interaction with students through internships and campus placements can lead to more informed and cost-effective hiring processes.

5. Better Communication with Higher Learning Centers: Establishing a strong connection with educational institutions fosters open communication channels, allowing for collaborative initiatives.

6. Collaborative Research Opportunities: Joint research projects between industries and institutions provide opportunities for innovation and problem-solving.

C. To Faculty:

1. Understanding of Industry Practices: Faculty members gain practical insights into industry practices, enabling them to create relevant case studies and improve the quality of teaching.

2. Identification of Research Programs: Interaction with industries helps faculty identify research programs that have practical and industrial importance.

D. To Students:

1. Real-Life Experiences: Exposure to industry practices during internships and projects offers students real-life experiences, bridging the gap between theory and practice.

2. Application of Theoretical Knowledge: Students can apply theoretical knowledge in practical scenarios, enhancing their problem-solving skills.

3. Enhancement of Oral and Written Skills: Communication skills are improved through interactions with industry professionals, preparing students for effective workplace communication.

4. Informed Career Decision-Making: Industry exposure helps students make more informed career choices based on their interests and experiences.

5. Access to Sophisticated Instrumentation: Interaction with industries may provide students access to advanced equipment and tools not available within the academic environment.

In conclusion, Industry-Institute Interaction is a symbiotic relationship that brings mutual benefits, creating a well-rounded educational experience for students and fostering innovation and growth for both institutions and industries.

- **Future plans of action for the next academic year**

It's great to see a comprehensive set of future plans that encompass various aspects of academic and institutional development.

1. Provide a Congenial Learning Environment: Continue efforts to create a positive and conducive learning environment for the holistic development of students, faculty, and supporting staff.

2. Holistic Value-Based Education: Maintain the commitment to providing holistic value-based education, emphasizing not only academic knowledge but also ethical and moral values.

3. Skill Development Activities: Conduct various skill development activities for both students and staff to enhance their capabilities.

4. Monitor Quality Assurance: Implement a robust system to monitor and ensure the quality assurance and enhancement activities within the institution.

5. Faculty and Student Exchange Programs: Facilitate exchange programs with other academic institutions to promote cultural exchange and collaborative learning.

6. Improve Teaching, Learning & Evaluation Processes: Devise and implement techniques to continually improve the teaching, learning, and evaluation processes.

7. Provide Formal Education to Needy Students: Continue the commitment to providing formal education to deserving students, contributing to social responsibility.

8. Career Guidance Programs: Organize career guidance programs to assist students in making informed decisions about their future paths.

9. Organize Short-Term Courses, Workshops, and Seminars: Conduct a variety of short-term courses, workshops, and seminars, inviting experts to share their knowledge and insights.

These comprehensive plans demonstrate a commitment to the overall development of the institution, its faculty, and its students, reflecting a forward-thinking and holistic approach to education.

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

5. CONCLUSION

Additional Information :

The technology education has a more dramatic effect on social transformation today due to the astonishing pace of change in the global economy. Consumers are passionate and industries are obsessive to invent and satiate the consumer needs. Thus, globalization and fast pace of industry demands for cutting edge technology education. Bharati Vidyapeeth's College of Engineering, Lavale, Pune provides the gateway to the state-of-the-art technology education to fulfil industry and global requirements.

Hon. Founder Dr. Patangraoji Kadam Saheb's vision of "Social Transformation through Dynamic Education" is transcended into the development of College of Engineering with benchmarking of international educational standards. This is reflected in the expanse of its building and infrastructure as well as the highly qualified faculty. The laboratories have requisite instrumentation and digital computing facilities with state-of-the-art configuration. Beyond the requirements of books and journals available in the library is the seminar hall facility for each department and a picturesque open-air Amphitheatre.

We are committed to impart not only the subject knowledge but also the professional skills suitable for the diverse global industrial needs. We are laying foundation to ensure the 100% success record for our students along with 100% campus placement.

Concluding Remarks :

The revolution in educational sector can be seen through the revised norms and standards of apex bodies as well as accreditation agencies. The Ministry of Education has focused mainly on innovation and industry connect of the college to enhance the entrepreneurial and professional characteristic among the students. The college has effectively implemented Aatmanirbhar Bharat and Make in India initiatives of Government of India.

The College has shown the enthusiasm towards maintaining the quality of education and stands at better position through excellence in Industry Connect which resulted in the award of Platinum Category in survey conducted by AICTE and CII. The innovation is indivisible component of the college and same is visible through the Top Performance Rating for consecutive four years.

The College has critically reviewed suggestions provided by the previous peer team in Cycle-1 and in line with it, the college has developed the professional culture among the students and staff members. This SSR is prepared according to revised SOPs designed by the NAAC and benchmarks provided thereof.

The College would like to express the sincere gratitude towards Hon. Dr. Vishwajeet Kadam, Secretary, Bharati Vidyapeeth, Pune, Hon. Dr. Shivajirao Kadam, Vice-Chancellor, Bharati Vidyapeeth (Deemed to be) University, Pune, Hon. Dr. K. D. Jadhav, Joint Secretary (Admin), Bharati Vidyapeeth, Pune and entire Management of Bharati Vidyapeeth, Pune for their support and guidance. The College would like to express the gratitude towards the Faculty Members, Non-Teaching Staff, Students, Alumni, Employers, and Parents for their contribution to enhance the functioning of the college.

The College would like to express the gratitude towards NAAC for providing opportunity to submit the SSR and providing the platform to improve the quality of education. The College is committed to achieve excellence

in every KPI provided and waiting for the PTV.

The Bharati Vidyapeeth's College of Engineering, Lavale, Pune will always focus on humanizing the staff and students to be a good citizen of India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
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 Answer After DVV Verification: C. Feedback collected and analysed</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</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>158</td> <td>109</td> <td>106</td> <td>122</td> <td>117</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>158</td> <td>109</td> <td>99</td> <td>115</td> <td>108</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during 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>240</td> <td>240</td> <td>240</td> <td>240</td> <td>240</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>240</td> <td>240</td> <td>240</td> <td>242</td> <td>240</td> </tr> </tbody> </table> <p>Remark : Input changed as per data provided in AICTE records.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	158	109	106	122	117	2022-23	2021-22	2020-21	2019-20	2018-19	158	109	99	115	108	2022-23	2021-22	2020-21	2019-20	2018-19	240	240	240	240	240	2022-23	2021-22	2020-21	2019-20	2018-19	240	240	240	242	240
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</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>79</td> <td>50</td> <td>49</td> <td>77</td> <td>62</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	79	50	49	77	62																														
2022-23	2021-22	2020-21	2019-20	2018-19																																					
79	50	49	77	62																																					

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	43	40	65	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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	99	118	118

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	120	120	120

Remark : Excluding the extra students admitted, input for 2.1.2.1. has been modified and for 2.1.2.2, input is 120 for each year for all the five years as per 50% reservation policy in Maharashtra.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	51	51	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	51	51	54

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
29	45	36	23	15

Answer After DVV Verification :

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

07	04	09	05	03
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Remark : Considering only the relevant claims, input has been updated.

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.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	10	6	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	05	03	05	06

Remark : Considering only relevant claims, input has been modified.

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

Answer before DVV Verification :

Answer After DVV Verification :09

Remark : Input has been changed considering only relevant claims based on the actual activities conducted.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
171.13	246.54	223.22	229.07	298.35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46.65	6.36	0.08	2.62	53.59

Remark : Input changed considering only relevant expenses.

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 : 351

Answer after DVV Verification: 291

Remark : Bills for 60 computers dated outside the assessment period and hence cannot be considered. Input has been modified to 291.

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
287.2	173.43	147.31	240.52	332.6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.15	29.25	24.86	103.25	79.40

Remark : Considering only relevant expenses, input has been modified.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input has been modified to Any 2 of the above as per supporting documents.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Excluding option 2, input has been modified to Any 3 of the above as per proofs provided

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
158	159	172	143	159

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
158	159	60	36	108

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
228	243	287	262	212

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
228	243	287	262	212

Remark : As per AICTE records for placements and considering higher education records of students as claimed by HEI, input has been modified.

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

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	6	10	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	6	07	07

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	0	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	0	2	1

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
60	29	11	23	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	07	08	03

Remark : Events cannot split into activities. Input has been modified accordingly considering only sports and cultural activities. Day Celebration is avoided.

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: D. 1 of the above

Remark : Considering only relevant claims, input has been modified to Any 1 of the above.

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	3

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
63	61	46	49	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	55	47	42	23

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
40	40	42	40	40

Answer After DVV Verification :

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

40	40	42	40	40
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Remark : Considering at least 5 days for teachers and at least 1 day for non-teaching staff, input for 6.3.3.1 has been modified.

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Considering only relevant claims, input has been modified to Any 3 of the above.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Audit reports dated 2024 which is outside the assessment period and hence cannot be considered. Input has been modified to Any 2 of the above.</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 58</p>

Answer after DVV Verification : 58