# Submission of Annual Quality Assurance Report (AQAR) by Accredited Institutions

# P. E. S. College of Engineering, Aurangabad, M.S., India-431002

# AQAR: 2022-23

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University GrantsCommission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072**India

# The Annual Quality Assurance Report (AQAR) of the IQAC
## *(For Affiliated/Constituent (PG) Colleges)*

## Part – A

## Data of the Institution

1. Name of the Institution : **P. E. S. COLLEGE OF ENGINEERING, AURANGABAD**

- Name of the Head of the institution: **Dr. Abhijeet P. Wadekar**
- Designation: **Principal**
- Does the institution function from own campus: **YES**
- Phone no./Alternate phone no.: **02402403001**
- Mobile no.: **9422293400**
- Registered e-mail: **principal@pescoe.ac.in**
- Alternate e-mail: **apwadekar@gmail.com**
- Address : **Nagsenvana, University Road, Besides Panchakki**
- City/Town : **Aurangabad**
- State/UT : **Maharashtra**
- Pin Code : **431002**

**2.** Institutional status:

- Affiliated /Constituent: **Affiliated**
- Type of Institution: **Co-education**
- Location :Rural/Semi-urban/Urban: **Urban**
- Financial Status: **Self financing**
- Name of the Affiliating University: **Dr. Babasaheb Ambedkar Technological University, Lonere, Dist.- Raigad**
- Name of the IQAC Coordinator: **Dr. Siddharth K. Undirwade**
- Phone no. : 2402403008
- Alternate phone no.
- Mobile: **7773940032**
- IQAC e-mail address: **iqac_coordinator@pescoe.ac.in**
- Alternate Email address: **siddharthundirwade@gmail.com**

**3.** Website address:

Web-link of the AQAR: (Previous Academic Year):

http://pescoe.ac.in/NAAC/AQAR%202020-21.pdf

**4.** Whether Academic Calendar prepared during the year? **Yes**

, if yes, whether it is uploaded in the Institutional website: **Yes**

Weblink:
http://pescoe.ac.in/NAAC/Academic%20calender%20%20University%20College%20&%20Department.pdf

**5.** Accreditation Details:

| Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---|---|---|---|---|
| 1st | B+ | 2.56 | 2017 | from:28.03.2017 to: 27.03.2022 |
| 2ND | B++ | 2.28 | 2023 | from:15.12.2023 to: 15.12.2028 |

**6.** Date of Establishment of IQAC: DD/MM/YYYY: **25.01.2017**

**7.** Provide the list of funds by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **NIL** | | | | |

**8.** Whether composition of IQAC as per latest NAAC guidelines: Yes/No: **YES**

**9.** No. of IQAC meetings held during the year: 05

Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

**YES**

(If No, please upload the minutes of the meeting(s) and Action Taken Report.)

http://pescoe.ac.in/NAAC/IQAC_MoM_Initiatives/IQAC%20MoM%20&%20Action%202022-23.pdf

**10.** Whether IQAC received funding from any of the funding agency to support its activities during the year? **NO**

If yes, mention the amount: Year:

**11.** Significant contributions made by IQAC during the current year (maximum five bullets)

- Application & Implementation of Grievance Redressal Software and its training to the staff.
- Accreditation of NAAC in Cycle 2 with grade B++
- External Academic Audit of DBATU
- Quality Monitoring (Internal Academic Audit) of all the departments
- Conduct of various audits such as green audit, Energy audit and FDP, STTP etc.

**12.** Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic

year

| Plan of Action | Achievements/Outcomes |
|---|---|
| Apply Grievance Redressal System online in the institute | Application & Implementation of Grievance Redressal Software and its training given to the staff. The online grievance system is successfully activated. |
| NAAC Accreditation for Cycle 2 | The Peer Committee visit was conducted on 8th & 9th December 2023. And the Institute is accredited by NAAC with CGPA 2.81 & Grade B++ |
| Quality Monitoring & audits | Quality Monitoring (Internal Academic Audit) of all the departments and External Academic Audit of affiliating university DBATU is successfully held with grade "A" |
| Maintenance of Infrastructure and Verification | Deadstock Verification, Lab Maintenance and Equipment Maintenance was done through the maintenance engineer along with the constituted committee. |
| Strengthening the Research Process and Publication. | Faculties were motivated to publish papers in reputed Journals. Most specifically, the doctorate faculty were insisted to apply for phd guideship. The faculty applied for the same. |

**13.** Whether the AQAR was placed before statutory body? Yes /No: YES

Name of the statutory body: P.E.S. Governing Body

**14.** Whether institutional data submitted to AISHE:

Yes / No: **YES** Year:**2022** Date of Submission: **01.02.2024**

## Institutional Preparedness for NEP 2020

**15. Multidisciplinary / interdisciplinary:**

Vision of the institute is to create sound technical manpower with global competitiveness, morality and social sense in the view of the mission such as: to provide the state-of-art technical infrastructure and motivate students to realize their own potential, to provide an embellished academic and congenial environment to students for complete learning experience, and to promote intellectual, moral and social democracy to ensure all-round development of the students. The approach of the institute on integration of STEM with humanities and science is towards the general philosophy on making a well-rounded student appears to rest on the notion that if students take a set of classes that include science, maths, humanities, and science, they will have appropriate exposure to a variety of areas. Currently the curriculum of engineering education itself consists of Humanities and Science with Engineering, Maths, Communication Skill, Constitution of India and Basic human rights. The curricula provided by the affiliating university itself includes all credit-based courses and also the projects and mini projects. The projects and mini projects are chosen by the students under the

guidance of faculty guide which includes multidisciplinary work designed and covering the purpose of community engagement and services, environmental aspects and value-based tasks towards social point of view. As the institute is affiliated to the DBATU university, the institute adopts and implements the curriculum designed and set by university that will enable multiple entry and exits of UG students as per the guidelines of affiliating university. Also, the P.E. Society is running 32 Institutions in the subjects of Arts, Science, Law, Commerce, Economics, Physical Education. Thus, forming the clusters of P. E. Society College, we are prepared to implement multidisciplinary learning with multiple entries and exits. Multidisciplinary / interdisciplinary approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. Hence, the institute is trying it's best to organize the guest/expert lectures/seminars in various Multidisciplinary / interdisciplinary fields. The curricula designed by affiliated university is implemented in teaching learning process wherein some subjects related to multidisciplinary concepts are taught, the projects / mini projects / case studies are chosen in such a way that student in one discipline can learn and use the approach of another discipline/s.

### 16. Academic bank of credits (ABC):

As per the directions of UGC and affiliating university Dr. Babasaheb Ambedkar Technological University Lonere, the Institutions has registered under Academic bank of credits (ABC). The registration of the students for Academic Bank of Credits has been started and done as per the guidelines of the affiliating university. As per the directions of affiliating university, the Institutions has registered under Academic bank of credits (ABC) and total 329 students are registered on ABC portal.

### 17. Skill development:

The institute carries out Capacity building and skills enhancement initiatives for the students such as Soft skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills. NPTEL - Soft Skills Training Program were conducted for the students to make them industry ready. The students of Mech. Engg. Dept. are enrolled for TATA technologies activities for developing soft skill training.
Accordingly, we have initiated and designed a Soft-Skill training module for all the students This guidance and mentoring help the students to develop their soft-skills in all the dimensions. The students' software club of Google is formed in the institute. The PES Institute had MoU with Symbiosis, NIELET, IGTR, EduSkills (AWS) etc. for promoting the vocational education to the students of various streams. The interaction with industry is strengthened using following quality improvement strategies 1. Institute has signed MOU with various industries for the purpose of project work, research work, internship, training of students and placement activities. 2. Experts from industry are invited for expert talks, seminars, workshops and as an expert for reviewing the project work of UG and PG students. 3. Regular industrial visits are arranged in different industries which enable students to interact with industry persons. 4. Students are encouraged to work on industry sponsored projects. Value added courses such as NPTEL courses, Robotics, Certification of Red Hat & Python, E-yantra are also conducted. Massive Open Online Courses MOOC Platform (NPTEL, Coursera, ATAL etc.) are used by the student and faculty.

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

Regarding the integration of Indian Knowledge system, our affiliated university has already initiated the activity. AICTE has made D.B.A.T. University as the nodal center for affiliating institutes to initiate the IKS. Our affiliating University, Dr. Babasaheb Ambedkar Technological University, Lonere is recognized as a Nodal center for the translation of technical English books in the Marathi language. The university successfully coordinated for translation of 20 First-Year Degree and Diploma books. The university received appreciation from AICTE and the Government of Maharashtra.

**19. Focus on Outcome based education (OBE):**

The institution is adopting the initiatives of transforming the curriculum directed and implemented by the affiliating university. Through Internal Quality Assurance Cell (IQAC), the academic audits and monitoring are strictly conducted to take strict adherence of the institution with academic calendar and the outcome based education implementation. Academic audits as per norms of affiliated university, Dr. Babasaheb Ambedkar Technological University, Lonere are conducted every year under supervision of External Academic Advisors who are the experts, not below the rank of Professor from reputed institutions such as IITs, NITs, ICT Mumbai, Departments of Chemical Technology, Government Engg. Colleges, various University Departments, Laboratories of National Repute. This academic audit committee is constituted as per the norms laid down by the university. The regular monitoring (Internal Academic audit / internal academic monitoring) of the teaching learning process is done at each department level through standardized academic reforms of the institute. This activity is monitored and implemented by Dean Academics in coordination with HODs of the respective departments.

**20. Distance education/online education:**

The faculty uses various ICT enabled tools to enhance the quality of teaching-learning like: · Google classroom is used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, etc. The PPTs are enabled with animations and simulations to improve the effectiveness of the teaching- learning process. To teach subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft teams, Jam-board in Google meet, Zoom etc. Virtual labs are used to conduct labs through simulations. The college has a Wi-Fi enabled campus, well-equipped centralized computer lab facilities both for faculty and students. ERP software is used by the faculty to communicate to the students regarding the class schedules, session plans, lab manuals, assignments, quizzes etc., Webinar lectures are delivered by experts with long years of experience. Massive Open Online Courses Platform (NPTEL, Coursera, ATAL etc.) are used by the student and faculty. Faculty regularly attends and participates in various e-learning resources like seminars, conferences, lectures, workshops in India. Orientation and refresher courses organized by institutes. Such events on emerging technologies are also organized by various departments of our institute.

## Extended Profile of the Institution

### 1. Pogramme:

1.1 Number of courses offered by the Institution across all programs during the year

| **Year** | 2022-23 |
|---|---|
| **Number** | 09 |

### 2. Student:

2.1 Number of students during the year.

| **Year** | 2022-23 |
|---|---|
| **Number** | 1383 |

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| **Year** | 2022-23 |
|---|---|
| **Number** | 192 |

2.3 Number of outgoing/ final year students during the year

| **Year** | 2022-23 |
|---|---|
| **Number** | 406 |

### 3. Academic:

3.1 Number of full time teachers during the year

| **Year** | 2022-23 |
|---|---|
| **Number** | 76 |

3.2 Number of Sanctioned posts during the year

| **Year** | 2022-23 |
|---|---|
| **Number** | 76 |

### 4. Institution:

4.1 Total number of Classrooms and Seminar halls: Classrooms-25, Seminar halls-5

4.2 Total expenditure excluding salary during the year (INR in lakhs)

| **Year** | 2022-23 |
|---|---|
| **Expenditure** | 22530837 |

4.3 Total number of computers on campus for academic purposes: 407

# PART B

## Criterion 1 – Curricular Aspects

## Key Indicator – 1.1 Curricular Planning and Implementation

| Metric No. | |
|---|---|
| **1.1.1.**<br><br>**QlM** | ***The Institution ensures effective curriculum delivery through a well-planned and documented process***<br><br>The institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere and we follow curriculum designed and well planned by university. The teaching load for theory and practical for individual staff members is given well in advance. Each department prepares their semester wise time table as per syllabus. The department follow the time table and HODs monitor the effective implementation of same. Each staff member prepare their notes, PPTs, e-Learning recourses material and teaching plans as per the work load mention in the university syllabus and ensures completion of the syllabus. And if required additional extra classes are conducted. The laboratories are well equipped along with manuals prepared by staff. The concerned staff member maintains their attendance register for the conducted theory and practical. Assignments, tutorials, class test are conducted for the continuous assessment of the student. The departmental head and the concern dean takes feedback of proper implementation and execution of all above activities. The staff members prepare question bank and regularly circulated among the students. Every department has a junior and senior faculty member with harmony and senior faculty members shares their experiences and knowledge with junior faculties for the enhancement of the teaching learning processes.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.1.1%20Effective%20curriculum%20delivery%20UPLOAD.pdf |
| **1.1.2.**<br><br>**QlM** | ***The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)***<br><br>Write description in maximum of 200 words<br><br>The institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere. Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. Few co-curricular activities are added in the academic calendar for the overall development |

| | |
|---|---|
| | of the student. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and displayed on notice board. The flexibility is offered to various department regarding the preparation of their departmental academic calendar. Some of the training courses are included in the academic calendar as per the need of our students. These courses are run in addition to regular teaching. This helps to prepare the student ready for the employment. Each department display the academic calendar well in advance and tries to implement the same. Accordingly, the student plans their schedule for the activities. Also time to time notes are displayed and circulated among the students and parents regarding the activities conducted as per the academic calendar.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.1.1%20Effective%20curriculum%20delivery%20UPLOAD.pdf |
| **1.1.3.**<br><br>**$Q_nM$** | ***Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.***<br><br>**Year** 2022-23<br>**Number** 39<br><br>***1.*** Academic council/BoS of Affiliating University<br>***2.*** Setting of question papers for UG/PG programs<br>***3.*** Design and Development of Curriculum for Add on/ certificate/ Diploma Courses<br>***4.*** Assessment /evaluation process of the affiliating University<br>Options<br><br>***1.*** **All of the above**<br>***2.*** Any 3 of the above<br>***3.*** Any 2 of the above<br>***4.*** Any 1 of the above<br>***5.*** None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.1.3%20ME%20curriculum%20development%20&%20assessmen%20Appointments.pdf |

# Key Indicator- 1.2 Academic Flexibility

<table>
<tr><td>Metric No.</td><td></td></tr>
<tr><td>1.2.1.<br><br>QnM</td><td>Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented<br>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented.<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>9</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.2.1%20Syallbus22-23.pdf</td></tr>
<tr><td>1.2.2.<br><br>QnM</td><td>Number of Add on /Certificate programs offered during the year<br>1.2.2.1: How many Add on /Certificate programs are added during the year.<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>23</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.2.2%20Add%20on%20Certificate%20Courses%20UPLOAD.pdf</td></tr>
<tr><td>1.2.3<br><br>QnM</td><td>Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year<br>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs during the year<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>421</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.2.3%20Add%20on%20NPTEL%20Students%20Cert.pdf</td></tr>
</table>

# Key Indicator- 1.3 Curriculum Enrichment

<table>
<tr><td>Metric No.</td><td></td></tr>
<tr><td>1.3.1.<br><br>$Q_lM$</td><td>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum<br>Upload a description in maximum of 200 words.<br><br>Gender Equity The prose, poetry and other chapters in certain courses addressed programs on gender equality, Women Safety Program, Guidance lecture for female students issues related to gender sensitivity and equity. Additionally, our institute organizes.<br>As per the directives of Maharashtra State Commission for Women, Internal Complaint Cell has been constituted for Redressal of complaints about sexual harassment. The Internal Complaint Cell is involved in prevention, prohibition and redressal of the complaints regarding sexual harassment of women employee and students and conducted awareness campaign.<br>Human values Beside the syllabus, the institution organized programmes to inculcate human values in students and staffs.<br>• Blood Donation Camp is regularly organized.<br>• International yoga day celebration.<br>• NSS unit regularly arranged social and cultural activities in college.<br>Professional Ethics Ethical practices such as truthful information, facts are taught in content of syllabus and certificate courses. Career Guidance and Placement Cell organized placement activities including training, development of students, aptitude test etc. on a regular basis as per the requirements of industry. There are four subjects of which two are credit and two are audit courses related to value education, human rights, communication skill, energy and engineering environment.<br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.3.1%20crosscutting%20issues%20UPLOAD.pdf</td></tr>
<tr><td>1.3.2.<br><br>$Q_nM$</td><td>Number of courses that include experiential learning through project work/field work/internship during the year<br>1.3.2.1 : Number of courses that include experiential learning through project work/field work/internship during the year<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>9</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.3.2.courses%20including%20project%20work%20field%20work%20internship.pdf</td></tr>
</table>

| | |
|---|---|
| **1.3.3.**<br><br>**QnM** | ***Number of students undertaking project work/field work/ internships***<br>1.3.3.1. Number of students undertaking project work/field work/ internships<br>**Year** 2022-23<br>**Number** 406<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.3.3%20No.%20of%20students%20Roll%20call%20_UPLOAD.pdf |

## Key Indicator- 1.4 Feedback System

| **Metric No.** | |
|---|---|
| **1.4.1.**<br><br>**QnM** | ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***<br>***1) Students 2)Teachers 3)Employers 4)Alumni***<br>**Options:**<br>**A. All of the above**<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br>**Choose any one**<br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.4.1%20Feedback%20of%20Stakeholders%20UPLOAD.pdf |
| **1.4.2**<br><br>**QnM** | ***Feedback process of the Institution may be classified as follows:***<br>**Options:**<br>A. Feedback collected, analyzed and action taken and feedback available on website<br>B. Feedback collected, analyzed and action has been taken<br>C. Feedback collected and analyzed<br>D. Feedback collected<br>E. Feedback not collected<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.4.2%20Action%20taken%20&%20feedback%20UPLOAD.pdf |

# Criteria 2- Teaching- Learning and Evaluation

## Key Indicator- 2.1 Student Enrolment and Profile

<table>
<tr><td>Metric No.</td><td></td></tr>
<tr><td>2.1.1.<br><br>QnM</td><td>Enrolment Number<br><br>2.1.1.1 Number of students admitted during the year<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>255</td></tr></table><br>2.1.1.2 Number of sanctioned seats during the year<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>384</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.1.1%20Admitted%20&%20Sanctioned%20Seats%20UPLOAD.pdf</td></tr>
<tr><td>2.1.2.<br><br>QnM</td><td>Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)<br>2.1.2.1. Number of actual students admitted from the reserved categories during the year<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>121</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.1.2%20Reserved%20Category%20seats%20filled%20UPLOAD.pdf</td></tr>
</table>

## Key Indicator- 2.2. Catering to Student Diversity

<table>
<tr><td>Metric No.</td><td></td></tr>
<tr><td>2.2.1.<br><br>QlM</td><td>The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners<br><br>The institute has an established system for assessing and supporting the advanced learners and slow learners. Students are assigned to their mentors for counselling and guidance. These mentors keep a close eye on the performance of students and arrange special activities for both the kind of students<br>• The mentor hierarchy starts with subject teachers, who continuously keeps track of the academic performance of the students in that subject. Slow learners are identified and extra efforts are taken on them to improve their performance.<br>• Next is the class-teacher, who monitors the overall performance of the students along with their attendance, results and participations in class activities. Identification of advanced and slow learners is carried out here. Slow learners are</td></tr>
</table>

| | |
|---|---|
| | assisted through assignments, remedial classes, and counselling.<br>• The head of the department, with senior staff members, arrange expert talks, STTP's, workshops for the students. Slow learners are guided for performance improvement, and advanced learners are guided for the activities like Paper Presentations, Student Mentorships, Project Participation, Higher Studies, and Placements.<br>All the faculty members encourage and motivate the slow and advanced learners to perform better in academic, as well as provide them different platforms for their professional development. |
| **2.2.2.**<br><br>**$Q_nM$** | ***Student- Full time teacher ratio (Data for the latest completed academic year)***<br>**Year** \| 2022-23<br>**Number of Students** \| 1383<br>**Number of teachers** \| 76<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.2.2%20Students%20enrolled%20&%20Faculty%20List%20UPLOAD.pdf |

## Key Indicator- 2.3. Teaching- Learning Process

| **Metric No.** | |
|---|---|
| **2.3.1.**<br><br>**$Q_lM$** | ***Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences***<br>Learning is made more student centric by<br>• A dialogic approach in teaching is consciously adopted to ensure student participation in class discussions, debates, quizzes and tours are organized to widen their knowledge base.<br>• Summer Internship -Students get hands on training while working in the company.<br>• Collaborative learning like, project, paper and PPT presentations are encouraged so they learn to work in team.<br>• Independent learning is focused on students to do assignments that aim towards student-centric learning.<br>• Seminars, workshops, lectures by experts are organized so that students get exposed to the existing expertise in various fields.<br>• Extensive bibliographies and reading materials are given to students to enrich their understanding of the text.<br>• Foreign Language and IELTS coaching is initiated by our International Relations Cell. Two batches of N-5 Japanese Level and one batch of IELTS are executed successfully.<br>• Efforts are being taken by IRC to send our students abroad to participate in Training programs and conferences.<br>• Project works are suitably integrated into the curriculum for student qualitative learning process. |

| | |
|---|---|
| | • Socially relevant individual Mini and Final Year projects involving fabrication and testing are encouraged among students to get best practices as required in industry.<br>• The College subscribes to International and National Journals and students are encouraged to access all the facilities in the library including on-line journals through K-hub, NDL, Del Net.<br>• Alumni are invited for guest lecturers to share their practical experiences with the students. |
| **2.3.2.**<br><br>**$Q_lM$** | ***Teachers use ICT enabled tools for effective teaching-learning process.***<br><br>The faculty uses various ICT enabled tools to enhance the quality of teaching-learning like<br>• Google classroom is used to manage and post course related information- learning material, quizzes, lab submissions and evaluations, assignments, etc.<br>• The PPTs are enabled with animations and simulations to improve the effectiveness of the teaching- learning process.<br>• To teach subjects in online mode, teachers have used various online tools like-whiteboard in Microsoft teams, Jam-board in Google meet, Zoom etc.<br>• Virtual labs are used to conduct labs through simulations.<br>• The college has a Wi-Fi enabled campus, well-equipped centralized computer lab facilities both for faculty and students.<br>• ERP software is used by the faculty to communicate to the students regarding the class schedules, session plans, lab manuals, assignments, quizzes etc.,<br>• Webinar lectures are delivered by experts with long years of experience.<br>• Massive Open Online Courses Platform (NPTEL, Coursera, ATAL etc) are used by the student and faculty.<br>• Faculty regularly attends and participates in various e-learning resources like seminars, conferences, lectures, workshops in India. Orientation and refresher courses organized by institutes. Such events on emerging technologies are also organized by various departments of our institute. The department of Electronics and Telecommunication have organized a one week ISTE approved FDP on "Data Science and It's Real Life Applications" for the faculty members.<br>• Training placement cell helps students acquire soft skills through workshops and lectures conducted by institute. |
| **2.3.3.**<br><br>**$Q_nM$** | ***Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )***<br><br>2.3.3.1. Number of mentors Number of students assigned to each Mentor<br><br>**Year** \| 2022-23<br>**Number of mentors** \| 76<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.3.3%20Mentor%20mentee%20UPLOAD.pdf |

# Key Indicator- 2.4 Teacher Profile and Quality

<table>
<tr><td>Metric No.</td><td></td></tr>
<tr><td>2.4.1.<br><br>$Q_nM$</td><td>Number of full time teachers against sanctioned posts during the year
<table>
<tr><td>Year</td><td>2022-23</td></tr>
<tr><td>Number</td><td>76</td></tr>
</table>
Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.4.1%20AICTE%20faculty%20norms%20&%20Faulty%20List%20UPLOAD.pdf</td></tr>
<tr><td>2.4.2.<br><br>$Q_nM$</td><td>Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)<br>D.N.B 2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.C Superspeciality / D.Sc. / D.Litt. during the year
<table>
<tr><td>Year</td><td>2022-23</td></tr>
<tr><td>Number</td><td>15</td></tr>
</table>
Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.4.2%20AICTE%20Faculty%20%20&%20Ph%20D%20Faculty%202022-23.PDF</td></tr>
<tr><td>2.4.3.<br><br>$Q_nM$</td><td>Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)<br>2.4.3.1 : Total experience of full-time teachers
<table>
<tr><td>Year</td><td>2022-23</td></tr>
<tr><td>experience</td><td>1069</td></tr>
</table>
2.4.3.2 Data requirement for year
<table>
<tr><td>Year</td><td>2022-23</td></tr>
<tr><td>Number</td><td>76</td></tr>
</table>
Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.4.1%20AICTE%20faculty%20norms%20&%20Faulty%20List%20UPLOAD.pdf</td></tr>
</table>

## Key Indicator- 2.5. Evaluation Process and Reforms

| Metric No. | |
|---|---|
| **2.5.1.**<br><br>**QlM** | ***Mechanism of internal assessment is transparent and robust in terms of frequency and mode***<br>• Academic calendar is prepared at the beginning and is made available to faculties and Students through notice-boards of the departments.<br>• Schedule of Continuous Assessment & Mid semester Examination is given in Academic calendar in advance before commencement of session as per the University directions.<br>• Question paper are prepared by individual faculty/ faculty members teaching the same subject.<br>• Assignments and question bank are given by subject teachers.<br>• After Internal examination (Continuous Assessment-1 &2 and Mid semester examination) all the subjects' teachers display the results and solutions with marking scheme to all the students. The query of students if any will be clarified immediately by the concerned staff.<br>• The dates and schedule of internal assessment of laboratory courses, seminars, summer internship and project are displayed through the notices to students well in advance.<br>• For assessment of seminars, summer internship and project, department prepares a schedule which is communicated to students.<br>• Students present their work or report through the PPT mode and evaluated on the basis of various parameter set by respective department.<br>• For assessment of laboratory course an internal practical viva conducted by respective faculty member at the end of course.<br><br>Link:<br><br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.5.1%20&%202.5.2%20%20layout%20of%20internal%20assesment-converted.pdf |
| **2.5.2.**<br><br>**QlM** | ***Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient***<br>• A transparent, time-bound and efficient method is being followed in terms of dealing with internal examination related grievances.<br>• The assessed internal test papers are shown to the students for self-assessment.<br>• In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. The unresolved grievance, if any, is referred to the Principal through Head of the Department.<br>• The college has established grievances cell comprising of the principal as Chairman, the senior faculty members and department head. Any student having query / doubt related to the internal assessment of any subject, he has to submit an application to the grievance cell.<br>• The principal forms enquiry committee consisting of above members and the concern subject teacher.<br>• The student say will be discuses in presence of above committee in front of student. |

| | |
|---|---|
| | After discussion same will be communicated to student and concern staff.<br>• The entire examination proceedings are overseen by the College Examination Cell which also takes up the responsibility of redressing the grievances if any.<br>• Office staff is appointed by the Principal to interact with the University regarding the grievances of the students if needed.<br><br>Link:<br><br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.5.1%20&%202.5.2%20%20layout%20of%20internal%20assesment-converted.pdf |

## Key Indicator- 2.6 Student Performance and Learning Outcome

| Metric No. | |
|---|---|
| **2.6.1.**<br><br>**QlM** | ***Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.***<br><br>Program outcomes, program specific outcomes and course outcomes for all the programs offered by the Institution are stated and displayed on website and communicated to teachers and students. Course Outcomes and Learning Outcomes depend upon the nature of the course and the subject concerned. Course outcome provides a way to articulate knowledge, skill development, good communication skills, creative thinking, discipline, inculcation of moral and ethical values, teamwork, and critical thinking to be acquired by the students during their graduation. Students are also encouraged to participate in co-curricular activities. Every department plans and conducts all activities in the light of the program outcomes and course outcomes. COs are student centric and they focus on knowledge and skills that students can demonstrate. Thus, COs are the consequential knowledge skills that the student acquires at the end of a course. Courses are designed in such a way that all the objectives are attained in the form of course outcomes. After completion of the course, students can go for higher education or choose teaching as a career in college or university. The courses also offer opportunities to students for jobs in Banking, SSC, Railway, PWD, Research and Civil services etc.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/2.6.1%20Course%20Outcomes_UPLOAD.pdf |

**2.6.2.**

**QlM**

***Attainment of Programme outcomes and course outcomes are evaluated by the institution.***

The Program outcomes, Program specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the classroom by teacher.
Subsequently, the College measures the attainment of POs, PSOs and COs by the following mechanism:

- The institute follows the Academic Calendar of the affiliated university
- All the subject teachers maintain Academic Diary in every academic year.
- The course outcomes are measured through syllabus i.e. completion of syllabus, continuous assessment (internal evaluation), setting up of question paper, evaluation and result.
- The Internal examination is analyzed and evaluated by the subject teacher.
- To ensure that students have achieved desired level of competencies at the module level.
- The Placement committee takes the review of the Students' Progression to Higher Studies and their Placement.

After measuring attainment of POs, PSOs and COs, it has been observed that the strength of the students as well as passing percentage of the students increases progressively. Besides, students' progression to higher studies i.e., from Under Graduate to Post Graduate, seems to be increasing consistently and rapidly from the last few years. In a similar way, the ratio of students' placement is also increasing.

Link:

http://pescoe.ac.in/NAAC/AQAR_2022-23/2.6.2%20CO%20PO%20Mapping%20UPLOAD.pdf

**2.6.3.**

**$Q_nM$**

***Pass percentage of Students during the year***

2.6.3.1. Total number of final year students who passed the university examination during the year

2.6.3.2. Total number of final year students who appeared for the university examination during the year

| 2022-23 | UG |
|---|---|
| Number of students appeared | 407 |
| Number of students passed | 347 |

Link:

http://pescoe.ac.in/NAAC/AQAR_2022-23/2.6.3%20Result%20Analysis%20UPLOAD.pdf

# Key Indicator- 2.7 Student Satisfaction Survey

| **Metric No.** | |
|---|---|
| **2.7.1**<br><br>**$Q_nM$** | ***Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)***<br><br>The student satisfactory survey was conducted in institute. The survey was conducted with the help of Google form, which was designed as per guidelines and the link was circulated among students for survey.<br>We have prepared Student survey forms with certain questionnaire by considering the following factors<br>• Infrastructure facilities such as classrooms, Sports/games, Sanitation, drinking water canteen etc. available in the college.<br>• Parking Facilities<br>• Learning resources available viz. Text books, Magazines, Newspapers, Reference books, E-journals, Online Courses, Facilities, etc.<br>• Lab facilities available in department.<br>• The placement cell and its activities<br>• Mechanism of Grievances Redressal cell.<br>• Support of the college administrative staff.<br>• Examination and evaluation system.<br>• Skill Development Programs.<br>• Encouragement provided to the students for participation in inter-collegiate competitions, Seminars, and Workshops.<br>• Discipline in the Campus.<br>• Personality development programs, Career oriented programs etc.<br>• Social Activities<br>• Hostel, Mess, Canteen facilities provided by Institute<br>Outcome: This survey appears to be making a genuine effort to gather feedback to improve the effectiveness of the experience for students in the institution. The result of the survey is shown in the form of Pie chart below. The result analysis shows that majority of the students have highly appreciated the facilities available in the institution very positively. We also observed some comments which will help us to improve ourselves in some aspects.<br><br>Link: |

# Criteria 3- Research, Innovations and Extension

## Key Indicator 3.1- Resource Mobilization for Research

| Metric No. | |
|---|---|
| **3.1.1.**<br><br>**$Q_nM$** | ***Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)***<br>3.1.1.1: Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)<br>**Year** 2022-23<br>**(INR in Lakhs):** 5.66<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.1.1%20cONSULTANCY.pdf |
| **3.1.2.**<br><br>**$Q_nM$** | ***Number of teachers recognized as research guides (latest completed academic year)***<br>3.1.2.1. Number of teachers recognized as research guides-**NIL**<br>**Data Requirement:**<br>Number of teachers recognized as research guides: **NIL**<br>Total number of full time teachers: 76 |
| **3.1.3**<br><br>**$Q_nM$** | ***Number of departments having Research projects funded by government and non government agencies during the year***<br>3.1.3.1: Number of departments having Research projects funded by government and non-government agencies during the year<br>**Year** 2022-23<br>**(INR in Lakhs):** 00 |

## Key Indicator 3.2- Innovation Ecosystem

| Metric No. | |
|---|---|
| **3.2.1.**<br><br>**$Q_lM$** | ***Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge***<br><br>The institute is very much keen in providing the research and development environment to the staff and students. In this regard students and staff are guided and motivated and supported for taking research-oriented projects, participation of students in various competitions. The students of Mech. Dept. participate for TATA technologies activities for developing soft skill training. Under this activity the students from mechanical Department are participating in TIFAN every year.<br>The institute has started IIP CELL to guide the staff and students for undergoing internships and training in various industries.<br>The institute has made an MOU with Aegis Technology for software training to the students and staff. In collaboration with them Apple software training lab is also developed in the CSE department.<br>The institute is providing full support to the staff for registering for Ph. D programs, |

| | |
|---|---|
| | required support for attending seminars /workshops, financial support for research paper publications, attending presenting papers in workshops seminars.<br>The institution has started NPTEL CELL. Through this cell it is tried to motivate the students and staff to enrich and upgrade their knowledge with latest technology& online courses related to Engg. & Technology.<br>The institute had made MOU with various organizations/institutes for research and development activities and sharing the knowledge.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.2.1%20MOU_UPLOAD.pdf |
| **3.2.2.**<br><br>**QnM** | ***Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year***<br>3.2.2.1: Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year<br>**Year** 2022-23<br>**Number** 1<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.2.2%20INNOVATION%20event.pdf |

## Key Indicator 3.3- Research Publication and Awards

| **Metric No.** | |
|---|---|
| **3.3.1.**<br><br>**QlM** | ***Number of Ph.Ds registered per eligible* teacher *during the year***<br><br>3.3.1.1 How many Ph.Ds registered per eligible teacher within the year<br>**Year** 2022-23<br>**Number** 00<br>3.3.1.2 Number of teachers recognized as guides during the year<br>**Year** 2022-23<br>**Number** 00 |
| **3.3.2.**<br><br>**QnM** | ***Number of research papers per teachers in the Journals notified on UGC website during the year***<br>3.3.2.1. Number of research papers in the Journals notified on UGC website during the year<br>**Year** 2022-23<br>**Number** 18<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.3.2%20Research%20Papers.pdf |

| | |
|---|---|
| **3.3.3.**<br><br>**QnM** | ***Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during year***<br><br>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year<br><br>**Year** 2022-23<br>**Number** 05 |

## Key Indicators 3.4 – Extension Activities

| Metric No. | |
|---|---|
| **3.4.1.**<br><br>**QlM** | ***Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the years.***<br><br>It is very much important to make all the students and today's youth to be aware of the environmental pollution and degradation of human values. In this regard the school and colleges play an important role.<br>If the students participate & conduct various activities, their social involvement will make them socially responsible youth as well as citizen of tomorrows India.<br>This is the age during which the students adopt and learn good antiquates, cultural and human values in their life. For which various activities such as celebration of yoga day, constitutional day, visits to old age homes, distribution of medicines, and clothes and food to needy/ poor people during pandemic period were arranged.<br>This year Blood Donation camp and Swachata Abhiyan program was conducted in the institute. Counseling and tree plantation programs were arranged to understand the importance of green environment & need of natural oxygen, Expert guest lecturers/webinar was conducted this year.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.3.1%20crosscutting%20issues%20UPLOAD.pdf |
| **3.4.2.**<br><br>**QnM** | ***Number of awards and recognitions received for extension activities from government/ government recognized bodies during the year***<br><br>3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year.<br><br>**Year** 2022-23<br>**Number** 01<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.4.2%20EDUEATI0N%20PRII]E%20SUMMIT%20E%20AWAR0S-%20ASIA_AWARD.PDF |

| | |
|---|---|
| **3.4.3.**<br><br>**QnM** | ***Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/Government and Government recognized bodies during the year***<br><br>3.4.3.1. Total Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/Government and Government recognized bodies during the year<br><br>**Year** 2022-23<br>**Number** 01<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/1.3.1%20crosscutting%20issues%20UPLOAD.pdf |
| **3.4.4.**<br><br>**QnM** | ***Number of students participating in extension activities at 3.4.3. above during year***<br>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year<br>**Year** 2022-23<br>**Number** 27 |

## Key Indicator - 3.5 Collaboration

| **Metric No.** | |
|---|---|
| **3.5.1.**<br><br>**QnM** | ***Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year***<br>3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year<br>**Year** 2022-23<br>**Number** 04<br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.1.1%20cONSULTANCY.pdf |
| **3.5.2.**<br><br>**QnM** | ***Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year***<br><br>3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year<br>**Year** 2022-23<br>**Number** 5<br>Link :<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/3.2.1%20MOU_UPLOAD.pdf |

## Criterion 4 - Infrastructure and Learning Resources

## Key Indicator – 4.1 Physical Facilities

<table>
<tr><td>Metric No.</td><td></td></tr>
<tr><td>4.1.1.<br><br>QlM</td><td>The Institution has adequate infrastructure and physical facilities for teaching-learning. viz., classrooms, laboratories, computing equipment etc.<br><br>The campus maintenance is monitored through surveillance cameras in main building, classrooms, laboratories, workshop, library, hostels, canteens etc. The college has maintenance committee that oversees the maintenance of all campus. The maintenance officer conducts periodic checks to ensure the efficiency / working condition of the infrastructure. Adequate in - house staff is employed to maintain hygiene, cleanliness and infrastructure on the campus so as to provide friendly learning environment. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The Green Cover of the campus is well maintained by a full time gardener. Considering the huge infrastructure of our institute it was found necessary to deploy an external agency for the work of Housekeeping. Electrical maintenance is done in house. Maintenance engineer for civil works is appointed</td></tr>
<tr><td>4.1.2.<br><br>QlM</td><td>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.<br><br>Indoor and Outdoor sport facilities are available in Institute. The Students utilize sport facilities regularly and during annual social gathering. The sports in charge looks after the sports activities of the students. Regular maintenance of the Volley Ball court, Gymkhana and Basketball court in college premises is done by the sports in charge in consultation with the respective coaches.</td></tr>
<tr><td>4.1.3.<br><br>QnM</td><td>Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.<br>4.1.3.1 : Number of classrooms and seminar halls with ICT facilities<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number of Classrooms</td><td>07</td></tr></table></td></tr>
<tr><td>4.1.4.<br><br>QnM</td><td>Expenditure, excluding salary for infrastructure augmentation during the year(INR in Lakhs)<br>4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>(INR in Lakhs)</td><td>16.27</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/4.1.4%20Expenditure%20infrastructure%20augmentation-Audit%20Report.pdf</td></tr>
</table>

## Key Indicator – 4.2 Library as a learning Resource

| Metric No. | |
|---|---|
| **4.2.1.**<br><br>**QlM** | **Library is automated using Integrated Library Management System (ILMS)**<br>The institute library is automated using:<br>• Name of ILMS Software-Lib-Man (Master soft)<br>• Nature of automation (fully or partially)-Fully<br>• Version-VII<br>• Year of Automation-2005 |
| **4.2.2.**<br><br>**QnM** | ***The institution has subscription for the following e-resources***<br>**1.** e-journals<br>**2.** e-ShodhSindhu<br>**3.** Shodhganga Membership<br>**4.** e-books<br>**5.** Databases<br>**6.** Remote access toe-resources<br>**Options:**<br>A. **Any 4 or more of the above**<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>**1. e-journals** -Developing Library Network (DELNET),Knowledge-Hub(K-hub) and National Digital Library (NDL)<br>**2. e-books** - Developing Library Network (DELNET),Knowledge-Hub(K-hub) and National Digital Library (NDL)<br>**3. Databases-** Developing Library Network (DELNET),Knowledge-Hub(K-hub) and National Digital Library (NDL)<br>**4. Shodhganga-** The Shodhganga@INFLIBNET Centre provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. |

**4.2.3**

**QnM**

***Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)***

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

| **Year** | 2022-23 |
|---|---|
| **(INR in Lakhs)** | 31.09 |

Link:
http://pescoe.ac.in/NAAC/AQAR_2022-23/4.1.4%20Expenditure%20infrastructure%20augmentation-Audit%20Report.pdf

**4.2.4**

**QnM**

***Number per day usage of library by teachers and students ( foot falls and login data for online access)***

4.2.4.1 Number of teachers and students using library per day over last one year
Data Requirement

***Foot falls*-- Average teachers and students per Day-75**

Total users in 2022-23 till date--

**Last book on Accession register / in OPAC system -28547**

- Method of computing per day usage of library
  **For online access or Computing per day usage of library—**
- Number of users using library through e-access
  **For online e-access per day usage of library and**
  Total users in 2022-23 till date--43
- Number of physical users accessing library
  **Average teachers and students per Day-75**
  Total users In 2022-23 till date--3800

## Key Indicator- 4.3 IT Infrastructure

| **Metric No.** | |
|---|---|
| **4.3.1.** | ***Institution frequently updates its IT facilities including Wi-Fi*** |
| **QlM** | With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet - universities, colleges, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students.<br>Current status of IT Facilities including Wi-Fi is as follows:<br>1. PCs/Laptop available for students is 407 in numbers. These PCs are reserved only for students.<br>2. Number of PCs/Laptop in Language Lab: **20** |

| | |
|---|---|
| | 3. Number of Legal System Software: **03**<br>4. Number of Legal Application Software: **20**<br>5. Number of Open Source Software: **20**<br>6. Printers Available for Students: **19**<br>7. PCs/Laptop available for Faculty Members: **32**<br>8. Number of PCs/Laptop available in Library: **12**<br>9. Number of A1 size color Printers: **1**<br>10. Number of PCs/Laptop available in Administrative Office: **17**<br>11. Apple Lab having **20** Mac Mini.<br>12. Sonic Firewall with three Year license.<br>13. Sonicwall Analytics Software with Antivirus for Monitoring.<br>14. PTZ Camera for CCTV footage & **360º** Campus Monitoring.<br>15. Developed New Computer Lab with High Configuration with Graphics Card:**20**<br>16. Started Bio-Metric after COVID-19.<br>In this way our entire college IT infrastructure is well equipped with advanced PCs and updated Software's. |
| **4.3.2.**<br><br>**QnM** | ***Student – Computer ratio***<br>Number of students : Number of Computers Data Requirements:<br>• Number of computers in working condition : **407**<br>• Total Number of students: **1383**<br>• Student – computer ratio: **3:1** |
| **4.3.3.**<br><br>**QnM** | ***Bandwidth of internet connection in the Institution***<br>Options:<br>A. ≥ 50MBPS<br>B. 30 - 50MBPS<br>C. 10 - 30MBPS<br>D. 10 - 5MBPS<br>E. < 5MBPS |

## Key Indicator – 4.4 Maintenance of Campus Infrastructure

| **Metric No.** | |
|---|---|
| **4.4.1**<br><br>**QnM** | ***Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year(INR in Lakhs)***<br>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)<br>**Year** \| 2022-23<br>**(INR in Lakhs)** \| 62.97<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/4.1.4%20Expenditure%20infrastructure%20augmentation-Audit%20Report.pdf |

| | |
|---|---|
| **4.4.2.**<br><br>**$Q_lM$** | ***There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.***<br><br>**Laboratory**: Lab assistant looks after the maintenance of equipment. Lab in charges looks after the smooth functioning of the equipment. If the equipment is non repairable at institute level, then with permission of the Principal, external vendors or suppliers are called for maintenance of the equipment. The cleanliness in the laboratories is maintained with the help of support staff.<br>**Classroom and Seminar hall**: There are 24 classrooms, 5 seminar hall and 5 tutorial rooms in the Institute out of which 7 are fully equipped ICT facility. It is well maintained by IT and civil maintenance department.<br>**Sports**: Indoor and Outdoor sport facilities are available in Institute. The Students utilize sport facilities regularly and during annual social gathering. The sports in charge looks after the sports activities of the students. Regular maintenance of the Volley Ball court, Gymkhana and Basketball court in college premises is done by the sports in charge in consultation with the respective coaches.<br>**Computers**: For maintaining the computer infrastructure the institute has appointed System Administrator and support staff. They look after the day to day problems of computers and networks and external vendors are called for major problems. The computer infrastructure is upgraded time to time after receiving the requirement from respective departments. Class Rooms: Institute has sufficient number of class rooms, Seminar Halls and Drawing Halls. These are maintained regularly through concerned support staff.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/4.4.2%20physical,%20academic%20and%20support%20facilities%20UPLOAD.pdf |

## Criterion 5- Student Support and Progression

## Key Indicator- 5.1 Student Support

| Metric No. | |
|---|---|
| **5.1.1**<br><br>**$Q_nM$** | ***Number of students benefited by scholarships and free ships provided by the Government during the year***<br><br>5.1.1.1. Number of students benefited by scholarships and free ships provided by the Government during the year<br><br>**Year** 2021-22<br>**Number** 1378<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/5.1.1%20students%20benefited%20by%20scholarships.pdf |

**5.1.2.**

**QnM**

***Number of students benefitted by scholarships, freeships etc. provided by the institution / non- government bodies, industries, individuals, philanthropists during the year***

5.1.2.1 Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government bodies, industries, individuals, philanthropists during the year

| | |
|---|---|
| **Year** | 2021-22 |
| **Number** | 00 |

**5.1.3.**

**QnM**

***Capacity building and skills enhancement initiatives taken by the institution include the following***

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

**Options:**

**A. All of the above**

B. 3 of the above

C. 2 of the above

D. 1 of the above

E. none of the above

**5.1.4.**

**QnM**

***Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the year***

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

| | |
|---|---|
| **Year** | 2022-23 |
| **Number** | 64 |

Link:
http://pescoe.ac.in/NAAC/AQAR_2022-23/5.1.4%20Students%20Career%20Counselling%20&%20Placements%20UPLOAD.pdf

| | |
|---|---|
| **5.1.5.**<br><br>**QnM** | ***The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases***<br><br>**1.** Implementation of guidelines of statutory/regulatory bodies<br>**2.** Organization wide awareness and undertakings on policies with zero tolerance<br>**3.** Mechanisms for submission of online/offline students' grievances<br>**4.** Timely redressal of the grievances through appropriate committees<br>**Options:**<br>A. All of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/5.1.5%20timely%20redressal%20of%20student%20grievances.pdf |

## Key Indicator- 5.2 Student Progression

| Metric No. | |
|---|---|
| **5.2.1**<br><br>**QnM** | ***Number of placement of outgoing students during the year***<br><br>5.2.1.1: Number of outgoing students placed during the year<br>**Year** 2022-23<br>**Number** 64<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/5.1.4%20Students%20Career%20Counselling%20&%20Placements%20UPLOAD.pdf |
| **5.2.2.**<br><br>**QnM** | ***Number of students progressing to higher education during the year***<br>5.2.2.1. Number of outgoing student progression to higher education<br><br>**Year** 2022-23<br>**Number** 12 |

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|---|---|
| **5.2.3.**<br><br>**QnM** | ***Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)***<br><br>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year<br>**Year** 2022-23<br>**Number** 02<br>5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) during the year<br>**Year** 2022-23<br>**Number** 00 |

## Key Indicator- 5.3 Student Participation and Activities

| **Metric No.** | |
|---|---|
| **5.3.1**<br><br>**QnM** | ***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 year.***<br>5.3.1.1 : 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 year.<br>**Year** 2022-23<br>**Number** 01 |
| **5.3.2**<br><br>**QlM** | ***Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )***<br><br>Student representatives on various bodies as per established process and forms The P.E.S institute's students' council is elected annually through a fair and domestic process by active participation of all students<br>The student council consists of general secretary, Joint Secretary, Cultural ecretary, Sports Secretary, Ladies representative and class representative.<br>Every year the student council members were elected in a democratic and fair process. The elected council members work for the betterment of all students to improve their personality, self-confidence and also motivates the student participation in various cultural, social and sports activity. The student council members also help the faculty in organizing Fresher's welcome party, Teachers day, Engineers day, Annual Social gathering. The students are encouraged to participate in activities beyond their academic curriculum so they become confident and well balanced individuals.<br>From 2019 as per the university guidelines the student council election were withheld. To carry out students' welfare activities in the institute management and Principal decided to form various student's club for the student by the student under |

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| | the guidance of Senior faculty to show their talent in various extracurricular activities. |
| **5.3.3.**<br><br>**QnM** | ***Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)***<br>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated during the year<br>**Year** 2022-23<br>**Number** 09 |

## Key Indicator- 5.4 Alumni Engagement

| Metric No. | |
|---|---|
| **5.4.1**<br><br>**QlM** | ***There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.***<br>Registration Number: 0222025 The Alumni association of P.E.S. College of Engineering is a registered organization. The association is progressing its work for the development of the college. The president of the alumni association is Mr. Pritam Gugle, Seceretary is Dr. Varsha D. Jadhav, Treasure is Mr. Prashant Pandit with committee members Mr. Mangesh Niturkar, Mr. Mangesh Kachole, Mr. Sachin Borse, Ms. Priti Ghuge ,Mr. Dilip Rathod, Mr. Amit Paikrao. In collaboration with the institute, the Alumni Association of the P.E.S. College of Engineering works to connect alumni, support students. The mission of the Association is to foster strong bonds between alumni, students and the Institute, to keep alumni informed, and create a network enabling them to remain engaged with their alma mater and help shape its future through the Associations programmes and services.<br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/5.4.1%20alumni%20registration%20certificate%20(2).pdf |
| **5.4.2**<br><br>**QnM** | ***Alumni contribution during the year (INR in Lakhs)***<br>**Options:**<br>A. ≥ 5Lakhs<br>B. 4 Lakhs - 5Lakhs<br>C. 3 Lakhs - 4Lakhs<br>D. 1 Lakhs - 3Lakhs<br>**E. <1Lakhs** |

## Criterion 6- Governance, Leadership and Management

## Key Indicator- 6.1 Institutional Vision and Leadership

| Metric No. | |
|---|---|
| **6.1.1**<br><br>**QlM** | ***The governance of the institution is reflective of and in tune with the vision and mission of the institution***<br><br>**Vision:**<br>To create sound technical manpower with global competitiveness, morality and social sense.<br>**Mission:**<br>• To provide the state-of-art technical infrastructure and motivate students to realize their own potential.<br>• To provide an embellished academic and congenial environment to students for complete learning experience.<br>• To promote intellectual, moral and social democracy to ensure all-round development of the students.<br><br>The People's Education Society (Mumbai) is dedicated to establish, nurture and develop world class institutions of education, for the downtrodden and needy class of the society. Top management provides academic leadership to faculty in decision making bodies of institution.<br>• The Principal is academic and administrative head of College including IQAC. He plans and coordinates all academic and administrative activities.<br>• Deans are appointed for UG and PG academics, R&D, Student Welfare, Industry Institute Interactions, International Relation Cell, IQAC, Infrastructure, Examinations. All the activities for overall development of the students are initiated and fulfilled.<br>• The HODs are involved in decision-making process at all levels. They are members of IQAC. HODs plan development programmes, seminar, conferences, cultural activities etc. in coordination with their faculty.<br>• Faculty coordinators are part of the decision making with respect to particular portfolio and related activities.<br>Management always supports all suggestions for improvement and created healthy work culture and atmosphere. |
| **6.1.2**<br><br>**QlM** | ***The effective leadership is visible in various institutional practices such as decentralization and participative management.***<br><br>All academic and administrative activities are decentralized and decisions are taken based on discussions. Deans control the respective activities. HODs are given authority and responsibility to complete desired academic task within the stipulated time. Faculty members are actively involved in finalization of teaching plan, seminars, projects and academic activities.<br>Institute promotes a culture of participative management which enables staff and |

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| | students to give their opinions and suggestions for improvement. HOD's and Deans manage overall academic and support activities. Staff members are involved in various academic committees and participate in industrial visits, In-plant training, STTPs for students, foreign language coaching and IELTS coaching. The teaching and supporting staff participate in co-curricular activities as various event in-charge.<br>As an example, to get acquainted with industrial work, In-plant training activity is initiated as a regular practice in all the departments in decentralized manner. Each departmental HOD along with his faculty plans and monitors this activity which includes selection of appropriate industry, communication with industry officials, allotting a group of students to each industry and all further related procedures. This training is carried out for all the students from first to third year in summer vacations for one month, and for final year students for five months in the last semester.<br>Progressive assessment of this training is carried out by the respective coordinators and final assessment is carried out by senior staff members and HOD. Thus all faculty and staff are involved and participated to conduct an activity.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.1.2%20Organogram%20of%20PES%20College%20of%20Engineering.pdf |

## Key Indicator- 6.2 Strategy Development and Deployment

| Metric No. | |
|---|---|
| **6.2.1**<br><br>**QlM** | ***The institutional Strategic/ perspective plan is effectively deployed***<br><br>As per the strategic plan, the Apple Lab is established and activated in the institute in collaboration with AGS InfoTech Pune. Under this collaborative platform the MoU is signed between PESCOE & AGS InfoTech Pune and agreed upon to train faculties to be an Apple Certified Trainer.<br><br>This perspective led to training of two months, which included Swift language programming and iOS App Development and subsequent examination. Two of our faculty members have succeeded through all these processes strategically planned and earned Apple certification badge.<br><br>Training is also given to our students of Swift language programming and iOS App Development, and make them well verse with strong iOS App Developer background so as to be placed in various industries for bright future. As per the this perspective, orientation for 84 students is carried out in phase-1 and training was commence from September 2022 and it is a yearly activity. Subsequently, many of the aspiring students will be trained in this emerging field and bring laurels to the Institute.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.2.1%20UPLOAD.pdf |
| **6.2.2** | ***The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.*** |

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| **QlM** | Institution Organogram is applied for demonstrating effective and efficient functioning of the institutional bodies.<br><br>The PES governing body and BOG guides the general administration of the college towards the achievement of the Vision and Mission. Principal is the head of both the academic and administrative bodies including IQAC. He plans and coordinates all the academic and administrative activities in coordination with various Deans and HODs. Deans plan, monitor and implement their particular portfolio under the supervision of Principal. HODs are responsible for the overall functioning of the department and infrastructural Development in a continuous contact of the department with the Deans and the Principal. All departmental coordinators are responsible for their concerned portfolio of the department under the monitoring and guidelines of HODs. The faculty members and supporting staff discharge all the duties and responsibilities assigned by the Principal, Dean and Head of the department from time to time. Registrar looks after the administrative aspects of the institute such as admissions, custody and maintenance of all the important documents, student related records. Librarian along with his supporting staff is responsible for providing learning resources in terms of book bank facility, e-Journals, magazines etc.<br><br>Link:<br><br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.2.2%20Organogram%20&%20policy%20service%20rules%20PES%20Society.pdf |
| **6.2.3.**<br><br>**QnM** | ***Implementation of e-governance in areas of operation***<br>1.Administration<br>2. Finance and Accounts<br>3. Student Admission and Support<br>4.Examination<br><br>Options:<br>**A. All of the above**<br>***B.*** Any 3 of the above<br>***C.*** Any 2 of the above<br>***D.*** Any 1 of the above<br>***E.*** None of the above<br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.2.3%20ERP%20Document%20&%20Implementation.pdf |

## Key Indicator- 6.3 Faculty Empowerment Strategies

<table>
<tr><th>Metric No.</th><th></th></tr>
<tr><td>6.3.1<br><br>QlM</td><td>The institution has effective welfare measures for teaching and non- teaching staff<br><br>The institution takes care of providing effective welfare measures for teaching and non- teaching staff for their growth which are described as: Sabbatical leave for Ph.D. programmes and industrial training, On-duty facility for pursuing Ph.D. and to attend training programmes, Provident fund (P.F.) facility is provided to all, including the non-teaching and temporary staff, Gratuity are provided to all the regular staff, Accidental insurance is provided to all teaching and non-teaching staff, Maternity leave with salary, Provision of 25% fees relaxation to the wards of the employees, Salaries are paid as per Government norms from time to time, Faculty members are also encouraged to pursue higher studies through study leave, flexibility in workload and timing, extension of laboratory, internet and library facilities, Non-teaching staff are given facility to undergo further studies, Management honors teachers who excel in academic performance; takes care of their general welfare, The release of annual increments, as per norms, Promotions are done on the basis of the performance. (This year, the procedure of career advancement is carried out as per PBAS, and promotions of eligible staff members are done). The faculty members are enabled to participate in and make use of UGC and AICTE sponsored quality improvement programmes, conferences and seminars in the area of specialization, Industrial training, Conceptual understanding sessions, Industrial visits, Faculty development programmes etc.<br><br>Link:<br><br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.3.1%20welfare%20measures%20for%20staff.pdf</td></tr>
<tr><td>6.3.2<br><br>QnM</td><td>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year<br>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year<br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>Number</td><td>02</td></tr></table><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.3.2%20Teachers%20Financial%20Support.PDF</td></tr>
</table>

**6.3.3**

**QnM**

***Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year***

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

| | |
|---|---|
| **Year** | 2022-23 |
| **Number** | 01 |

Link:
http://pescoe.ac.in/NAAC/AQAR_2022-23/6.3.3%20training%20program.pdf

**6.3.4**

**QnM**

***Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)***

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during theyear

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|---|---|
| **Year** | 2022-23 |
| **Number** | 19 |

Link:
http://pescoe.ac.in/NAAC/AQAR_2022-236.3.4%20Faculty%20Certificates%20Sample%20UPLOAD.pdf/

**6.3.5**

**QlM**

***Institutions Performance Appraisal System for teaching and non- teaching staff***

Annual staff performance assessment through a neatly designed appraisal report is obtained from every staff member. It is verified and certified by the Head of the Department and submitted to the Principal. Assessment of the Deans and HODs is done by the Principal. The Management assesses the performance of the Principal. The self-performance assessment reports and confidential reports of particular staff whether teaching or non-teaching is checked and endorsed by the head of the department and head of the admin for admin staff. Those self-appraisal and confidential reports endorsed by head of the department/ head of the admin is to be submitted to the Principal. The Principal critically examines and studies those reports and finalizes the final grade of the particular teaching or non-teaching staff depending upon the remarks of head of the department/ head of the admin. All such reports finalized by the Principal are put in front of the management for their supervisory control over the performance of the staff. The outcome of the review of performance appraisal and confidential reports by the management are: release of annual increments as per norms and promotions of the staff on the basis of the performance. This is done every year as per the regular reforms of the institute.

## Key Indicator- 6.4 Financial Management and Resource Mobilization

<table>
<tr><th>Metric No.</th><th></th></tr>
<tr><td>6.4.1<br><br>QlM</td><td>Institution conducts internal and external financial audits regularly<br><br>The accounts of People’s Education Society’s (Mumbai) P.E.S. College of Engineering, Nagsenvana, Aurangabad, are regularly audited by our auditors since its inception. The audit of the financial year 2022-23 was conducted by M/s Bholane Shilawant Co., Chartered Accountants, Aurangabad. Since, our students are availing various Government of India scholarship schemes, it is mandatory on our part to audit the college accounts regularly. Also we have to submit our accounts duly audited to Fees Regulatory Authority, our Management etc. Hence, we regularly audit our accounts, every financial year.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.4.1%20Financial%20Audit%20Report%202022-23</td></tr>
<tr><td>6.4.2<br><br>QnM</td><td>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)<br>6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)<br><br><table><tr><td>Year</td><td>2022-23</td></tr><tr><td>INR in Lakhs</td><td>00</td></tr></table></td></tr>
<tr><td>6.4.3<br><br>QlM</td><td>Institutional strategies for mobilization of funds and the optimal utilization of resources<br><br>Mobilization of Funds: The institution seeks to mobilize the available funds for improvement of institutional infrastructure and knowledge resources. The student tuition fee is the major source of income for the institute.<br>Resource Mobilization Policy and Procedure includes following:<ul><li>The departments submit annual budget of their department to the Principal.</li><li>Annual budgeting is done by the Principal.</li><li>The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.</li><li>It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.</li><li>The annual budget is scrutinized and sanctioned by the Governing Body of the People’s Education Society.</li><li>Accounts department monitor whether expenses are exceeding budget provision.</li><li>All the expenditures are done as per the provisions of the sanctioned budget.</li></ul>Optimal utilization of resources pertains to prime considerations like:<ul><li>The institute aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels</li><li>Travel grants can be sanctioned to faculty to present research papers at or</li></ul></td></tr>
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| | to attend National or International Conferences in India or abroad, depending on availability of funds.<br>• The institute infrastructure is utilized as an examination center for Government examinations/University Examinations.<br>The optimal utilization is ensured through encouraging innovative teaching-learning practices.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.4.3%20Budget%2022-23%20mobilization%20of%20funds.pdf |

## Key Indicator- 6.5 Internal Quality Assurance System

| Metric No. | |
|---|---|
| **6.5.1**<br><br>**QlM** | ***Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes***<br><br>IQAC plans, initiates and implements some academic quality initiatives and practices in institute. Faculty Training Program are continuously organized. The faculty were trained in different areas. Academic audit as per norms of affiliated university, Dr. Babasaheb Ambedkar Technological University, Lonere is conducted as per the norms laid down by the university which consists of the Eminent Senior Professor of University/or University Dept./ or the reputed institutions of national importance / or govt. institutions. The quality initiatives are critically reviewed in this audit like: Institution Teaching Learning & Evaluation, Research & Consultancy activities and Extension Activities Wherein Recognized Research Centre, WEC Activities, Learning Resources , Student Support Activities, Basic Amenities etc. The regular monitoring (Internal Academic audit / internal academic monitoring) of the teaching learning process is done at each department level through standardized academic reforms of the institute.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.5.1%20IQAC%20Contributions%20UPLOAD.pdf |
| **6.5.2**<br><br>**QlM** | ***The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities***<br><br>At the periodic stages, the academic activities are reviewed in the audit and the monitoring as per norms of affiliated university. In this audit, quality matters critically reviewed are: Curricular aspects like Implementation of Annual Institutional Plan, Departmental Annual Curricular Plans, College Activity Register, Add-on Courses, Syllabus Coverage, Maintenance of Student Attendance Registers, Teaching Learning & Evaluation comprising of Teaching Diaries & Teaching Plans in Prescribed Formats, Co-Curricular Activities, Academic Competitions, Conduct of Internal Examinations, Subject wise and teacher wise |

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| | result analysis, Research & Consultancy activities and Extension Activities, Activities under International Relations Cell like Expert talks for Study Abroad, Foreign Language and IELTS Coaching, International Events, and other activities for quality improvements, Learning Resources including Circulation of Books, Record of Visitors, Library Automation status, e-Lessons & e-Resources/ e-Journals, SWAYAM facilities, Student Support Activities e.g. extra-curricular activities conducted, Maintenance of Placement Cell facilities & records, Career Guidance activities, IQAC activities & maintenance of records, Basic Amenities, Governance and Leadership, Initiatives like E-Class rooms, Internet Centre etc., Record of best/innovative practices. Apart from this academic audit, the regular monitoring of the online and offline teaching learning process is done at each department level through standardized academic reforms of the institute. This activity is monitored and implemented by Dean Academics.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.5.2%20Reviews%20of%20IQAC-%20Acad.%20Audit.pdf |
| **6.5.3**<br><br>**QnM** | **Quality assurance initiatives of the institution include:**<br>**1.** Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements<br>**2.** Collaborative quality initiatives with other institution(s)<br>**3.** Participation in NIRF<br>***4.*** *any other quality audit recognized by state, national or international agencies (**ISO Certification**, NBA)*<br>**Options:**<br>**A. All of the above**<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/6.5.3%20Quality%20assurance%20initiatives%20UPLOAD.pdf |

## Criterion 7 – Institutional Values and Best Practices
## Key Indicator - 7.1 Institutional Values and Social Responsibilities

| Metric No. | Gender Equity |
|---|---|
| **7.1.1**<br><br>**QlM** | ***Measures initiated by the Institution for the promotion of gender equity during the year.***<br><br>Our institute has a gender sensitization action plan and has established a Women's Grievance Cell with the objectives of redressing the grievances of the students and the staff, of any sort related to women. We regularly conduct Workshops / seminars to create awareness about sexual harassment among the faculty, non-teaching staff and students. The aim is to develop a non-threatening and non- |

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| | intimidating atmosphere of mutual learning. The committee members do counsel to the students. Confidential counseling is also provided by our institute to victim girls if any. Girl students feel free and safe to speak with the members about their issues. Institutes provides required facilities to lead women faculties and girl students in a correct and hygienic path by providing safe and secured class rooms, laboratories and entire campus, ladies common room and rest room. The "Internal Complaints Committee/Women Grievance Cell" is formed for Gender Sensitization and overall development and empowerment of women and to give justice. Women's day is celebrated at Institute level. Women cells formed has Organized the seminar on health awareness, Poster Compition on Women's Role in Society, Rangoli Competition, Seminar on "Career Opportunities in Industry, and Workshop On Yoga Day etc.<br><br>Link:<br><br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.1%20WGC%20gender%20equity%20&%20sensitization%20activities%20UPLOAD.pdf |
| | **Environmental Consciousness and Sustainability** |
| **7.1.2**<br><br>**QnM** | ***The Institution has facilities for alternate sources of energy and energy conservation measures***<br>1. Solar energy<br>2. Biogas plant<br>3. Wheeling to the Grid<br>4. Sensor-based energy conservation<br>5. Use of LED bulbs/ power efficient equipment<br>**Options:**<br>A. 4 or All of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.2.%20alternate%20energy%20sources%20&%20energy%20conservation.pdf |

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| **7.1.3**<br><br>**QlM** | ***Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)***<br>• Solid waste management<br>• Liquid waste management<br>• Biomedical waste management<br>• E-waste management<br>• Waste recycling system<br>• Hazardous chemicals and radioactive waste management<br><br>Any material unused and rejected like rubbish, trash, refuse, garbage etc. are having storage facility by providing "Dust bins" at every common place like office, veranda, seminar hall etc. Daily morning it collected by the concern person to store at Dumping place located near college campus. "Trench Method " have been adopted for disposal of solid waste. The size of trench (3m x 4m) has been excavated up to 3m deep from ground surface. Refuse is completed and covered with excavated earth up to certain depth. E- waste and used stationary is collected, dumped and sold out to the concerned agencies. The college emphasizes the reuse of waste materials, particularly organic waste like tree parts and leaf litter. To minimize paper waste, electronic communication is encouraged, and paper waste like answer sheets, question papers, practical records, and newspapers are centrally collected for recycling. Dry garbage is collected from various points across the campus, including labs, offices, and hostels, further supporting the college's commitment to waste management and environmental sustainability. Housekeeping staff are responsible for collecting, segregating, and properly storing waste in green and blue dustbins. These bins are portable, covered, and regularly emptied.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.3%20management%20of%20degradable%20&%20non-degradable%20waste.pdf |
| **7.1.4**<br><br>**$Q_nM$** | ***Water conservation facilities available in the Institution:***<br>1. Rain water harvesting<br>2. Bore well /Open well recharge<br>3. Construction of tanks and bunds<br>4. Waste water recycling<br>5. Maintenance of water bodies and distribution system in the campus<br>**Options:**<br>A. Any 4 or all of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1of the above<br>E. None of the above<br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.4%20Water%20conservation%20facilities.pdf |

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| **7.1.5**<br><br>**$Q_nM$** | ***Green campus initiatives include***<br>7.1.5.1. The institutional initiatives for greening the campus are as follows:<br>1. Restricted entry of automobiles<br>2. Use of Bicycles/ Battery powered vehicles<br>3. Pedestrian Friendly pathways<br>4. Ban on use of Plastic<br>5. landscaping with trees and plants<br>**Options:**<br>A. Any 4 or All of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.5%20Green%20campus%20initiatives%20UPLOAD.pdf |
| **7.1.6**<br><br>**QnM** | ***Quality audits on environment and energy are regularly undertaken by the institution***<br>7.1.6.1.The institutional environment and energy initiatives are confirmed through the following<br>1.Green audit<br>2. Energy audit<br>3.Environment audit<br>4.Clean and green campus recognitions/awards<br>5. Beyond the campus environmental promotional activities<br><br>**Options:**<br>A. Any 4 or all of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.6%20Quality%20audits%20on%20environment%20and%20energy%20UPLOAD.pdf |
| **7.1.7**<br><br>**$Q_nM$** | ***The Institution has Divyangjan-friendly, barrier free environment***<br>1. Built environment with ramps/lifts for easy access to classrooms.<br>2. Divyangjan-friendly washrooms<br>3. Signage including tactile path, lights, display boards and signposts<br>4. Assistive technology and facilities for persons with *Divyangjan* accessible website, screen-reading software, mechanized equipment<br>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading<br>**Options:**<br>A. Any 4 or all of the above<br>**B. Any 3 of the above** |

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| | C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.7%20barrier%20free%20environment.pdf |
| | **Inclusion and Situatedness** |
| **7.1.8**<br><br>**QlM** | ***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).***<br><br>PES College of Engineering maintains the diversity in the student profile to inculcate the all-round education. Admission policy is as per the government norms and All admissions are carried out through government CAP rounds only. Reservations of seats and scholarships apply to SC, ST, OBC, physically challenged category. Affordable fees structure for all students is charged for quality technical education. This allows education to all including economically challenged students and students from oppressed class of the society. Special concession in fees is given by the institute to the needy students having very poor economic condition. The institute and the faculty members work sincerely and honestly to cater the needs of the first-generation learners.<br>The institute gives equal opportunity to all students and faculties, irrespective of religion, caste and gender to learn, educate and progress.<br>Basic moral religious techniques along with cultural programs are arranged to promote harmony and happiness at workplace. Various programs are arranged such as Yoga, Tree plantation, Blood donation camps, Swachhata abhiyan, Visit and help to 'Vriddhashrams', 18 hours continuous study program etc. The active participation of students and faculties in such activities helps to inculcate inclusive education.<br><br>Link:<br><br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.8%20Institutional%20efforts%20initiatives.pdf |
| | **Human Values and Professional Ethics** |
| **7.1.9**<br><br>**QlM** | ***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***<br><br>The institution belongs to the P.E.Society,(Mumbai) founded by Bharat Ratna Dr. Babasaheb Ambedkar who is the father of Indian Constitution. We inculcate the values and culture so that our students turn out to be a true citizen of the country. Institution conducts various programs to sensitize students and faculties towards the values, duties, rights and responsibilities of citizens. The institution celebrates Independence Day, Republic Day, Samvidhan Din (Constitution Day). On the occasion of constitution day institute use to conduct awareness programs and competitions based on the constitution. Students and faculties take active participation in these celebrations. For personality development, various program |

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| | is arranged for the students and staff.<br>Environmental issues, social values, energy conservation, human rights, legislative procedures, value education, personality and behavior development, communication skills are being taught to the students as a part of curriculum. In response of appeal from the honorable PR minister the institute has actively participated in various activities under the banner of Aajadi ka Amrut Mahotsav.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.9%20constitutional%20values,%20rights,%20duties.pdf |
| **7.1.10**<br><br>**$Q_nM$** | ***The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.***<br><br>1. The Code of Conduct is displayed on the website<br>2. There is a committee to monitor adherence to the Code of Conduct<br>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff<br>4. Annual awareness programmes on Code of Conduct are organized<br><br>**Options:**<br>A. All of the above<br>B. Any 3 of the above<br>C. Any 2 of the above<br>D. Any 1 of the above<br>E. None of the above<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.10%20code%20of%20conduct.pdf |
| **7.1.11**<br><br>**QlM** | ***Institution celebrates / organizes national and international commemorative days, events and festivals***<br><br>During the year the institute organizes and celebrates various international and national days, and Utsav which helps the students for their self-development and also to enhance the social awareness. By celebrating these days students are getting aware about the importance of the day and the related subject. The faculties and students take active participation and get motivated.<br>The birth anniversary of Chhatrapati Shivaji Maharaj is celebrated on 23rd Feb of every year. For the physical and personality development of the student we celebrate international yoga day on 21st June, and conducted the pranayama shibir at institute wherein demonstration of scientific technique of pranayama is been given. On the occasion of Engineers Day, students are guided regarding technical industry scope and startup India scheme in detail. Through this, the students are intended to become employer rather than to become employee. The students are made aware about the constitution of India and on every 26th November, we are celebrating constitutional day. All faculties and student read the preamble of constitution.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.1.11%20Celebration%20of%20days,%20events%20UPLOAD.pdf |

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## Key Indicator - 7.2 Best Practices

| Metric No. | |
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| 7.2.1<br><br>QlM | **Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**<br><br>**(I)**<br><br>1.**Title of the Practice:**<br>18 Hour Study Program on the occasion of Dr. Babasaheb Ambedkar Jayanti .<br>2.**Objectives of the Practice**<br>To mark Dr. Babasaheb Ambedkar Jayanti with an 18-hour study program, we structure a comprehensive, impactful study plan that combines Dr. Ambedkar's legacy with productive academic and personal development activities.<br>This 18-hour study program is designed to inspire and deepen your understanding of Dr. Ambedkar's contributions while aligning the study process with your personal, academic, and social development. This program can be a mix of self-study, reflection on the following objectives.<br>• Honoring Dr. Babasaheb Ambedkar<br>• Educational Focus<br>• A Multifaceted Approach to Learning<br>• Fostering Personal and Academic Growth<br>• Reflection on Contemporary Issues<br>**1. The Context**<br>Dr. Babasaheb Ambedkar Jayanti, celebrated on April 14th each year, marks the birth anniversary of Dr. Ambedkar, a pivotal figure in the fight for the rights of the marginalized, especially the Dalit community, and the architect of the Indian Constitution. This day is an occasion to reflect on his vision of equality, justice, and the empowerment of all sections of society.<br>The 18-Hour Study Program is designed to encourage participants to immerse themselves in the rich intellectual and social contributions. The program emphasizes the importance of education, critical thinking and social responsibility, all of which were central to Dr. Ambedkar's life and philosophy.<br>This study program encourages participants to combine their study of Dr. Ambedkar's works with academic pursuits, whether in the fields of law, politics, sociology, or social sciences. By focusing on subjects that Dr. Ambedkar was deeply involved in, participants can draw connections between his philosophy and their own academic interests, cultivating a sense of purpose and responsibility. |

Dr. Ambedkar's work was not just about addressing historical injustices but also about paving the way for future progress. The study program provides an opportunity to reflect on how his teachings can be applied to current social issues, encouraging participants to think critically about how they can contribute to a more just and equal society.

**2. The Practice**

The 18-Hour Study Program on Dr. Babasaheb Ambedkar Jayanti is not just a study session, but a deeply reflective and inclusive event designed to honor the life, teachings, and vision of Dr. Ambedkar. The program provides an opportunity for people of all ages, backgrounds, and social statuses to come together to learn and engage with his ideas, while reflecting on the broader ideals of equality, justice, and empowerment that he stood for. The practice of the 18-hour event is structured to maximize engagement, learning, and personal reflection.

**Key Elements of the Practice:**

**1. Inclusive Participation is Free of cost for Registration, Meal and Certification**

The 18-Hour Study Program is designed to be inclusive, open to individuals of all ages, educational backgrounds, religions, castes, and social statuses which is totally free for all participant. Dr. Ambedkar's legacy is one of inclusion and empowerment, and this program follows in his footsteps by encouraging participation from everyone. It is not limited to a particular group but invites individuals who wish to understand Dr. Ambedkar's life and apply his teachings in their own lives, regardless of their social or educational background.

**2. Early Start with Spiritual Grounding**

The program begins at 6:00 AM with a session of Buddha Vandana in the library. This morning ritual is symbolic of Dr. Ambedkar's reverence for Buddhism and his deep connection with the teachings of Lord Buddha. It offers participants a calm, reflective start to the day and sets a peaceful tone for the learning ahead. The Vandana serves as a reminder of Dr. Ambedkar's dedication to rational thought, compassion, and social equality.

**3. Meals Provided for Convenience**

Understanding the importance of maintaining focus and not wasting time during such an intensive program, all meals are provided on the table throughout the day. The meals include:

- Morning Tea
- Breakfast
- Lunch
- Hi Tea
- Dinner

Providing meals during the program ensures that participants remain

energized, focused, and engaged throughout the 18 hours, while also fostering a sense of community and inclusivity.

**4. Breaks for Reflection and Interaction**

The program allows for regular breaks, ensuring participants remain refreshed and motivated. These breaks are ideal for personal reflection, networking with others, or engaging in informal discussions on topics related to Dr. Ambedkar's work and social issues. The short breaks create an atmosphere of rest and reflection, which is vital for absorbing complex ideas.

**5. Felicitation and Acknowledgment**

The program culminates at 12:00 PM with a felicitation ceremony. Each participant is presented with a certificate of participation as a token of appreciation for their commitment to the event and their engagement with Dr. Ambedkar's teachings. This act of recognition reinforces the importance of learning and the spirit of participation that Dr. Ambedkar emphasized in his own life.

Program Goals and Impact

- Learning and Empowerment: The primary aim is to provide participants with a deeper understanding of Dr. Ambedkar's philosophy and to empower them with the knowledge to engage with social justice issues in their own lives.
- Social Justice Awareness: The program encourages critical thinking about caste discrimination, gender equality, and economic disparities, aiming to create change-makers who can work towards equality.
- Personal Growth: By following the structure of this immersive learning program, participants not only gain knowledge but also develop the qualities of self-discipline, focus, and commitment that were central to Dr. Ambedkar's life.

**3. Evidence of Success**

- Increased Student Competence
- Free Registration, Course and Certification :

**6. Problems Encountered and Resources Required**

**Problem Encountered**

- Time Management: Coordinating between academic schedules and the Bootcamps planned was a challenge, as students had to balance their coursework with hands-on project involvement.
- Technical Challenges: To Provide opportunities for students to work in labs and simulation environments to reinforce theoretical learning. Utilization of lab facilities or simulation software for each branch (e.g., Coding Labs for Computer Science, Embedded Systems for Electronics, CAD Software for Mechanical Engineering).
- Resource Allocation: Ensuring that all the necessary tools (Smart Board, Cayan, Internet facility), materials, and safety equipment were available for students to use during the project posed

logistical challenges, especially during peak periods of work.

**Resources Required:**

- Technical labs: To Provide opportunities for students to work in labs and simulation environments to reinforce theoretical learning. Utilization of lab facilities or simulation software for each branch (e.g., Coding Labs for Computer Science, Embedded Systems for Electronics, CAD Software for Mechanical Engineering).
- Internet Facility: To ensure effective learning and interaction in a technical bootcamp, especially when working with simulation software and internet-dependent tools
- Tech-Enhanced Interaction: CAYAN systems could be used for presenting, managing content, or facilitating remote collaboration. For example, it might involve a tool that integrates all multimedia formats, online interactions, and smart board functions into a unified learning environment.

Real-Time Data & Collaboration: It might also include features like collaborative annotation or access to course materials and simulations on various devices (e.g., laptops, tablets, or smart phones) in real-time.

**Smart Boards/CAYAN for Enhanced Delivery**

By integrating these facilities like Smart Boards/CAYAN -Wi-Fi, LAN networking, smart boards, and advanced tools like CAYAN-into the bootcamp, to create a state-of-the-art learning environment that not only supports effective use of simulation software but also enhances overall training delivery. These tools foster interactive, immersive, and efficient learning experiences for participants

- To work with Simulation Software Internet fasciities is very important. Therefore labs were provided with Wi-Fi facilities along with LAN Networking.

Smart Board/CAYAN: For delivering the training Smart Board and Cayan facility were made available.

- Resource Persons/Trainers: For industry-demand-focused technical bootcamps, selecting the right resource persons (instructors or speakers) is crucial for the program's success. The resource persons should have a combination of technical expertise, industry experience, and the ability to engage and inspire participants.

Resource persons were from National Institute of Electronics & Information Technology, Aurangabad **(NIELEIT)** for all the Bootcamps**.**

**7. Notes (Optional):**

The success of the "Industry-Demand-Focused Technical Bootcamps: Tech Leadership for the Next Generation" can be attributed to a variety of key factors, which ensured that around 250 students were able to gain specialized skills in their chosen fields. The "Tech Leadership for the Next Generation" bootcamp's success was driven by a combination of specialized, industry-relevant content, expert resource persons, a strong

commitment to student engagement, and an interactive learning environment. The cooperation between students and resource persons created a dynamic and effective ecosystem for learning. With 250 students benefiting from the program, it is clear that the bootcamp met its goal of providing job-ready skills in the most in-demand technical fields.

(II)

1.**Title of the Practice:**

Hands-on training & practice for students through Maintenance & repair activities of Utilities & facilities, done at the Institute for CSE, Civil & Electrical Departments.

**2.Objectives of the Practice:**

To spark the curiosity of learning & discovering through examples of daily applications & amenities.

To heighten & enhance the overall perspective of concepts & Engineering products.

To provide training by the experts from industry at our institute and make the students employable.

**3.The Context:**

Electrical Department curate's platforms of learning through Maintenance of various appliances, services and facilities by its trained personnel. Simultaneously, real-time instructions are given to students to perceive theory with practical. Students are demonstrated viable strategies of troubleshooting & maintenance, and at the same time, given the opportunity to carry out guided repairing & fixing of items & services.

**4. The Practice:**

The Trained Staff & personnel have expertise and technical know-how of handling various devices and malfunctioning of services / devices. The students are made aware with IS rules, safety norms and maintenance work. Students take active participation in the actual repair and maintenance work carried out at Institute level. Electrical circuit design along with the switchgear and protection, actual wiring work is carried out at department level. Training is given to the students regarding the following,

Use of handy toolkits and demos of their usage,

a. Use of Precautionary instructions, Dos and Don'ts and Safety norms to be followed,
b. Use of Instructional Material covering basics of a concept
c. Use of Pictorial representations for better understanding.

Also streamlining the concepts by clarifying the applications and relevance of the activities is being carried out.

**5. Evidence of Success:**

Students become receptive to an interactive & riveting learning environment which is apparently being done through this practice. enhancement in learning is observed

**6. Problems Encountered and Resources Required:**

Students come with a lot of pre-conceived notions & theoretical concepts

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| | about how Engineering Stuff works which are erroneous and faulty. As such, they have difficulty grasping the live rectifying operations being done on dysfunctional/repair-worthy instruments.<br>**7. Notes (Optional):**<br>It has been observed that students have been ingrained with a very rote and mechanical method of learning. When it comes to implementing their learning, their performance is very disappointing. The underlying cause behind this lack of ability is lack of proper skills and know-how which should be inculcated during practical or lab sessions in their education.<br>To overcome this flaw, the best practice of integrating real-life problems and their feasible solutions has been implemented by the Electrical Department, Computer Department by taking issues faced in daily life at an Institute level.<br>This helps the students to upgrade their skills and take initiatives in solving practical problems relating to engineering products and services, which are vetted by Authorized personnel before interfacing them with students.<br><br>Link:<br>http://pescoe.ac.in/NAAC/AQAR_2022-23/7.2.1%20Best%20Practices%20UPLOAD.pdf |

## Key Indicator - 7.3 Institutional Distinctiveness

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| **7.3.1**<br><br>**QlM** | ***Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words***<br>The Institute has a long-standing academic record and imparting Engineering education from the last 28 years. Since it is one of the oldest Engineering Institutes in a region where there are not many colleges offering technical courses, it is sought-after by students in the entire region, many of whom come from a financially weak background. The Institute caters to providing state-of-the-art education at fairly feasible rates to such students whose guardians either come from Economically Weaker Sections or rural areas or agricultural or uneducated backgrounds or oppressed class of the society.<br>Apparently, most of the students avail Scholarships of one or the other form which includes GOI, EBC, TFWS, SC/ST, Minority (Central & State), and the scholarships from various philanthropic organizations. The Institute adheres by its principle to provide holistic education to these students at an affordable price.<br>The academic profile has been developed & built-up over the years by dynamic faculty members with a proven scholastic track-record. The teaching learning system is developed in such a manner that each and every student should be able to understand thoroughly.<br>The distinctiveness of the Institute lies in providing modern & advanced Engineering Education with flexible Pedagogical Practices to children of cash-strapped families at a cost-effective price. Methodology has been so structured that it caters over all education to each student. |

## Future Plans of action for next academic year (200 words)

Action Plan for the next academic year is as follows,

1. To prepare for autonomy as per UGC and starting check of preparedness of all the departments as per norms of UGC.

2. Accreditation of the institute in cycle 2 as per norms of the NAAC.

3. Industries at Institution: To strengthen the process to call the industries in the campus with their setups, by contacting them for their Interest for Training the students and the Interest for their set up.

4. To strengthen the start-ups in Incubation Centre and to call the industries on campus.

5. To inculcate students with capacities and capabilities required them to be the innovators and entrepreneurs.

6. To conduct Hand-on training programs, skill development programs, workshops/seminars as per industry needs to increase employability and competitivity of the students.

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Professor & Dean IQAC
Signature of the Coordinator, IQAC

Name: Dr. Abhijeet P. Wadekar
Principal
Signature of the Chairperson, IQAC

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