



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**PRAVARA RURAL ENGINEERING COLLEGE, LONI**

PRAVARA RURAL ENGINEERING COLLEGE, LONI A/P- LONI, TAL.- RAHATA,  
DIST- AHMEDNAGAR

413736

[www.pravaraengg.org.in](http://www.pravaraengg.org.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Pravara Rural Engineering College (PREC) Loni, is one of the premier institution under the technical education complex developed by the Pravara Rural Education Society (PRES) established in 1964 by Late Padmashri Dr. Vitthalrao Vikhe Patil, a great visionary and founder father of first cooperative sugar factory in Asia. Late Padmabhushan Dr. Balasaheb Vikhe Patil, an outstanding leader of Maharashtra and a member of Parliament for over three decades, embarked upon arduous task of translating the dream of Padmashri into concrete reality by meticulous planning. PRES is blessed by the dynamic and programmatic leadership of our chairman Hon'ble Shri. Namdar Radhakrishna Vikhe Patil, Minister of Revenue of Maharashtra. PRES is one of the leading educational group in India. The society runs various 120 institutions imparting quality education ranging from KG to PhD level to more than 42,000 students.

Pravara Rural Engineering College was established in 1983 situated in 52.7 acres area in the Loni village situated at a distance of about 26 km from the famous holy shrine of Saibaba at Shirdi. Currently, the institute offers full time 09 undergraduate engineering, 07 Postgraduate engineering and 01 PhD programs. The institute is affiliated to Savitribai Phule Pune University; approved by All India Council for Technical Education, New Delhi & Directorate of Technical Education, Maharashtra State. This institute is NAAC Accredited in 2019 and five of its courses are accredited by National Board of Accreditation (NBA) in 2023. The Institute has an excellent infrastructure having green campus, well-equipped laboratories, workshop, Hostel with mess and canteen facilities. The institute provides an excellent academic environment with well qualified faculty, modern ICT tools and adequate infrastructural facilities. The institute follows a student centric approach and strives for the overall development of the students.

### Vision

Enrich the youth with skills and values to enable them to contribute in the development of society: nationally and globally

### Mission

To provide quality technical education through effective teaching-learning and research to foster the youth with skills and values to make them capable of delivering significant contribution in local to global development

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

### Institutional Strength

1. **Academic and Physical Facilities:** The college is equipped with modern academic resources and well-maintained physical infrastructure, providing an effective learning environment for students.
2. **Student-Centric Approach:** The institution prioritizes the needs and development of students, focusing on personalized learning experiences and support services to enhance their academic journey.

3. **IT Infrastructure & ICT Facilities:** Advanced IT and ICT facilities support teaching, learning, and administrative processes, ensuring efficient operations and access to digital resources.
4. **MOUs, Collaborations, and Training Programs through Industry-Institute Interaction:** Strategic partnerships with industry through MOUs and collaborations offer students practical exposure, training opportunities and industry-relevant knowledge.
5. **Qualified and Dedicated Team of Staff Members:** The college boasts a team of skilled and committed staff members, contributing to high-quality education and effective support for both students and faculty.
6. **Faculty Retention:** High faculty retention rates reflect a positive working environment and commitment to academic excellence, which benefits students through experienced and stable teaching staff.
7. **Alumni Network:** A strong alumni network provides valuable connections, mentorship, and career opportunities for current students, enhancing the college reputation and outreach.
8. **Programs Accredited by NBA:** Accreditation by the National Board of Accreditation (NBA) for multiple programs in 2022-23 signifies high educational standards and quality assurance in the institution's academic offerings.
9. **Extension & Outreach Activities:** Engagement in community service and outreach programs demonstrates the college's commitment to social responsibility and enhances its impact beyond the campus.
10. **Green Campus with an Accessible Location:** The environmentally friendly campus and its convenient location contribute to a pleasant and accessible educational environment for students and staff.
11. **Progressive Approach and Adequate Support from Management:** The visionary approach of the management and their extended support ensure the institution's growth, development and adaptation to evolving educational needs and challenges

### **Institutional Weakness**

1. **Interdisciplinary Courses and Projects:** There is a gap in the availability and implementation of interdisciplinary courses and projects. Expanding these offerings would encourage students to work across different fields of study, fostering innovation and a more holistic educational experience. This involves creating opportunities for collaborative projects that integrate multiple disciplines.
2. **Consultancy Activities:** The college's consultancy initiatives require enhancement. Currently, there is a need for more structured and supported consulting services. Strengthening these areas would involve increasing funding, fostering partnerships with industry, and promoting faculty and student engagement in impactful research projects.
3. **Improvement of Enrolment in Competitive Examinations and Higher Education:** There is a need to develop more comprehensive support systems, including specialized coaching, counseling and resources to help students prepare effectively for competitive exams and make informed decisions about further studies.
4. **Entrepreneurship Facilities and Activities:** The activities related to entrepreneurship need to scale up include better support for startups and more access to mentorship and funding. Building a robust entrepreneurship ecosystem would help students and faculty turn ideas into successful ventures and contribute to a culture of innovation within the college.

### **Institutional Opportunity**

1. **To become an Autonomous Institute:** Achieving autonomy would grant the college greater flexibility in academic and administrative decisions, allowing for tailored programs and innovations in curriculum design and institutional management.
2. **Revenue Generation through Consultancy:** Developing consultancy services can create additional revenue streams. By leveraging faculty expertise, the college can offer valuable industry solutions and establish itself as a key player in consulting.
3. **Working on Industry Projects by Strengthening Industry Interaction:** Enhancing collaboration with industry partners can lead to meaningful projects, internships, and research opportunities. Strengthening these interactions will bridge the gap between academia and industry, benefiting both students and the institution.
4. **Attract Funding for Research Projects:** Securing additional funding for research can enhance the college's capacity to undertake significant projects, drive innovation, and support advanced studies. This requires building strong proposals and fostering relationships with funding agencies.

### **Institutional Challenge**

1. **Effective Implementation of NEP:** Implementation of NEP as per the guidelines of SPPU Pune from Academic Year 2024-25.
2. **Upgrading Curriculum as Per Changing Industry Requirements:** Keeping the curriculum updated to reflect the latest industry trends and technological advancements is crucial but challenging, requiring regular revisions and alignment with industry needs.
3. **NIRF Ranking:** Securing a favorable National Institutional Ranking Framework (NIRF) position demands consistent improvement in various academic and infrastructural aspects, including research output, faculty quality, and student performance.
4. **Innovative and Creative Abilities of Students:** Fostering innovation and creativity among students requires implementing effective pedagogical strategies and providing opportunities for hands-on projects and research.
5. **Creating Entrepreneurs:** Encouraging and supporting students to become successful entrepreneurs involves providing adequate resources, training and mentorship to turn business ideas into viable startups.
6. **Sponsored Laboratories:** Establishing and maintaining well-funded, sponsored laboratories is essential for advancing research and practical learning but requires attracting sponsorships and managing resources effectively.
7. **Increase the IPR (Intellectual Property Rights):** Enhancing the institution's focus on intellectual property rights involves increasing patents and research outputs, which requires strengthening research initiatives and supporting innovation.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Pravara Rural Engineering College (PREC), Loni is affiliated to the Savitribai Phule Pune University (SPPU) and follows the curriculum prescribed by the SPPU. The faculty members are actively participated in designing and developing the curriculum of SPPU at various levels like BOS, Subject chairman, and members. Academic activities are planned and carried out by considering the institute Vision, Mission, POs, and PSOs of different programmes. The project based learning, internship, projects, audit courses and electives are an

integral part of the curriculum. Faculty members adopt various teaching aids, effective teaching pedagogy, curriculum GAP identification and delivering content beyond the syllabus to create better learning environment.

The institute has conducted various value added and certification courses, aptitude and soft skill programs for an overall development of the students as per the industry requirements. The students are given access to digital platforms for completing online courses. A good number of students have completed these courses which have resulted in improved placements.

The cross-cutting issues related to professional ethics, gender, human values, environment and sustainability are covered by offering the related audit and elective courses in the curriculum. Also, these issues are addressed by conducting extra-curricular activities, expert sessions, and celebration of days. Overall 98% of students are involved in Project Based Learning, Internship, and project Work

A feedback is collected from various stakeholders such as students, alumni, teachers and parents. The feedback is analyzed and appropriate corrective actions are taken for an improvement. The feedback report is displayed on the institute website.

### **Teaching-learning and Evaluation**

The institute participates in the centralized admission process conducted by the Government of Maharashtra. The enrollment of the student has been increased from 70% to 100% in the last five years and the reserved category seats are filled as per the prevailing reservation policy.

The institute has well qualified and competent faculty with average student-teacher ratio 18.85 during last five years and currently 24 faculties have Ph.D. The institute encourages the teachers to pursue their higher studies.

The institute follows student-centric teaching-learning pedagogy and is committed for imparting excellence in engineering education through effective teaching learning processes to ensure overall development of the students. The various pedagogical initiatives and innovative teaching methods like quiz, flipped classroom, cross word puzzles, video lectures, PBL, multi collaborative learning, experiential, participative and problem solving learning methodologies through industrial visits, internships, field work, project work, and various competitions are applied along with conventional teaching methods. The teachers use ICT tools like projectors, smart boards and various e-resources for improving the teaching-learning process.

The external assessment is carried out as per university guidelines while internal assessment is based on a number of predefined performance indicators. The internal question papers are set as per bloom taxonomy and assessment is done transparently and efficiently. The student grievances are addressed in a transparent manner on a priority basis. The passing percentage of final year students lies between 90 to 95% during last five years.

The institute follows Outcome Based Education (OBE) philosophy for measurement of attainment levels of Course Outcomes and Program Outcomes. The POs and COs for all programs are stated and displayed on the institute website. The outcomes are evaluated through a well-defined process and measures are incorporated for improving the outcomes.

The student satisfaction survey is carried out periodically and the corrective actions are taken based on analysis of responses received.

## **Research, Innovations and Extension**

The Institute promotes research culture amongst the faculty as well as students by facilitating and motivating them to participate in research, innovation, entrepreneurship and patenting activities. As an initiative towards it, the institute has developed the Pravara Research Innovations Start-up and Medium enterprises (PRISM) cell for create conducive environment for promotion of these activities in the Institute. The Institute Innovation Council (IIC) conducts innovation related activities through a well-planned calendar. Innovation related competitions such as quizzes, idea presentations and hackathons are organized. A number of innovation and entrepreneurship related workshops and sessions have been conducted such as IPR training, Innovation Ambassador program, Impact lecture series, motivational entrepreneurial sessions and other technical sessions. The MSME Incubation center was founded in the institute in September 2022 and has been officially recognized as a host institute to function as a Business Incubator. Tinkerer's lab is developed in collaboration with IIT Bombay Alumni Association's Makers Bhavan in 2019 and it facilitates learning while doing through project based learning which operates on the idea of student-led instructions.

The institute has received the grant of Rs 36.57 Lakhs from various Government and Non-Government agencies for the implementation of research projects/schemes during last five years. Faculty members of the institute have published 102 research papers in renowned journals and published 633 books/ book chapters/ research papers in edited volumes and national and International conference proceedings during last five years.

The institute has conducted 67 extension and outreach programs in the neighborhood community for awareness of social issues and overall holistic development of students through various established student clubs like Nirbhaya, Adarsh foundation and NSS. The institute has received 58 awards and recognitions from government / government recognized bodies during last five years.

Institute has signed 74 MoUs for providing the platform to the faculty and students for interaction with outside world and conducted the internship, training, projects, industrial visits, and expert lectures under these MoUs.

## **Infrastructure and Learning Resources**

The institute is situated on 52.7 acres of beautiful green land and offers a stimulating atmosphere with adequate physical infrastructure, academic setup and other facilities. The institute having sufficient number of classrooms, tutorial rooms, well equipped laboratories, computer center, language laboratory, workshop, seminar halls, board rooms and office, multipurpose building with an auditorium hall, extensive playground and well-equipped gym facility. The facilities for student's common room and medical room, boy's and ladies' hostels with mess facility, canteen facility is available. The availability of ramps, lift and all environment friendly roads facilitates easy movement to divyangjan personnel within the campus. The maintenance policy is well defined specifying the mechanism for repair & maintenance of physical & academic infrastructure. An adequate provision for maintenance related expenses is made in the budget.

The library is spacious with an area of 600 square meters and a reading room with a capacity of 150 seats for students and 20 seats for staff members. The library has 44734 volumes and 20362 titles of books, 80 National and 16 International print journals, 73 titles of e-journal, 9703 Springer Link e-books and CDs and DVDs and 09 newspapers. Central library operations are computerized using KOHA software and library OPAC is the search key for our entire collection of books and its location and status. The institute has subscribed to the membership of Elsevier Science Direct, J-Gate, DELNET, AICTE e-KUMBH and having the membership of

National Digital Library.

The institute has a total of 682 computers out of which 645 are available for students and the remaining for administrative purposes. All the computing devices are connected through LAN using CAT6 Giga switches, routers, modems and transmission media. The Institute uses a dedicated internet leased line and upgraded from 350 to 500 Mbps. Wi-fi internet facility (15 devices) is available throughout the institute premises with 08 multiple access points. The other IT infrastructure such as CCTV surveillance, LCD projectors, smart boards in classroom, operating systems, application software, printers and automatic photocopier machines are available. Consequently, throughout the past five years, the institute has made substantial improvements to its IT infrastructure.

### **Student Support and Progression**

The institute is having all relevant government & non-government scholarships and freeships as per the prevailing norms and provides necessary support to all the eligible students for availing scholarship facility. The institute also provides fee concessions to economically weaker students.

For continuous improvement in student learning, the institute has regularly taken all required initiatives for the enhancement of soft skills, language and communication skills, life skills and technical skills. The value added courses, workshops, expert sessions, competitions & events are organized for this purpose.

The institute has a dedicated Training & Placement Center (TPC) to provide campus placement, industrial training and visits, internships, projects, industry expert lectures and counseling for competitive examination opportunities to the students. The mentoring is also provided by the departmental faculty. The Pravara Career Development Cell (PCDC) of the institute has conducted various training programs to the students and the outcome of this was seen in placement of the students. The PRISM Forum of the institute inculcate the culture of innovation, incubation, Start-up and Entrepreneurship. The Tinkerers' Lab developed in association with IIT Bombay Alumni Association's Makers Bhavan Foundation work on the concept of project based learning.

The institute has a well-defined mechanism for addressing the sensitive issues related to harassment and ragging. The related committees have been established as per the statutory guidelines and they are functioning effectively.

The institute has enough infrastructural facilities like playgrounds and gymnasium for sport and students actively participate in various games and competitions at different levels and have won prizes. Every year the institute organizes a mega cultural event "Twaran" and students participate enthusiastically. Every program of the institute has a Student Association and local chapters of professional bodies under which various educational, cultural and social activities are organized.

The institution has a registered Alumni association to strengthen the closeness and network among the alumni, faculty, and management. Every year silver jubilee pass out batch alumni meet is conducted at college. The alumni contribute to the institutional development through knowledge sharing, suggestions, feedbacks and participation in various institutional bodies.

### **Governance, Leadership and Management**

The management including Governing Body (GB), College Development Committee (CDC), Principal and faculty members workout the strategic plan with a focus on the institute Vision, Mission and Goals. All the academic activities are decentralized and departments function independently as per the academic calendar. The institute practices a decentralization and delegation practice of conducting its operations by ensuring participation of staff members in institutional governance with their inclusion in different committees. Principal provides effective leadership and administration for planning and implementation of academic, curricular and extracurricular activities. The perspective plan includes initiatives for digitization, infrastructure and resource augmentation, increasing employability, innovation ecosystem development, and academic enrichment and NEP implementation, practicing outcome based education, use of higher order bloom's taxonomy, innovative teaching learning process, use of collaborative learning, development of e- learning resources and hence achieves an excellence in Quality of Education, which results into 5 programs are accredited by National Board of Accreditation (NBA) for 3 years.

The institute has implemented e-governance by framing a policy and it is implemented in academic and administrative processes, finance and accounts, student admission, support services and examination.

The institute has a performance appraisal system for teaching and non-teaching staff based on predefined parameters. Faculty self-appraisal form is prepared on the basis of 360-degree feedback as per the guidelines of AICTE. Adequate welfare measures are implemented in terms of EPF, gratuity, insurance, leaves, vacation, staff quarters and other facilities. The teachers are provided with financial assistance for upgrading their knowledge through conferences, FDPs, STTPs, workshops and training, NPTEL courses etc.

Institute maintains and follows a well-planned process for the mobilization of funds and resources. The sources of funds include student fees, scholarships, grants and consultancy. The financial audit both internal and external are conducted regularly by the auditor.

The Internal Quality Assurance Cell strives for improving the quality in the academic and administrative operations of the institute. IQAC has taken initiatives in the areas of innovation, teaching-learning, training and placement, NEP, extension activities and skill development. It monitors and reviews the teaching learning process, structures & methodologies of operations, and learning outcomes regularly and periodically.

### **Institutional Values and Best Practices**

The Institute has contributed towards the betterment of society through various activities and programs and works to inculcate human values among the students. The institute has implemented various measures for promoting gender equity through curricular and co-curricular activities, including Nirbhay Club and Adarsh Club activities, women's day celebrations, women grievance committees, and facilities for girls like a common room and hostel. The institute works to provide an inclusive environment in terms of tolerance and harmony for students and employees. The inclusiveness is visible in students from weak socioeconomic backgrounds paying the fees in installments and in the Earn and Learn scheme for poor students. The students and employees are sensitized towards constitutional obligations through various activities and days of celebration for providing an inclusive environment. The awareness of universal human values is being given to the students through induction programs conducted regularly for first year students.

The institute has already consisted of initiatives like the use of alternate energy, a Green Campus, Waste Management, Divyangjan friendly environment, Water conservation with regular monitoring by having energy and green audits. Various initiatives have been undertaken for a clean & green campus and also for



environmental promotion.

One of the best practices of the institute is the Pravara Career Development Cell (PCDC) which has a student centric approach with the thrust of augmenting career development. It is visible in its efforts to elevate the overall placement of the students.

The other best practice is for student's clubs like Nirbhaya Club, Adharsh Foundation Club, and Space Club to conduct various activities for the students and neighborhood community. Earn and Learn Club looks towards assistance for economically weaker students.

The distinctiveness of the institute is Pravara Research Innovations Start-up and MSME (PRISM) as an initiative to create a conducive environment for promotion of these activities, including Tinkerer's Lab, which facilitates learning through project based learning.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRAVARA RURAL ENGINEERING COLLEGE, LONI
Address	Pravara Rural Engineering College, Loni A/P- Loni, Tal.- Rahata, Dist- Ahmednagar
City	Loni
State	Maharashtra
Pin	413736
Website	<a href="http://www.pravaraengg.org.in">www.pravaraengg.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanjay M. Gulhane	02422-273459	9423787338	-	principal@pravaraengg.org.in
Associate Professor	Bhausahab L. Pangarkar	02422-273539	8378057977	-	bhausahab.pangarkar@pravara.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-08-1983	<a href="#">View Document</a>
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	24-05-2023	12	The Extension of Approvals of all years are available
AICTE	<a href="#">View Document</a>	24-05-2023	12	The Extension of Approvals of all years are available

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Pravara Rural Engineering College, Loni A/P- Loni, Tal.- Rahata, Dist- Ahmednagar	Rural	52.7	32721

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Chemical Engineering,	48	H.S.C.	English	60	60
UG	BE,Civil Engineering,	48	H.S.C.	English	60	31
UG	BE,Computer Engineering,	48	H.S.C.	English	60	60
UG	BE,Electronics And Telecommunication Engineering,	48	H.S.C.	English	60	60
UG	BE,Instrumentation And Control Engineering,	48	H.S.C.	English	30	30
UG	BE,Information Technology,	48	H.S.C.	English	60	60
UG	BE,Mechanical Engineering,	48	H.S.C.	English	60	59
UG	BE,Electronics And Computer Engineering,	48	H.S.C.	English	60	60
UG	BE,Automation And Robotics,	48	H.S.C.	English	30	30
PG	ME,Chemical Engineering ,Environmental Engineering	24	B.E.	English	6	3
PG	ME,Civil Engineering,Str	24	B.E.	English	18	14

	Structural Engineering					
PG	ME, Computer Engineering, Data Sciences	24	B.E.	English	6	2
PG	ME, Computer Engineering, Computer Engineering	24	B.E.	English	6	4
PG	ME, Electronics And Telecommunication Engineering, VLSI and Embedded Systems	24	B.E.	English	6	2
PG	ME, Instrumentation And Control Engineering, Instrumentation and Control Engineering	24	B.E.	English	6	5
PG	ME, Mechanical Engineering, Design Engineering	24	B.E.	English	6	2
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering, Mechanical Engineering	36	M.E. or M.Tech.	English	14	5

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				18				92			
Recruited	5	0	0	5	16	2	0	18	73	19	0	92
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						68
Recruited	49		19		0	68
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	23	1	0	24
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	0	0	11	1	0	6	0	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	1	0	67	19	0	92
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	4		0		4

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1060	0	0	0	1060
	Female	708	0	0	0	708
	Others	0	0	0	0	0
PG	Male	46	0	0	0	46
	Female	25	0	0	0	25
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	91	133	122	120
	Female	47	52	54	57
	Others	0	0	0	0
ST	Male	13	19	17	16
	Female	9	6	10	8
	Others	0	0	0	0
OBC	Male	448	473	494	519
	Female	189	163	181	209
	Others	0	0	0	0
General	Male	526	561	589	613
	Female	222	194	218	281
	Others	0	0	0	0
Others	Male	175	198	253	242
	Female	79	78	68	84
	Others	0	0	0	0
<b>Total</b>		<b>1799</b>	<b>1877</b>	<b>2006</b>	<b>2149</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>PREC is adhering to NEP-2020 with a defined vision and mission to provide high quality technical education for the holistic and skilled development of human resources. A committee has been constituted for the effective implementation of NEP-2020 and awareness sessions for faculty members have been conducted by the Dean of Science and Technology, SPPU Pune. The affiliating university has implemented the choice-based credit system (CBCS) pattern for its UG and PG programs, which results in freedom to the students in selecting the audit and elective courses. The interdisciplinary courses in the form of audit and elective courses are offered in the curriculum of each department. The honors program</p>
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	<p>is also offered to the students apart from the regular degree program. The multidisciplinary projects are also undertaken by the students. Apart from the curricular offerings, the extracurricular activities addressing interdisciplinary needs are conducted, which include workshops, training, expert sessions, competitions, &amp; events. NSS is very good platform to address institute social responsibility, local community engagement, and services provided by faculty and students through work, environmental education, and value based education.</p> <p>Induction/orientation programs are being conducted from multidisciplinary perspectives in the areas of engineering, planning, management, environment, values, and society.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) is a digital storehouse that contains the information of credits earned by the individual students throughout their educational journey. The ABC enables the students to explore the multiple entry and exit options through transfer of credits in the academic bank. The institute has adopted the academic bank of credits through the affiliating university, SPPU Pune, since the last two years. Every student of the institute has created the ABC id on the university portal during registration for the examination. The university has recently recommended a system for multiple entry and exit for students.</p>
3. Skill development:	<p>The institute is focusing on the skill development of the students. It will help to enhance the employability of our graduates as per the current human resources requirements of industry. The institute has an MOU with training institute 'CU-SUCEED' for conducting the soft skill training to the students from first year to last year. One week Aptitude skill training programs also conducted to final year students of each department. As part of the curriculum, internship and field visits are conducted to enable the students to acquire relevant work experience and employability skills like team work, analysis, planning, problem solving, communication and adaptability. In addition to this, workshops on various software, expert sessions helps the students in developing technical skills, computer and relevant software skills. The department faculty member encourage the students for participation in the various events and competitions like conferences, seminars, project</p>

	<p>exhibitions, paper and poster presentations which help in developing team work, leadership, presentation skills, communication skills, problem solving, analytical skills and critical thinking. In the curriculum, Audit courses, electives, and honours courses are offered and the learning outcomes are in terms of understanding the theoretical and practical of education, skill development and ability.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute conduct various activities for an integrating the Indian Knowledge System. On every year the cultural program “Twaran” is organized by the institute and the students display their performances through dance, singing, acts and plays. The traditional day is celebrated by the students to showcase the regional traditions through attires and acts. The institute conducts the “Vachan Prerana Divas” for propagating the reading habits and local language. The institute also celebrates various festivals like Ganesh Utsav, Shiv Jayanti, Dussehra, Teachers Day and Engineer day which helps to inculcate the traditional values. The institute library is having newspapers in the local language for the students and staff. The faculty members explains course content in National/ local /mother language as far as possible in the communication to the students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute has adopted the outcome based education (OBE) philosophy. The curriculum and activities of all programmes run by the institute are focused on outcome based education. Overall teaching-learning process in the institute is designed and developed based on the OBE philosophy. The skills and knowledge that they will acquire at the end of their programme of study will have specific outcomes. All the programmes have well defined program outcomes (POs), programme specific outcomes (PSOs), courses outcomes (COs) and program educational objectives (PEOs). POs are given by the NBA which relate to the skills, knowledge, analytical ability, attitude and behavior that students acquire through the program. PSOs are defined which are the statements that describe what graduates of a particular engineering program will be able to do. COs are the knowledge and skills the student assimilates at the end of the course. 4 to 6 COs are framed by each course teachers and COs mapped with POs and PSOs. Apart from the regular courses, the outcomes are also framed and mapped</p>

	<p>for additional courses and activities. The vision, mission, POs, PSOs and COs are displayed on the Institute website and prominent locations in the departments. These are also a mandatory part of course files, lab manuals, journals and seminar reports. Outcomes of the student's performance are evaluated after declaration of the final University result. The attainment level of each course and program are evaluated by considering the internal and external evaluation parameters. The course teachers take the additional efforts like expert lectures, seminars, project based learning, internships, projects, research work, industrial visits, additional courses and practical for achieving the attainment level of COs, POs and PSOs to the desired level.</p>
6. Distance education/online education:	<p>In the teaching –learning process the faculty members are using the ICT tools and pedagogy for delivering the contents which increase the effectiveness of teaching-learning. The faculty members have uploaded their course material on institute website for availability to the students. During COVID-19 period the institute has provided online learning to students by using the online platforms like Google meet, zoom meeting, Google classroom etc. Many students of the institute attended the various seminars and workshops in online mode during COVID-19 period. Every year the students of the institute complete the various extra-curricular activities including software course training programs in online mode conducted through Spoken Tutorials, IIT Bombay. The institute is also a designated nodal center of the virtual lab of IIT Bombay which is used for performing the experiments in a simulated environment. Many students and faculty members of the institute has completed the NPTEL online courses. The web-OPAC facility helps the students to access the database of library books. The library is having the e-journals and good collection of the e-books. The institute has subscription of Elsevier Science Direct, J-Gate, DELNET, and AICTE e-KUMBH which helps to have access to a large number of e-resources.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club has been set up in the college with an objective of creating awareness about the electoral process, registration procedure and voting rights.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college has appointed a faculty coordinator and a student coordinator for the Electoral Literacy Club. The Electoral Literacy Club is educating college students about the electoral process through a number of initiatives</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club has undertaken initiatives for creating awareness about the electoral process and voter registration for the students through interactive sessions. Training on EVM and VVPAT was conducted by the district electoral officers. The voter registration campaign was conducted for registering the voters for Teachers Constituency Election.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>A survey of the students regarding the status of voter registration was conducted. An awareness drive of the electoral process was conducted by the teachers and student volunteers for the students through classroom sessions. A project on "online voting system" was undertaken by the final year students.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>A survey of the students regarding registration as voters was conducted and the yet to register students are being guided for completing the voter registration process. A voter registration camp will be planned with the guidance of the district collector office; the procedure for the same has been initiated.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2149	2006	1877	1799	1782
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 144

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	112	110	112	113

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
745.61	409.59	429.78	324.9	1276.1

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Pravara Rural Engineering College (PREC), Loni ensures effective curriculum delivery through a well-planned and documented process. PREC is affiliated with Savitribai Phule Pune University (SPPU) and meticulously follows the curriculum and academic calendars prescribed by SPPU. At the institute level, the planning, implementation, and monitoring of the curriculum are coordinated by the academic monitoring committee.

**Planning for the Term:**

Before the start of the term, the Head of Department (HOD) takes the elective choice of students and subject choice from faculty members. As per preference given by faculty and based on domain knowledge as well as past performance, HOD assigns subjects to faculty members. The subject distribution is communicated to the faculty member well in advance for preparation of the allotted subjects. Accordingly, class-wise timetable is prepared and displayed on notice boards and the college website before the commencement of the new term.

**Preparation by each faculty member:** Once the subject is allotted to the faculty member, they prepare the teaching plan and course file as per the departmental academic planner. Lab manuals are prepared for each subject by the respective subject in charge.

**Preparation of Academic Calendar:** At the beginning of the academic year, the Institute prepares an academic calendar in line with the SPPU calendar. Then the departments schedule the curricular, co-curricular and extracurricular activities as a part of a detailed academic calendar.

**Teaching-Learning Process:**

The academic monitoring committee regularly monitors theory and practical classes and reviews the teaching-learning process. Report of syllabus coverage, monthly class attendance and test marks are submitted to Dean Academics. Students are motivated for industrial visits, internship, hands-on practice and sponsor industry projects to gain experiential learning. Academic progress, grievances, feedback from stakeholders are taken and conveyed to the Principal for strengthening curriculum delivery and overall improvement. Expert lectures and industrial visits are organized through Industry-Institute-Interaction to fulfill the gap between Industry and Institute. Students feedback for teaching is collected twice a semester and corrective actions are taken accordingly. Unit tests are conducted as per the academic calendar. Students are given assignments for practice. Parents-teacher meetings are organized every semester. It helps to identify student's challenges and discuss student's progress with parents.

Faculty members maintain course files which contain: Academic calendar, individual timetable, syllabus, teaching notes, CO-PO-PSO Mapping, assignments, tutorial questions, PPT, class tests, university question papers, MCQs, e-contents, practical video shooting, etc.

The Institute library has an ample number of reference books, textbooks, e-books, and e-journals to cope with recent trends and demands of the industry. E-learning facilities are provided by the institute which helps in effective teaching.

### **Continuous Internal Assessment:**

The Institute has adopted the policy of continuous evaluation which is transparent and robust. Internal assessment tools like unit tests, prelim exams and tutorials are used for continuous evaluation of the student.

Lab performance and assignments are evaluated by concerned faculty as per rubrics. Two progress reviews are conducted for each semester for the calculation of teamwork marks for project-based learning, mini-projects, and final-year projects.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **1.2 Academic Flexibility**

### **1.2.1**

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

**Response:** 36

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

### **1.2.2**

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

**Response:** 55.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
1797	1197	557	750	1056

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The subjects relevant to cross cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability, are incorporated into the curriculum by Savitribai Phule Pune University of various courses prescribed in disciplines.

Environmental Studies offered in the first-year curriculum that is relating to sustainability and the environment. This course emphasizes understanding of various environmental components and sustainable development concepts and practices. Additionally, raises awareness and provides information on the biotic and abiotic components of an ecosystem, highlighting relationships, food chains, and energy flow. The curriculum for civil and mechanical engineering programs also includes subjects like disaster management, wastewater engineering, business, and sustainable development. This course aims to provide students insight into the environmental impact of disasters as well as the issues surrounding wastewater pollution, solid waste management, and wastewater treatment.

Principles of professional ethics direct an individual's behavior. The Institute focuses equal value on academics and professional ethics. Students are taught professional ethics through a variety of workshops, seminars, industrial visits, internships, and personality development programs. The curriculum's topics under professional ethics include wastewater treatment, code of conduct, major projects, speaking effectively, developing employability skills, and improving soft skills and personality.

The institute offers a coeducational environment that promotes gender equal opportunities. Every student is granted equal opportunities to take on duties and engage willingly in activities at all levels. All students can participate in technical, cultural, and sports activities. Additionally, gender issues are taught to students in a variety of curriculum-integrated disciplines, such as Project Based Learning (PBL), Mini Projects, and Major Projects, where students can collaborate in groups of three to five without regard to gender and exchange the ideas.

The curriculum's emphasis on universal human values is the most crucial component in teaching. The institute offers a meticulously designed two-week Induction Program for first-year students in accordance with AICTE norms. It includes lectures by eminent personalities, proficiency, literary exercises, creative practices, and modules on universal human values. In addition to these activities, curriculum-integrated subjects like Awareness of Civil Engineering Practices, Professional Ethics and Etiquette, Leadership and Personality Development, Humanity and Social Science, Cyber Security, Emotional Intelligence, Cyber Laws, and Use of Social Media to aware the students about human values.

The Institute offers a variety of programs to teach students about Human Values, Gender, Environment, and Sustainability as well as Professional Ethics. Activities like tree planting, Swachh Bharat Abhiyan, campus cleaning, Women's Day celebrations, street plays on social issues, expert lectures on ethics in the project, environment and ethics in the pharmaceutical industry, expert lectures on public governance, expert lectures on green chemistry, yoga, etc. raise awareness among students and staff about their constitutional duties and responsibilities. National Social Service (NSS) activities are undertaken in colleges to inculcate human values in students through activities such as village adoption, nutrition drives, personal hygiene, clean-up campaigns, and so on.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 77.29

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

Response: 1661

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 65.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
511	382	248	358	405

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

2022-23	2021-22	2020-21	2019-20	2018-19
534	564	600	600	600

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 58.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	105	92	99	113

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	180	191	191	196

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 18.85

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The institution adopts outcome-based education (OBE) and incorporates experiential learning, interactive learning, and problem-solving approaches to improve the teaching-learning experience through various initiatives as given below:

- **Innovative Pedagogy:** The teachers implement various innovative pedagogical activities, namely crossword puzzles, quizzes, group discussions, and flipped classrooms, to increase student engagement and learning by having readings at home and solving problems during the class. The course is prepared by the teacher as per the pedagogy developed by IIT Kharagpur.
- **Project-Based Learning (PBL):** Students are encouraged to get involved in project-based learning with the concept of learning while doing through various platforms. This activity will help to enhance problem-solving ability, teamwork, time management, and communication.
- **Technology-enhanced Tools:** Modern teaching aids like smart boards, LCD projectors, and Internet-enabled computer systems are installed in the classrooms. Learning management systems (LMS), such as Google Classroom and Canvas, are used for course administration.
- **NPTEL and Spoken Tutorial Courses:** Students are encouraged and financially supported to enroll in the NPTEL and Spoken Tutorial courses to access learning resources and gain additional knowledge.
- **Virtual labs:** The institution serves as the nodal center for IIT Bombay's Virtual Lab. It offers a variety of experiments to encourage students to do more hands-on practice.
- **Expert Lectures:** Expert lectures are organized for students to make them aware of recent trends and technologies in the industry. Experts share their real-life experiences with students to enlighten them to content beyond the syllabus.
- **Tinkerer Lab:** The institute set up a Tinkerer Lab in association with IIT Bombay for the students to foster creativity, experimentation, and hands-on practice. It supports learning while doing and is governed by the students.
- **Industrial Visits:** Industrial visits are planned to provide students with real insights into how industries operate and to improve their understanding of industrial processes and operations.
- **Industry Internships:** Internship options are available for students to obtain a better understanding of the sector and open up prospects for future careers. This activity helps individuals improve their own practices and acquire insight into diverse work cultures.
- **The National Service Scheme (NSS) unit** of the institute facilitates experiential learning about social and environmental concerns by involving students in a variety of field activities. These include initiatives like the "clean and green campus," "save water, save life," "tree plantation drives," "road safety awareness program," etc.
- **Student Chapter of Professional Society:** A student chapter of Professional Society serves as a gateway to project exhibitions, tech talks, student-led conferences, panel discussions, and symposia that further enhance a student's professional development. The institute has student chapters of various professional societies, such as the International Society of Automation, US; the Indian Institute of Chemical Engineering, Kolkata; the Computer Society of India; the Institute of Engineers India, Ahmednagar; and



the Institution of Electronics and Telecommunication Engineers India.

- Student Association Activity: The student association offers an opportunity for students to enhance their leadership, teamwork, and management abilities by organizing various techno-social events under the student's association.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 87.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	124	132	132	132

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	16	17	18

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Assessment is a crucial step in evaluating students learning outcomes. There are two modes of assessment: internal and external.

**Internal Assessment:**

Internal assessment provides a continuous evaluation of student's progress throughout the academic term. This helps in identifying learning gaps and addressing them promptly. Various methodology adopted for assesment are as below:

- **Class Test:** Three class tests are conducted in each semester for the theory course, covering two units. Two sets of question papers are prepared by the course teacher as per the guidelines of IQAC and submitted to the Department Scrutiny Committee (DSC). DSC verifies the quality of the question papers with respect to BT level, COs, and structure; if there are any queries, the question papers are returned to the appropriate teacher for further action. Verified test-question papers are forwarded to the academic dean. Dean Academics selects one set of question papers and sends them to the department for the conduct of the class test. The course teacher grades the answer books according to the solution and distributes them to the students within a 15-day period.
- **Assignments:** There are three assignments given in a course; each assignment covers two units. The question items of the assignments are set as per the BTL and are mapped with the respective COs of the course. The assignments are submitted by the students within the scheduled time, assessed as per the rubrics by the course teacher, and returned to the students within a week.
- **In-semester examination:** In-semester exams are conducted at the university level. As per university guidelines, the course teacher evaluates the answer sheets.
- **Term Work Marks:** The continuous evaluation process used to calculate term-work marks takes into account the students' performance on attendance, assignments, internal unit tests, and the continuous assessment of practical and internal viva voce during the semester.

- Students can report any complaints they may have about the evaluation to the course teacher, HoD, and the principal.

### External Assessment:

The university administers end-of-semester exams. Any issues related to examinations at the institution level are sorted out by the institute-level exam cell through an institutional-level grievance committee. University-level issues are forwarded to the university with the due endorsement of the exam cell and principal.

The university has established a two-step procedure for handling student complaints regarding exam marks:

1. Request for a photocopy of the graded answer sheets
2. Request for revaluation and verification.
  - The concerned student submits an online application for a photocopy of the assessed answer sheets after the university results are announced.
  - The university emails the concerned student a soft copy of the graded answer sheet. Students then fill out an online application on the university portal to apply for the verification and revaluation process by paying the prescribed fees.
  - The university sends the updated mark lists to the student section after completing the verification and revaluation process.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Program outcomes (POs) and course outcomes (COs) for all programs and courses are stated and communicated to students via the institute's Website, Lab Manual, and Laboratory Notice Board. The program's expected competencies for students at graduation are outlined in the POs, and the learning outcomes of each course are outlined in the COs.

**The process of CO framing for all courses in all programs is discussed below:**

- Course syllabus reviewed and analyzed by course teachers and module coordinators.
- Analyze CO statements provided in university syllabus by course teacher and module coordinator.

Rewrite the CO statements in accordance with the Blooms Taxonomy if any changes are needed.

- If COs are not included in the university syllabus, the course teacher will create CO statements (4-6) based on the Blooms Taxonomy.
- The course teacher will present COs during the faculty orientation program and incorporate suggestions, if any.
- The course teacher will finalize the COs.
- Mapping of COs with POs and PSOs as per the process.
- The COs are mapped with POs and PSOs with correlation levels of 1- Slight (Low), 2- Moderate (Medium), or 3- Substantial (High).
- Accordingly, CO-PO and CO-PSO matrices are prepared.

#### **Mechanism for Communication of Program Outcomes (POs):**

The following are the methods for communicating program outcomes (POs) to students, teachers, and other stakeholders:

1. Displayed in prominent locations around the departments.
2. Published on the institute's website, [www.pravaraengg.org.in](http://www.pravaraengg.org.in).
3. Published in the institute's brochure and departmental magazine.
4. Printed on project log books, attendance sheets, project reports, and laboratory manuals.
5. Presented during the student orientation programs
6. Conveyed during the teaching learning process and mentoring meeting.
7. The POs are disseminated in HoD cabin, corridors, classrooms, laboratories, department library, and so on.

#### **Mechanism for Communication of Course Outcomes (COs):**

Students are informed about the course outcomes (COs) in the following ways:

1. COs are posted on the institute's website: [www.pravaraengg.org.in](http://www.pravaraengg.org.in).
2. COs are conveyed and discussed with students during the orientation program and teaching learning process.

Students can refer COs through course material, handouts, and lab manuals.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

The institute adopts the Outcome Based Education (OBE) process. An OBE forms the basis for the entire learning system. An outcome-based curriculum is designed with the outcomes in mind right from its conception. The course content and assessments are developed based on the outcome itself.

- Program Outcomes (POs) outline the students' required knowledge and skills upon graduation.
- The curriculum, teaching-learning process, and assessment tools are aligned with POs and PSOs.
- Individual course COs are properly mapped to POs and PSOs. CO-PO and CO-PSO matrices are prepared using mapping guidelines.
- The performance of the student in the Continuous Internal Evaluation (CIE) and Semester End Examination(SEE) used to determine the attainment level of all course outcomes for each course.
- The mapping of each CO with a specific PO aids in determining the PO assessment. The program exit survey, alumni feedback, employer feedback, and feedback on activities undertaken are used for indirect assessment of the POs.
- Overall PO attainment is computed based on direct attainment of CO's and indirect attainment of PO's.

The assessment techniques and method for determining attainment levels are detailed below.

**Attainment of COs through CIE, SEE and Course Exit Survey:**

- Mapping of COs with assessment tools.
- Attainment of COs through CIE & SEE are calculated on the basis of average marks scored by the students in CIE & SEE respectively.
- Direct attainment of COs is computed by considering 20% CIE and 80% SEE attainment.
- Final attainment of COs is computed by considering 90% of direct attainment and 10% through course exit survey.
- Final attainment of COs is compared with target attainment of COs.
- If the target is achieved and CO attainment gap is  $>-10$  then retain existing target for next academic year.
- If the target is achieved and CO attainment gap is  $<-10$  then CO target for the next academic year is increased by 5.
- If the target of CO is not achieved then suggest remedies to bridge the gap.

The attainment levels for course outcomes of theory course are:

**Attainment Level 1:** If average marks obtained by the students are less than 40% then attainment level is 1.

**Attainment Level 2:** If average marks obtained by the students are less than 60% and greater than or equal to 40% then attainment level is 2.

**Attainment Level 3:** If average marks obtained by the students are greater than or equal to 60% then attainment level is 3.

### Attainment of Program Outcomes (POs)

#### Assessment Tools:

The assessment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is an integral part of Outcome Based Education. Attainment of COs through In-semester and End-semester assessment contributes towards the direct attainment of POs. Course Exit Survey, Program Exit Survey, Alumni Feedback, Employer Feedback, and Feedback on activity conducted contribute towards the indirect attainment of POs

**PO attainment:** The POs attainment is computed using 80% of direct attainment of COs and 20% of indirect attainment of COs through course exit survey, program exit survey, feedback on activity conducted, alumni feedback and employer feedback to bridge the curriculum gap.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 91.87

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
429	515	525	500	460

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

2022-23	2021-22	2020-21	2019-20	2018-19
522	567	537	508	510

  

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response: 3.8**

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5.00	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**Pravara Research Innovation Start-up and Micro, Small & Medium Enterprises (PRISM) Cell at PREC Loni Engineering College is a dedicated platform to nurture Innovation, Entrepreneurship, and Research.**

**Key Activities:**

**Innovation and Incubation:** Fosters a culture of innovation through initiatives like the Institute's Innovation Council (IIC), aligned with the Ministry of Education's guidelines. The YUKTI portal supports idea evaluation and mentorship.

**Research and Development:** Supports research through the KAPILA cell, offering patent filing assistance and financial support.



**Entrepreneurship Development:** Operates an MSME Incubation Center to guide aspiring entrepreneurs, backed by the Ministry of MSME.

**Student Engagement:** Involves students through the Tinkerers' Lab, offering hands-on learning and project-based experiences.

**Industry Interaction:** Collaborates with SPPU's Innovation and Startup Cell to connect students with industry opportunities.

Overall, PRISM aims to equip students with the necessary skills and resources to transform their ideas into successful ventures.

The integration of Indian Knowledge Systems (IKS) into engineering education is a significant step towards preserving and promoting our rich cultural heritage. PREC Loni Engineering College can play a pivotal role in this endeavor.

**Indian Knowledge Systems (IKS)** offers a holistic approach to learning, emphasizing both practical and spiritual dimensions. This aligns with the need for well-rounded engineers. For instance, Vedic mathematics can be integrated into problem-solving, Ayurveda into sustainable design, and traditional architecture into engineering aesthetics.

To effectively integrate IKS, dedicated courses, interdisciplinary approaches, expert lectures, research, and a culturally rich campus environment are essential. While challenges like curriculum development and faculty training exist, their solutions lie in careful planning and collaboration.

By incorporating IKS, PREC Loni cultivates engineers with a deep appreciation for India's heritage, fostering innovation, creativity, and a strong sense of social responsibility.

The **National Education Policy (NEP) 2020** empowers PREC Loni Engineering College to reshape education. Key focus areas include flexible curriculum with multidisciplinary courses and Project-Based Learning, Technology-Integrated teaching, Research Promotion, and holistic student development. The college is implementing internships, and investing in modern infrastructure. By fostering industry collaborations, encouraging innovation, and prioritizing student well-being, PREC Loni aims to create well-rounded engineers. Challenges like curriculum redesign and faculty development are being addressed through strategic planning and collaboration. The college is committed to assessing the NEP's impact to refine its implementation for maximum student benefit.

**Intellectual Property Rights (IPR)** are crucial for protecting innovations. PREC Loni Engineering College recognizes this and has established an IPR Cell to foster a culture of innovation and protection. The cell conducts workshops, seminars, and awareness programs to educate students, faculty, and staff about patents, copyrights, trademarks, and trade secrets. It provides guidance on IPR filing processes, commercialization, and licensing. By creating a robust IPR ecosystem, the college aims to safeguard intellectual assets and encourage research and development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	06	08	03

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 0.71

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
39	19	19	22	3

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2**

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

**Response:** 2.25

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
296	15	03	04	06

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

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

**Response:**

Generating social sensitivity among students and faculty is crucial as a part of extension initiatives. The Institute demonstrates social responsibility by actively promoting a range of activities. The institute consistently takes proactive measures to contribute to the improvement of society and the rural population through its focused endeavors in this field. The primary purpose of performing extension programs is to instill a sense of accountability within pupils towards society. These activities aim to raise awareness among students about social concerns, contributing to their overall development. The institute's faculty members and students are involved in society by organizing various awareness programs, such as the Swachh Bharat Mission, blood donation camps, and career guidance for HSC students. The student clubs, such as Nirbhaya, and Adarsh Foundations are also organizing the various activities in the neighborhood community.

### **National Service Scheme:**

The institute has a National Service Scheme (NSS) Unit consisting of 150 students, which is backed by SPPU, Pune. Students at the institute have the option to voluntarily participate in the NSS. The fundamental tenet of the NSS program is the cultivation of students' character through engagement in community service. The NSS organizes two categories of activities: regular activities and special camp activities. Regular activities include tree plantations, blood donation, Swachchha Bharat Abhiyan, International Yoga Day, and numerous initiatives related to national development. Special Camp involves a group of 75 students who willingly take part in a 7-day camp held in an adopted village. During this camp, the students engage in various activities such as Swachchha Bharat Abhiyan, water conservation, woman empowerment, computer literacy, and expert talks on a specific theme provided by SPPU, Pune.

### **PREC Students Clubs:**

The institution offers a variety of student-run clubs that are overseen by teachers and allow a wide range of students to participate in a variety of technical and social activities on multiple platforms.

### **Adarsh Foundation Club:**

The Adarsh Foundation Club is dedicated to addressing social issues by mobilizing young people, assisting orphaned children, promoting awareness of social activities in the community through the provision of books, notebooks, sanitary pads, and first aid kits. Additionally, the club aims to support underprivileged students through tree plantation initiatives and maintain a clean and environmentally friendly college campus and surrounding area.

### **Nirbhaya Club:**

The Nirbhaya Club is committed to promoting efforts aimed at safeguarding the dignity and assuring the security of women by raising awareness in society about women's safety, empowerment, health, domestic violence, sexual harassment, and dowry. This club raises awareness through diverse activities such as seminars, school/college visits, and street performances.

### **Career Counseling Seminars to HSC students:**

Every year, institute faculty members give career counseling seminars to HSC students at nearby junior colleges. Our teaching members concentrated on the professional opportunities available to them upon

completion of their HSC. All the participating students acquire a clear understanding of the career path they wish to pursue after completing their HSC. Every year, our faculty members visit up to 25 junior colleges to conduct this activity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

The institute, teachers, and students of Pravara Rural Engineering College (PREC), Loni, have received multiple honors. PREC received the Education Leadership Award from ABP News in 2019 for leadership, development, marketing, and institute-industry interface. In 2022, it was awarded Leading Engineering College in Maharashtra at the Pride of Nation Awards by the Asia Today group, presented by Honorable Governor of Maharashtra State. PREC also won the Placement Excellence Award of the Year - Maharashtra in 2023 from Worldwide Achievers. The Institution's Innovation Council (IIC) at PREC was recognized for promoting innovation and startups on campus during the IIC calendar years 2021-22 and 2022-23 by the Ministry of Education, Govt. of India.

The AICTE, New Delhi, granted Rs. 24,80,000 to the Skill and Personality Development Programme Center for SC/ST students. This center aims to reorient SC/ST students with emerging employment opportunities for engineering undergraduates and empower them through special skill training alongside regular studies.

The World Education Summit Awards seek to recognize individuals, educational institutions, and Ed-tech companies that have successfully revolutionized teaching, learning, and employability results. Dr. S. L. Kurkute, Dean of Research and Development, PREC, Loni received the Bhishma Acharya Award from the Bharat Education Excellence Awards. The purpose of this award is to recognize teachers who have displayed exceptional teaching abilities across several topics, made significant contributions to the education of students, and have actively engaged in teaching activities beyond traditional classroom settings. Dr. C. B. Kadu, Head of the Instrument and Control Engineering Department, and Dr. P. S. Vikhe are honored with the "Best Teacher Award" in recognition of their significant commitment to technical education by Savitribai Phule Pune University. Dr. Satish M. Turkane and Dr. Vijay V. Rathi received the Teachers Glory Award (TGA) for excellence in teaching & learning practices at the World Education Summit 2020, Hyderabad. Dr. Satish M. Turkane received the Management and Leadership Award from the Chartered Management Institute. He has also received the Engineering Achievement Award from the Institution of Engineers, Ahmendgar Local Center. Nirbhaya Group received the state-level Adarsh Samajik Sanstha Sevaratna Puraskar and Shivchatrapati Adarsh Sanstha for their outstanding contribution to various extension activities. Dr. Sanjay Kurkute received the Startup of the Year 2022 award in the Indian Innovative Startup Conference & IISA Awards organized by Mentor & Mascot Indian Film Federation in association with Sharda University on 1st July 2022. Dr. S. M.

Gulhane, Principal, received the Dr. Abdul Kalam Leadership Award at the Fuel Annual Conclave and was elected as a Governing Council Member of IETE, New Delhi for the period 2022–25 and nominated as Chairman, IETE IOMC Committee. Dr. P.D. Kabudke received the Guru Dronacharya Award for his outstanding contribution as Faculty Advisor of Team Overdrive for participation in the National Electric Kart Championship 2019. Mr. R. V. Tambe received appreciation from Savitribai Phule Pune University for his substantial work as a Student Welfare Officer. Our students are appreciated by the nearby Grampanchayat for their various social activities in villages.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	02	11	05

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

## 3.5 Collaboration

### 3.5.1

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

*five years.*

**Response:** 60

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

**Response:**

The institute is situated on 52.7 acres of beautiful green land and offers a stimulating atmosphere. It is equipped with all the basic physical infrastructure, meeting required standards, to ensure that teaching and learning activities are successful and satisfy the demands of the courses both now and in the future.

The institute has a sufficient number of classrooms, tutorial rooms, well-equipped laboratories to meet the norms and criteria laid by AICTE and SPPU Pune to maintain the quality of academic programs in the campus. The ICT facilities for teaching-learning includes smartboards, LCD projectors, internet connections, and Wi-fi. The laboratories are utilized for conducting practical sessions as per the curriculum and also for technology learning and training as a part of teaching content beyond the syllabus. The computer laboratories are equipped with the latest configuration computer systems, applications, system software, and a 500 Mbps internet connection. A computer center with 150 computers, LAN connection, and high-speed internet connectivity is used as a common facility for conducting value-added programs. A workshop is having various machines and tools which help to develop and enhance technical hand skills required by the technician in any industry. Traditional teaching is supported with digital tools such as Google Classroom and NPTEL. The institute is a nodal center for the Virtual lab of IIT Bombay which helps in academic enrichment and as a Tinkerers' lab to support project based learning.

A large central library has an adequate number of books, journals, magazines, e-resources, a newspaper reading facility, library software, and a spacious reading hall. The departmental library helps the students access additional sets of books and student project reports. The institute has two seminar halls with fully operational modern amenities like a smartboard, projector, Wi-Fi, and internet facility. There are CCTV installed in all prominent locations across the campus to ensure optimum safety and surveillance. Two diesel generator sets of 75 kVA each provide an emergency power supply in case of power failure.

The institute features a multipurpose building with an auditorium hall for cultural events, indoor games, and extracurricular activities. Additionally, create a location where students may do yoga and meditation to unwind mentally. We hold a cultural festival known as "Twaran" each year.

An extensive playground is capable of hosting outdoor games like cricket, volleyball, football, Kabaddi, etc. A well-equipped gym facility is provided to the students. The facilities for the student's common room and medical room are available. The boys' and ladies' hostels with mess facilities are available.



The canteen facility is available for the students and staff. The availability of ramps, lifts and all environment-friendly roads facilitates easy movement to divyangjan personnel within the campus. Bus facilities for transportation and students cooperative stores are available. The rainwater harvesting and the solar panel yielding energy fo 200 KWatt is available for water and energy conservation. Multiple RO units to provide clean drinking water.

Thus the institute complies with all the necessary infrastructural facilities to render a good learning and recreational experience to its stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 35.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
210.64	30.37	11.54	32.44	830.3

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The institute has established a central library with an area of 600 square meters and a reading room with a capacity of 200 seats for students and 20 seats for staff members. Adequate resources are available for self-learning at the Central library.

The library has 44734 volumes and 20362 titles of books as per curricular requirements. There are also handbooks, Encyclopedias and bound volumes of Journals available for reference purposes to faculty and students. The library has 80 National and 16 International print journals along with 73 titles available in e-journal format. The library offers a Plagiarism checking service using a 'DrillBit tool to its users. There is also a collection of 9703 Springer Link e-books CDs and DVDs. All central library operations are computerized using KOHA software for smooth and efficient functioning of the central library and library OPAC is the search key for our entire collection of books and its location and status. The institute has subscribed to the membership of Elsevier Science Direct, J-Gate, DELNET, and AICTE e-KUMBH. The institution has the membership of the National Digital Library available for availing the benefits of networked library resources. The web links of various external e-resources are hosted on the institute website and noticeboards. 09 newspapers in English, Hindi and Marathi languages are regularly accessed by the students and the faculty.

The library offers its services through different sections i.e. book acquisition, issue-return, reference, circulation and newspaper section; new arrivals display, journals back volume collection, referral service, newspaper clipping service, bulletin board/wall magazine, etc. The library is optimally utilized by the students and the faculty by availing the services of reference books, journals, magazines and newspapers. CCTV cameras are installed at various locations in the library for safety, security and surveillance. The library advisory committee consisting of departmental library coordinators works towards the betterment of its operations and improvement in resources. The institute has a Book Bank scheme for SC/ST and economically backward students.

The library conducts various events such as Vachan Prerana Diwas, training programs for students and staff, etc. In addition to the central library, an additional facility of the departmental library is also provided to the students. The library works relentlessly to offer the best possible service to the users in terms of physical infrastructure and learning resources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

IT facilities have been updated on a regular basis. Also, new IT equipment has been purchased as per the requirements. The institute has a total of 682 computers out of which 645 are available for students and the remaining for administrative purposes. The computer center equipped with 150 computers is utilized as a common facility for training programs, workshops, online examinations, placement activities etc.

All the computing devices are connected through LAN using CAT6 Giga switches, routers, modems and transmission media. The Institute uses a dedicated internet leased line and upgraded progressively such as 250 Mbps in years 2018-19 and 2019-20, 300 Mbps in year 2021-22 and 500 Mbps in year 2023-24. Wi-fi internet facility (15 devices) is available throughout the institute premises with 08 multiple access points. For security the firewall is used and recently updated in the year 2023-24.

In 2018-19 and 2019-20, the institute had 76 desktop systems of i7-3rd generation, 251 of i5-3rd generation, 232 of i3-3rd generation and 104 of P-iv and dual core computers with 8GB, 4GB, 2GB and 1 GB RAM respectively. In 2021-22, 140 numbers of i7-10th generation desktop workstations with 8GB RAM and 1TB HDD were purchased to add to the IT facilities. Also in 2022-23, the institute has purchased 80 numbers of i7-10th generation computers with 8GB RAM and 1TB HDD.

All classrooms were earlier provided with LCD projectors out of which 08 class rooms have been upgraded with smart interactive panels with high speed internet connections.

In 2018-19, Smart School MIS system has purchased for the purpose of student fees and account purpose.

The library is upgraded by a plagiarism checking service using a 'DrillBit tool and KOHA software for smooth and efficient functioning of library and OPAC is the search key for our entire collection of books and its location and status.

The institute premises are equipped with CCTV surveillance systems from 63 cameras in 2021-22 to 91 cameras in 2023-24 with multiple access points in all passages, seminar hall, administrative area, examination control room, computer center, building entrances and the main gate. For fast printing of question papers during university examinations, automatic photocopier machines with the capacity to print 25 copies per minute have been purchased. The boardroom and seminar hall have been upgraded with a smart board which has increased the effectiveness of the meetings.

Consequently, throughout the past five years, the institute has made substantial improvements to its IT infrastructure

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 3.33

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

Response: 645

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 32.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
321.36	141.97	215.55	132.33	218.46

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 99.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
2146	2006	1809	1799	1782

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** B. 3 of the above

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

### 5.1.3

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

**Response:** 71.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
2149	1966	1142	1218	437

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 51.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
282	269	289	245	175

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

2022-23	2021-22	2020-21	2019-20	2018-19
429	515	525	500	460

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

### 5.2.2

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

**Response:** 1.11

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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



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

**Response: 59**

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	4	0	15	20

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2

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

**Response: 19.2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	25	03	19	18

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

We at PREC Loni are proud of our alumni connection. PREC Loni has its registered alumni association (Registration number Maharashtra/614/04/Ahmednagar). Mr. Satish Khade, Director, Apex Construction Company, Pune is the President and Mr. Sharad Kale Patil, Proprietor, Superb Telecom, Ahmednagar is the Vice President. Alumni are our major strength. The college started in 1983 and to date, 14315 students have passed from the institute, 519 are settled abroad, in India, and 275 are entrepreneurs. The majority of them are well connected with the institute and participate in various initiatives of alma mater to foster the skills among juniors. To facilitate this contribution / services the "Pravara Alumni Relations Cell" was formulated as per the vision of the Honourable Chairman Shri. Radhakrishna Vikhe Patil. He witnessed the tremendous success Pravara alumni have achieved in their lives and aspired to see the same success in the lives of each student of Pravara. He conceptualized that all the alumni of Pravara irrespective of which institution they belong, should be brought on a single platform. All alumni of Pravara are connected using the alumni portal: <https://alumni.pravara.in/> which is a web and mobile app-based social networking platform specially used for alumni networking. The Pravara Alumni Relations Cell was born which acts as an active link between the Alumnus and Alma Mater. The sole aim of the Pravara Alumni Relations Cell is to create an ecosystem wherein each individual is enriched due to interacting with the other. Since its inception, the cell has been instrumental in connecting alumni to alumni; and alumni to the institution.

Various activities are regularly being conducted under its purview; such as expert lectures, mentoring, project guidance, webinars, Mock interviews, and support for various Industry Institute Interaction activities including placement and internship. To date, Rs. 21 Lakh has been received from alumni as financial support to various departments in the form of instruments, books, sponsored projects, sponsored tuition fees, etc. Alumni help to sign MoU with different industries which helps to boost educational opportunities and research outcomes. It can accelerate the transfer of knowledge and expertise from industry which provides students with real world industry experience that enhances their employability. Alumni contributions can outline internships, co-op programs, industry-sponsored projects, and research partnerships, creating a win-win situation for both academia and industry.

Under the alumni association, the institute organizes a silver jubilee alumni meet every year for the alumni batch which completed 25 years of graduation from the institute. During the meet, they interact with the students, faculties, and management and share their ideas for improvement of the overall progress of the institute.

Industry institute interaction is fulfilled through all the contributions mentioned, which imparts corporate culture ethics among the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Pravara Rural Engineering College, Loni is dedicated to providing quality education and services to our students. We strive for excellence in everything we do, ensuring that our education meets the highest standards of quality and the expectations of our stakeholders. We embrace a culture of continuous improvement, seeking innovative ways to enhance our education. Many institutional processes are digitized by adopting e-governance for managing institutional processes and the use of ICT tools such as smart boards, LCD projectors, PowerPoint presentations etc. for teaching-learning. The institute has progressively improved its physical and academic infrastructure administrative section, seminar and conference hall, classrooms, laboratories, workshop, Tinkerer's lab, Multipurpose hall, playgrounds, well-equipped computer laboratories, high bandwidth internet connection, upgradation of IT infrastructure and increased library resources. The institute has collaborated with training partners to improve student's employability and skills. The institute offers various online educational courses like NPTEL, FOSS / Spoken Tutorial courses, virtual laboratories, internships, technology-related workshops and seminars as a part of the implementation of NEP. Also, the NEP implementation initiatives include the Academic Bank of Credit and skill development courses. The outcome of these activities is reflected in an improved placement ratio. For nurturing a culture of innovation and entrepreneurship as emphasized in NEP, the institute has formulated the Pravara Research Innovation Start-ups and MSEME (PRISM) Cell and has conducted related sessions and competitions. The results of all these efforts can be seen in the creative initiatives that have won prizes and recognition in prestigious contests. Inculcate a research culture in academics and students as well. The institute has displayed its sensitivity towards economically weak students by conceding the fees and also permitting them to pay fees in installments at their convenience, even in the routine course of action. Also, they are supported through the Earn and Learn scheme and the Book Bank Scheme. All the academic activities are decentralized and departments function independently as per the academic calendar. The institute practices decentralization and delegation practice of conducting its operations by ensuring the participation of staff members in institutional governance with their inclusion in CDC, GB, IQAC, different committees and other institutional bodies. The decentralization is reflected in the distribution of responsibilities and authorities among various portfolios like IQAC, Head of Departments, Academic Dean, Administration Dean, Training and Placement Coordinator, R&D, and Innovation, Skill development Coordinator, Cultural and Sports Coordinator, College Examination Officer, Chief Rectors, etc. The institute has responded to the changing needs of the market by formulating different bodies such as the NEP implementation committee, Green Club, Space Club, Media Cell, RTI Cell, Internal Complaint Committee, Anti-Ragging cell, Minority cell, etc. The coordinator of the various committees plans the activities and ensures their timely execution, which reflects effective governance which is aligned with the Vision and Mission of the Institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Institutional governance is managed through various administrative bodies. The institute follows a democratic and participatory approach to governance to achieve its goals. The institute has a well-structured administrative and academic setup under the guidance of visionary and supportive management.

The governance of the institute is under the leadership of the Principal who executes the perspective plan. The policy framework is in place for academic and administrative processes specifying the responsibilities of various authoritative positions, cells, committees and staff members. The service rules are framed as per guidelines of the Governing Body (GB) and College Development Committee (CDC) for prescribing leave rules, recruitment procedures and other facilities.

We practice outcome-based education, employ higher-order Bloom's taxonomy, and utilize innovative teaching methods, including collaborative and online learning (NPTEL, SWAYAM, Spoken Tutorial, Virtual Lab). Our efforts in developing e-learning resources and improving education quality have led to five programs being accredited by the National Board of Accreditation (NBA) for three years.

To strengthen Industry industry-institute interaction, the institute signed MoUs with industries in the respective areas for sponsored projects, industrial visits, internships/training, placements and expert lectures. The Research and Consultancy Policy focuses on improving the research output through grants, publications and conferences. The Innovation and Startup Policy provides guidelines on measures for fostering innovation through PRISM. The PRISM cell of the institute strives to nurture the spirit of innovation and entrepreneurship with the support of the Startup & Incubation Center (MSME), Innovation, Research and IPR. The Internship Policy gives the details of the rules for internships, the outcome of which is seen improvement in the employability of students. The green campus policy specifies the initiatives for maintaining a clean and green campus through the optimum use of resources. The Principal oversees the academic and administrative operations with the help of the Head of Departments. The academic processes are monitored by a team of Academic Deans and departmental Academic Coordinators. The examination-related work is looked after by the team consisting of the College Examination Officer, departmental coordinators and supporting staff. The Training and Placement cell conducts training programs and soft skill courses resulting in improvement in placement. The various issues and concerns of different stakeholders are effectively handled by concerned committees i.e. Internal Complaint Committee, SC/ST Cell, Grievance Redressal Committee and Anti-Ragging Committee through regular interaction, meetings and feedback. The Student Welfare Officer

undertakes development activities through the student development cell. The library advisory committee of departmental coordinators assists the librarian in upgrading the learning resources in the library. The effective functioning of institutional bodies is evident from the conduction of various activities and the smooth execution of institutional processes.

The institute has strengthened the alumni association by introducing our separate Alumni web portal to interact with alumni, provides facilities like registration, shares milestones achieved by them and their feedback. They are leveraged for guest lecturers/internships/placements / industrial visits/project activities and are involved as members of committees such as the Department Advisory Board.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The institute has a performance appraisal system for teaching and non-teaching staff based on predefined parameters for reviewing their performance. The faculty self-appraisal form is prepared based on 360-degree feedback as per the guidelines of AICTE. The performance appraisal of faculty members is evaluated based on seven performance indicators: teaching process, student feedback, departmental level activities, institute level activities, annual confidential report, research & publications /patent, and contribution to society. Every teaching staff member submits his/her performance appraisal at the end of each academic year to the HoD. The HOD evaluates the performance of the teacher based on the above parameters as well as the sincerity, integrity, quality and initiative displayed in the assigned work and the feedback given by the students. The HOD submits the recommendation with a confidential remark to the Principal based on which the Principal specifies his remark and submits the appraisal to the Chief Executive Officer (CEO) of the Head office for final decision. The performance of non-teaching staff is evaluated based on recommendations given by the head of the department based on the behavior towards students, colleagues and higher authorities, deficiencies in the assigned work and related corrective actions implemented.

The letter is issued to the respective faculty through the Principal with the below remarks based on the evaluation score in the appraisal form of the Teaching staff member:

Excellent, Good going, Keep it up: Score in 90 to 100

Good: Score between 85 to 89.99

Satisfactory: Score in 80 to 84.99

Scope for improvement: Score in 75 to 79.99

Need Improvement and more involvement in college activities: Score 70 to 74.99

Not up to satisfactory and more improvement required: 65 to 69.99

Not satisfactory and more involvement in academics and other overall activities required: Below 65.

The institute has the following welfare measures for staff:

1. Employees Provident Fund, Gratuity and Group insurance for all employees
2. Leave facility: casual leave, medical leave, earned leave, duty leave, maternity leave and compensatory leave as per the institute policy
3. Summer and winter vacation leave for eligible teaching & non-teaching employees
4. Duty Uniform for class III and class IV employees.
5. Staff quarters for teaching and non-teaching employees as per the requirement.
6. Encouragement for upgrading the education or professional skills/qualifications.
7. Instant Loan facilities through Tantric Pathpedi of our institute.

The employees are appreciated for their achievements by the management and encouraged for further improvements. The institute has implemented a performance appraisal system and offers effective welfare measures to its employees.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 20.68**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	16	26	15	54

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 68.73**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
121	132	127	123	62

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	51	51	51	53

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institute maintains and follows a well-planned process for the mobilization of funds and resources. The process involves the HoDs, Sections, various committees and Accounts office. The institute has designed some specific rules for fund usage and resource utilization.

#### Sources of funds are as follows:

1. Fees: Fees from students are charged as per the Fee Regulating Authority (FRA) of Govt. of Maharashtra.
2. Govt. / Non Govt. / Other Grants: Some part of fees in terms of Scholarship received from the Government, similarly few grants received from AICTE, Ministry of Human Resource Development (MHRD), SPPU Pune, etc.
3. The institute receives examination-related expenses from the university towards the conduction of examinations.
4. The institute also receives small grants from the university for student development programs.
5. The institute has revenue generation through consultancy work like testing of materials.

Each department provides the institute with its budget requirements at the start of each financial year. Based on requirements received from different lab in-charges, HoDs and committee Coordinators prepare budget reports, which are then submitted to the Account section. The Principal presents the budget



proposal to the College Development Committee and the Governing Body for its approval.

In the budget, funds are allocated for planned and unplanned activities, infrastructural needs, current and future academic and administrative needs, student-related expenses, salary provisions and other routine administrative expenses. Budgetary controls are exercised by the CEO, Principal and accounts section. The funds are utilized towards staff salary, EPF contribution, purchase of equipment, purchase of library books, augmentation of physical and IT infrastructure, repairs and maintenance, sports and cultural expenses, insurance, examination, student development activities, taxes, supplier payments and other administrative expenses.

The management appoints a practicing Chartered Accountant to undertake the financial audits regularly. The audit team examines all documentation about the financial transactions for the relevant fiscal year, including bills of materials purchased, quotations and comparative statements, vouchers for cash payments, records of checks and online payments, tax-related entries, deadstock verification, salary expenditure, receipts for fees and scholarships, and other incurred expenses. The Principal receives the audit's raised questions and has a certain amount of time to address them. Periodic internal and external audits are carried out to ensure that resources are being mobilized appropriately.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell strives to improve the quality of the academic and administrative operations of the institute. IQAC has taken initiatives in the areas of innovation, teaching-learning, training and placement, NEP, extension activities and skill development. It monitors and reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes regularly and periodically

The Institute IQAC prepares, evaluates and recommends Annual Quality Assurance Reports (AQAR), Self-Study Reports of various accreditation bodies (NAAC, NIRF, NBA), Stakeholder feedback, AAA Audits, Action Taken Reports, New Programmes as per the Govt. Policies.

The institute and Department prepare an academic calendar aligned with the academic calendar of SPPU. The Head of the Department allows the courses to all teachers after collecting course choices and accordingly course teacher prepares the course material, plans activities for the delivery of the course

content, content beyond the syllabus, curriculum gap to attain mapped COs-POs in concerns with module coordinator and same is approved from DAB. Various pedagogical initiatives are taken by course teachers to deliver the course content.

The IQAC initiated the digitization of the institutional processes as a result of which the academic, administrative and student support processes are digitized with the use of digital tools such as library automation software, transcription services, etc. The teaching-learning processes are reviewed regularly involving activities such as syllabus completion review, monitoring of classroom teaching, monitoring of adherence to the academic calendar and result analysis. IQAC collects regular feedback from the students about the teaching methods, curriculum and the institute and also conducts a student satisfaction survey. The feedback from the teachers is also sought based on the academic and institutional parameters. The feedback received is analyzed and appropriate corrective action is taken for improvement. This has resulted in increased digital resources and their usage in the teaching-learning process. The teachers use ICT tools (projector and smart board in the classroom) and other tools such as Google Classroom and virtual lab. The curriculum delivery is supported by expert sessions, seminars and industrial visits for curriculum enhancement. Audit courses and elective subjects related to the latest technologies are offered to give exposure to students to technological developments. The institute has collaborated with training partners to impart value-added and skill development courses which have increased student employability and placement ratio. A committee for NEP implementation is constituted which has conducted awareness sessions for the teachers. Academic Bank of Credit, skill development and industry interaction are some of the initiatives for NEP. To improve the industry interaction, the industry experts are invited as members of different committees and also to deliver expert talks.

IQAC took the initiative to organize seminars, conferences, project exhibitions at the state National and international levels. The alumni involvement is increased with the inclusion of alumni in different functioning bodies of the institute. A continual improvement approach is adopted by the IQAC which has resulted in improvement in the institutional processes and the outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The institute has implemented various measures for promoting gender equity through curricular and extracurricular activities. It is committed to providing coeducation with a safe academic and working environment to all students and employees. One of the extra-curricular initiatives is achieved by conducting awareness sessions on laws related to women & gender equity. International Women's Day is celebrated every year with great enthusiasm with activities such as expert sessions on health & fitness, domestic violence, self-defense workshops, competitions and games. The Internal Complaint Committee is functional which is a platform for resolving issues of girl students through regular counseling and interaction inside as well as outside the classroom. The Grievance Redresses Cell, anti-ragging Committee and SC/ST Cell work to resolve the relevant concerns.

The Internal Complaint Committee (Women's Grievance Cell) works to prevent sexual abuse and ensure a gender discrimination-free environment. It addresses issues reported directly or via the Grievance Redressal Portal and takes necessary actions. Emergency contact numbers are displayed at hostels.

**Girls Hostel Facility:-**There is a separate hostel and mess for girls and boys students.

Bus facility is provided to girl students from hostel to college. Hostels have tied up with Pravara Medical Trust Hospital. A separate doctor is appointed for girls and boys hostel. The institute organizes medical checkup camps for female students on campus. The sanitary napkin vending machine is also available in the girl's hostel as well as in the college.

**Mentor-Mentee Scheme:-**For personal counseling of students mentor-mentee scheme is available in the institute, in which faculty members work as mentors. The meetings are conducted regularly to discuss with mentees regarding various issues.

**Gender Equity Initiatives:-** The institute provides equal opportunity to girls and boys students for participation in curricular and extracurricular activities, sports and placements. The institute organizes awareness & training programs for the empowerment of women. Women's Day celebrations are organized every year.

**Common room: -**Common rooms well equipped with tables, chairs, beds, etc. with attached bathrooms exclusively for female students are provided at two places on the College campus.

**Student's clubs: -** Various clubs such as Tavasya Club, Adarsha Club at the college level conduct in-

campus and off-campus activities for the empowerment of women. Tavasya club, earlier named Nirbhaya inspires girls to be involved in various activities related to women's awareness and empowerment. Awareness programs have been conducted by this club to make girls aware of Act 3013 'sexual harassment of women at workplace' Also arranged sports on the occasion of International Women's Day. The student members conduct street act play to create awareness among the school girls regarding the Menstrual Cycle. They also distribute sanitary pads.

**SC/ST Committee /Reservation Cell:-**The cell is available for guidance and solving problems of reserve category male and female students

**Safety and Security measures:** - There is provision of male and female security persons, and CCTV surveillance throughout the campus. Students are directed to wear ID cards.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

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

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

The institute is committed to providing an inclusive environment in terms of tolerance, and harmony to the students. Inclusiveness is visible in students from weak socioeconomic backgrounds paying the fees in installments. Students from reserved categories get scholarships as per government norms. Earn and learn scheme is implemented wherein the students' assistance is sought for completing specific tasks and they are paid remuneration. SC/ST cell functions to assist the students belonging to these categories by providing them with the required guidance. Cultural inclusiveness is visible in the participation of students in cultural activities such as dance & singing competitions, acts & plays, poster-making competitions and other such events. An induction program is conducted for newly admitted students in the first year so that they are introduced to the new environment. All students have the freedom to practice the traditions & rituals as per their culture.

Students and employees are sensitized to constitutional obligations through activities like celebrating Independence Day, Republic Day, and Maharashtra Day. They participated in the "Har Ghar Tiranga" movement under "Azadi ka Amrit Mahotsav." Expert sessions on value education and a program on universal human values are conducted to highlight their importance. International Women's Day promotes gender equity, and expert talks cover women's constitutional rights and legal provisions. The Internal Complaint Committee addresses issues related to female students and employees, fostering an inclusive environment and adherence to constitutional obligations.

## Institutional initiatives in providing an inclusive environment

PREC is one of the most prestigious institutions in Rural India, aiming to upgrade rural communities through quality education. As the institution is part of the Pravara Rural Education Society, it follows principles of trust to create an inclusive environment. The following initiatives have been taken by the institute for an inclusive environment.

### 1. Welcoming/Friendly Environment:

In the institute, there are students from diverse backgrounds (Social, Gender, Religion, Caste, Languages, Geographical Region etc.) working in a friendly environment.

### 2. Cultural events:-

Cultural activities are conducted such as Celebrations of traditional days, mismatch days, singing, dancing, street plays, etc. mark the proud display of diverse cultures and traditions of the society

### 3. Admissions & Recruitment as per Government Reservation Policy:

The institute strictly follows the rules and regulations of the Government regarding reservation Policy while admitting students and recruiting employees.

### 4. Celebrations of Days:

The institute celebrates commemorative days, of Great Indian Personalities irrespective of their geographic region, language, religion, caste, or cultural background, with the hope that this would enrich the lives of students and make them aware of social responsibilities and understand the implications of their reactions.

### 5. SC / ST Students:

Special attention towards the SC/ST students is given to their overall development

**6. College Hostel:** There is provision for a Hostel and Boy's Hostel in which facilities of the reading room and sports are available.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice 1:**

**PREC Career Development Centre (PCDC)**

**1. Objectives:**

- To ignite students innovative knowledge through career development activities.
- To help students recognize their strengths and areas of improvement.
- To imbibe positive attitude amongst the students
- To inculcate required skill set to make them self-sustainable to choose their carrier path

**2. The context:**

Being an institute in a rural region, majority of the students enrolled are from rural areas and have weaker backgrounds; both economically and in terms of personal and communication skills. Our role is to harness the talents from rural area and to provide them the kind of platform that motivate and prepare them for academic excellence and to make them self-sustainable to choose their elevated carrier path. The institute follows a well-structured hierarchy of Career Guidance, Training and Placement and Alumni Cell at the institute level and also at PRES. PREC works to inculcate required skill set among the students so that they can succeed in their chosen carrier through “PREC Career Development Centre (PCDC)” which has different wings as below that carry out various activities.

**3. The Practices:**

**A. Career Guidance Cell:**

Institute has a wing of Career Guidance Cell for students, coordinated by a college-level coordinator and supported by departmental coordinators. Objectives of this cell are to bridge the gap between industry and academia by disseminating information, organizing expert lectures and providing guidance about career paths that students would like to pursue.

**B. Skill Development Cell:**

Objective of this cell is to plan and carry out various pre-placement activities to groom the students meticulously from first to final year to prepare them for better career opportunities. The cell conducts following activities

1. Soft skill development Training
2. Aptitude and Logical reasoning
3. Technical Training
4. Mock Interviews
5. Pre-Placement Talks



### **C. Training & Placement Cell:**

Training & Placement is the heart of PCDC, it is monitoring and maintaining the coordination with all other wings to carry out pre-placement and placement activities. Objectives of the cell are to develop linkages between job seekers and job providers by developing a network with Industries and Alumni, to enhance employability skills of the students and to provide maximum employment opportunities to the students. The cell continuously organizes training activities and campus drives in the institute.

### **D. Internship Cell:**

The institute has a separate internship cell headed by the institute internship coordinator and departmental internship coordinators as members. The cell works in coordination with TPC and the Alumni cell to provide internships to all third-year students and also provided to second and final year students, which is optional. During the internship period, students have to maintain an internship diary provided by the institute, which is to be submitted by the students after completion of the internship duly signed by company authorities.

### **E. Alumni Cell:**

We at PREC Loni are proud of our alumni connection. It has its registered alumni association. Alumni are our major strength. The college started in 1983 and to date, 14315 students are passed out, 519 are settled abroad and 275 are entrepreneurs in India. Majority of them are well connected with the institute and participate in various initiatives of alma mater to foster the skills among juniors. Various activities are conducted under its purview; such as expert lectures, mentoring, project guidance, webinars, Mock interviews and support for various Industry Institute Interaction activities including placement and internship.

### **Best Practice 2:**

#### **PREC Students Clubs:**

##### **1. Objectives:**

- To upgrade students' innovative knowledge through technical activities.
- To work on social issues and create awareness about same in the society.
- To support initiatives towards protecting self-esteem and creating awareness towards Women's empowerment.
- To educate about environmental issues and conservation of natural resources.
- To assist economically backward students.

##### **2. The context:**

Pravara Rural Engineering College Loni is committed to develop dynamism, good leadership qualities, strong human values and social connect in our students. We provide them with the kind of platforms that motivate and prepare them for socially responsible citizen by forming various clubs run by the students and coordinated by teachers through which students get involved in social and extra-curricular activities.

### **3. The Practices:**

#### **1. Adarsh Foundation Club:**

Adarsh Foundation Club works on social issues like helping orphan children, creating awareness about social activities through the distribution of books, sanitary pads, and first aid kits to the needy students and maintaining clean and green college campus and local area.

#### **2. Nirbhaya Club:**

The Club is dedicated to supporting initiatives towards protecting self-esteem and ensuring safety of women by creating awareness in society towards women's safety, empowerment, domestic violence, sexual harassment and dowry. This club creates awareness through various activities.

#### **3. Space Science Club:**

This Club is a platform for students to promote their scientific interests and fulfil quests in doing science activities. The club aims to organize Seminars, Expert lectures, exhibitions, and Quiz competitions to inculcate students' skills in the field of space science.

#### **4. Language Lab Club:**

Language is a tool for communication, but its significance lies far beyond that. It gives insight into a person's mind and is also a symbolic character. At PREC, we recognize the importance of language skills for the students by setting up this club, where students are equipped with incredible linguistics by organizing different activities under the club.

#### **5. Green Campus Club:**

This Club aims to educate environmental issues and conservation. This brings students and faculty members together to discuss ecological issues and host events, volunteer and assist in "green" campus initiatives, and connect with local community in "green" projects like rainwater harvesting, waste water utilization, tree plantation, Solar Photovoltaic System, Solar Water Heating system, Solid Waste Management and Bio-gas plant.

#### **6. Earn and Learn Club:**

The main objective of the club is to help poor and needy students to pursue higher education. It aims to inculcate habit of self-discipline and cultivate the dignity of work among the students. The selected students are allotted work at various departments and sections after their time of academic engagement.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Pravara Rural Engineering College, Loni recognizes its privileged position as a rural institute of higher education in the nearby region and makes consistent efforts in fulfilling social responsibility towards the down trodden sections of society. Our institute was the first engineering college established in rural Maharashtra in the year 1983. Since then, our goal is to provide the best education possible to rural masses through implementation of innovative and first-of-its-kind beneficial practices. We believe that students must be given enough chances to exhibit their creative abilities through innovative ideas. To enhance their technical skills apart from the curriculum, several training programs are organized through PCDC. The NSS wing and various clubs of the college conducts social activities and awareness drives. Students participate in sporting activities and represent the college at several competitions. Our asset is our alumni. Most of them are working in top positions in national and multinational companies. Their supportive participation in various initiatives helps to foster the skills among juniors. However, distinctiveness of our institute can be highlighted through the innovative forum called as PRISM (Pravara Research Innovation, Start-ups and MSME's) established in the Institute. PRISM is established to promote research, innovation, incubation, start-up and entrepreneurship activities and to provide co-location facilities to institute and industries for research and development. It is a 'gateway' for PREC, Loni with an objective to take the research to industry and society.

**Pravara Research Innovation, Start-ups and MSME's (PRISM) Forum**

PRISM aims to foster Innovation and Entrepreneurship culture among the students and faculty members and offer training and mentorship to transform Ideas into Startups. It strengthens industry-academia collaboration and supports MSME activities. The forum also promotes Intellectual Property Rights management and educational outreach to nurture young innovators. Additionally, PRISM ensures that initiatives align with sustainable development goals, contributing to environmental and social well-being.

**Objectives:**

- 1. Foster Innovation:** Encourage creative thinking and novel solutions among students and faculty to promote research, innovation, incubation and entrepreneurship.
- 2. Promote Startups:** Provide training and mentorship to transform ideas into startups.
- 3. Industry-Academia Collaboration:** Partner with industries to align research with practical needs and address challenges of mutual interests.

4. **Support MSMEs:** Enhance the competitiveness and innovation of Micro, Small, and Medium Enterprises.
5. **IPR Management:** Facilitate patent filing and protect intellectual property.
6. **Recognition and Incentives:** Reward outstanding achievements in innovation and entrepreneurship.
7. **Promote Rural and Sustainable Development:** Undertake interdisciplinary projects useful for rural areas and ensure to contribute to environmental and social well-being.

#### **PRISM Activities:**

Followings are the activities that are carried out through different wings of PRISM.

##### **1. Institute's Innovation Council (IIC) (IC202014414):**

Pravara Rural Engineering College, Loni (PREC) established the Institute's Innovation Council (IIC) (IC202014414) on campus in November 2021, following the guidelines of the Innovation Cell, Ministry of Education, Government of India. The council's activities adhere to the provided calendar, encompassing seminars/webinars on innovation, startups, and entrepreneurship led by industry experts. Under the YUKTI Portal, PREC has trained ten senior faculty members as Innovation Ambassadors who assess, recommend, and guide to submit innovative ideas.

KAPILA activities include patent filing and funding support of up to Rs. 60,000/- for Intellectual Property Rights (IPR), with one application currently in process. The institute has also adopted PPS as an ATAL school to inspire innovative and creative thinking among students. Additionally, PREC hosts the Impact Lecture Series sponsored by the Institute's Innovation Council, facilitating expert-led sessions. Pravara Rural Engineering College's self-driven initiatives have earned it a 3-star rating from the Innovation Cell and a letter of appreciation for 2021-22. Furthermore, Dr. S.L. Kurkute was honored with the National Level Indian Innovative Startup Award (IISA) 2022.

##### **2. MSME Incubation Center at Pravara Rural Engineering College Loni:**

The MSME Incubation Center at PREC, Loni was established in September 2022 and is recognized as a Host Institute (HI) to function as a Business Incubator (BI). The center is eligible to receive up to Rs. 1 Crore as a capital support for plant and machinery. Additionally, funding and technical support are provided for various startup and entrepreneurship activities (MSME).

1. **Conducting Events:** The Institute conducts Idea Hackathons as per the schedule provided by MSME, inviting students, faculty, and external incubates to present their innovative ideas and startup proposals.
2. **Idea Selection:** Selected ideas from the Host Institute are submitted to MSME for further scrutiny.
3. **Funding Support:** MSME provides funding support of up to 15 lakhs per selected idea.
4. **PREC MSME Idea Hackathon 2:** PREC MSME Idea Hackathon 2 was held on December 6, 2022, this event received 63 ideas, with 25 being recommended for further processing.

The MSME Incubation Center at PREC fosters a culture of innovation and entrepreneurship, providing essential support and resources to transform ideas into successful ventures.

**3. SPPU's Innovation and Startup Cell:**

**SPPU's Innovation and Startup Cell** was established in 2021-22, this cell operates under the Centre for Innovation Incubation and Linkages (CIIL) of SPPU, Pune. It facilitates linkages for organizing and participating in innovation, startup, incubation, entrepreneurship, and research activities. Pravara Rural Engineering College has participated in the I2E competition, advancing to the third round with a project.

**4. Entrepreneurship Development Program (EDP Cell):**

The Entrepreneurship Development Program (EDP) Cell conducts various programs to inspire students toward entrepreneurship. It offers technical and legal support to budding entrepreneurs and participated as a jury member in the Maharashtra Startup Yatra, Ahmednagar.

**5. Tinkerers' Lab:**

**Tinkerers' Lab** is established in November 2019 with support from the IIT Bombay Alumni Association's Makers Bhavan Foundation. The Tinkerers' Lab work on the concept of "Learning by Doing" that promotes project-based learning and administered on the principle of run by the students for the students. It provides a basic platform for implementing and shaping ideas. The lab has received Rs. 15 lakh funding, with Rs. 35 lakh pending for the submission of FCRA Certificate.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The parent organization, Pravara Rural Education Society, creates prosperity—educational, social, economical, cultural, physical, and psychological—for complete student development.

Pravara Rural Education Society started with a handful of students under a thatched shed called Pravara Public School in 1964. But the story dates back to 1950, when the Pravara Cooperative Sugar Factory enabled prosperity for hitherto debt-ridden- farmers. Pravara Rural Education Society took things to the next level by utilizing nation-building, women's empowerment, and integrated rural development. Today, 42 Thousand plus students and over 1 lakh alumni continue to carry forward Pravara values to the world as create synergy between the global and the local.

Trust facilitates education, covering all sectors of education from pre-primary to higher education in arts, commerce, science, technical, pharmacy, agriculture, etc. Also, increased education literacy in the nearby rural region is contributed by this trust.

The institute believes in the trust philosophy of working for the common masses. The institution has adopted innovative and creative teaching and learning practices that encourage teachers and students to explore research and use pedagogical tools to understand and analyze concepts.

The features of the institute are as follows:

- Virtual Lab—Nodal Center selected by IIT Bombay
- Academic partner of IIT Bombay Spoken Tutorial.
- Tinkerers' Lab developed for hands-on practice to the students and projects.
- Skill and Personality Development Center for SC/ST Students.
- Institute Received the award of Leading Engineering College in Maharashtra
- Received National Education Leadership award by ABP News
- Received Placement Excellence Award of the Year 2023—Maharashtra.
- MSME Incubation Center as Host Institute.
- Teachers received Best Teacher Awards.
- A gold medal was awarded to a University Topper student.

### **Concluding Remarks :**

For the past 40 years, the institute has worked to fulfill its Trust Mission, which is to raise the general public's competency level and moral standards so they can meet the difficulties of a constantly changing world for the betterment of society.

The founders' goal was to ignite the social cause by educating the general public for their pleasure and well-being. Through campus recruiting and training programs, we provide holistic training to our students, who are the future citizens to be groomed and responsible. This includes instilling ethical ideals, encouraging self-

motivation and social awareness, and improving employability skills. Activities carried out over the years that have led to increasing enrolments, creative student projects and greater placements are indicative of the Institute's methodical and well-planned efforts in this area.

All stakeholders must be involved in the governance of the institute in order to oversee its regular operations and play a significant strategic role. Modern amenities are included in the academic infrastructure to improve the standard of instruction. Sufficient financial allocations are allocated to uphold and enhance the current infrastructure. The institute has a well-established organizational structure that facilitates the efficient operation of both academic and administrative procedures.

In order to give back to their alma mater, the Institute has maintained ongoing connections and interactions with alumni through expert talks, sponsored initiatives, and mentorship. Having industry contacts is crucial to giving our students practical experience. The institute strives to advance excellence in engineering knowledge through collaboration with industries and professional chapters.

The IQAC continuously monitors academic and administrative aspects. The institute's best practices have enabled different types of learners to adopt them for 360° development.

The institute is constantly striving for more industry contact and the development of new frontiers in research and education, all while taking into account the issues that engineering education will face in the future and the credentials and expertise that have been exhibited over the years in technical education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :36</p> <p>Remark : DVV has rechecked and made changes accordingly.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2149</td> <td>2006</td> <td>1877</td> <td>1799</td> <td>1782</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1797</td> <td>1197</td> <td>557</td> <td>750</td> <td>1056</td> </tr> </tbody> </table> <p>Remark : DVV has rechecked and made changes as per 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2149	2006	1877	1799	1782	2022-23	2021-22	2020-21	2019-20	2018-19	1797	1197	557	750	1056
2022-23	2021-22	2020-21	2019-20	2018-19																	
2149	2006	1877	1799	1782																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1797	1197	557	750	1056																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1667</p> <p>Answer after DVV Verification: 1661</p> <p>Remark : DVV has removed the duplicate names.</p>																				
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	



162	180	121	156	188
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
127	105	92	99	113

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
162	180	191	191	196

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
162	180	191	191	196

Remark : In this metrics the number of students admitted from the reserved categories (SC, ST, OBC etc.) should not be more than the number of seats earmarked for the reserved categories, Hence the value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	27	18	19	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	16	17	18

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

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
0	0	9.61667	26.96078	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5.00	0

Remark : DVV has rechecked and considered only research grants as per clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	6	12	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	06	08	03

Remark : DVV has rechecked and made changes as per the clarification.

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

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
434	72	58	48	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
296	15	03	04	06

Remark : DVV has exclude the publications without ISBN number.

3.4.3	<p><b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></b></p> <p><b>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>15</td> <td>18</td> <td>5</td> <td>18</td> <td>11</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>07</td> <td>08</td> <td>02</td> <td>11</td> <td>05</td> </tr> </table> <p>Remark : DVV has rechecked and made changes as per the clarification.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15	18	5	18	11	2022-23	2021-22	2020-21	2019-20	2018-19	07	08	02	11	05
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	18	5	18	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
07	08	02	11	05																	
3.5.1	<p><b><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :60</p> <p>Remark : DVV has considered only active MOU.</p>																				
5.1.2	<p><b><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Soft skills</i></b></li> <li><b><i>2. Language and communication skills</i></b></li> <li><b><i>3. Life skills (Yoga, physical fitness, health and hygiene)</i></b></li> <li><b><i>4. ICT/computing skills</i></b></li> </ol> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p> <p>Remark : DVV has rechecked and made changes as per the shared clarification.</p>																				
5.1.4	<p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above</p>																				

Answer After DVV Verification: B. 3 of the above  
 Remark : DVV has rechecked and made changes as per the shared clarification.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
287	277	293	246	177

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
282	269	289	245	175

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
429	515	525	500	460

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
429	515	525	500	460

Remark : DVV has removed the duplicate names.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	3	3	1

Answer After DVV Verification :

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

Remark : DVV has not considered the Exams conducted for job recruitments other than the examinations conducted by State / Central Government.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	56	3	49	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	25	03	19	18

Remark : DVV has rechecked and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	63	28	34	85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	16	26	15	54

Remark : DVV has exclude the less than 2000/- financial supports.

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

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

Answer before DVV Verification:

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	132	127	123	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	132	127	123	62

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	87	80	78	77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55	51	51	51	53

Remark : DVV has removed the duplicate names.

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 136            Answer after DVV Verification : 144</p>