



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

K J COLLEGE OF ENGINEERING AND MANAGEMENT RESEARCH

**SR. NO. 25 AND 27, KONDHWA SASWAD ROAD, NEAR BOPDEV GHAT, PUNE
411048.**

411048

www.kjei.edu.in/kjcoemr

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

K J College of Engineering and Management Research (KJCOEMR), Pune established in 2009, under the umbrella of KJ's Educational Institutes (KJEI), Pune with the dream to become a premier institute in the field of technical education. KJCOEMR is one of the reputed technical Institute imparting the finest quality education in Pune. The institute is affiliated to Savitribai Phule Pune University(SPPU), Approved by Govt. of Maharashtra, and Recognized by AICTE, New Delhi.

KJ's Educational Institutes (KJEI), is a pioneer in establishing and managing institutions in various streams of education (Engineering, Pharmacy, Architecture, Management, Engineering Diploma courses, Arts, Commerce and Science, an International School with Junior College) at almost all levels. For socio-economic and ethical transformation of our country, the foundation stone of the KJ's Educational Institute is sowed in 2005 with the great vision 'Education for All', KJEI has a commitment to contribute in the development and progress of the Indian society. The mission of KJEI is to impart quality education in engineering and creating a conducive environment for teaching learning process. It is one of the largest and best educational campus spread over 110 acres with excellent infrastructure, green and pollution free environment, located in the Sahyadri Valley at Bopdev Ghat, near Kondhwa Annex area in Pune city. Under the strong guidance of Hon. Shri. Kalyan Jadhav (President), Hon. Shri. Vinod Jadhav (Treasurer), Hon. Mrs. Harshada Jadhav (Managing Director), Hon. Mrs. Vibhavari Jadhav Deshmukh (Managing Director), Hon. Maj. Gen. Sameer Kalla VSM (Retd.), (Executive Director), Dr. A. M. Fulambarkar (Technical Director), KJEI is serving to the Rural area in the field of education. KJEI provides KJEI scholarship to economically weaker section students with the thought that no one will remain far from education due to financial problem.

"The journey of a thousand miles begins with one step."

With these words KJEI is continuously running to serve Society in every aspect of life. K J College of Engineering and Management Research, started in 2009 (Academic year 2009-2010) and popularly known as KJCOEMR in the year 2010. The evolution of the Institute over the years has witnessed a strong blend of state-of-the-art infrastructure and intricately intertwined human resources committed to providing professional education with a thrust on creativity and innovation. The main focus of KJCOEMR is on adapting the teaching-learning process that leads the research orientation to expand personal as well as national growth. It is a premium self-financed institute with necessary infrastructural facilities in place to support all academic activities in each department.

The institute is focused on its highest academic excellence and committed for providing quality education. Teaching Learning Practices (TLP) in all the departments are streamlined for the improvement of academic performance and holistic development of the students. Learning methodology, quality in teaching, planning, and flexibility in working are an integral part of culture and practices at KJCOEMR. Various activities entrust our students with the required skills to command in dynamic and challenging global environment.

Vision

"To be a premier knowledge center of the nation for socio-economic development."

Mission

"To provide education that combines rigorous academics with joy of discovery through sustained efforts and dynamic strategies in building innovative, participatory, problem based learning practices and research that leads to capacity building of the students."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent Teaching Learning Process.
- ICT enabled modern teaching and learning environment supported by a well equipped laboratories.
- Consistent excellence in University Results.
- Experienced, skilled and dedicated Faculty with an effective teamwork culture.
- Support to faculty for pursuing higher education.
- Student Training Programme.
- Collaboration with reputed Industries and institutes.
- Support Faculty and students for holistic development and making them globally competent.
- Mentorship with the College of Engineering Pune (COEP).
- Library with ample number of books e-resources, reading hall and digital access.
- Good in-campus Placement record.
- Excellent extra-curricular activities, sports-culture, well organized extension, community service programs and outreach activities by students and faculty.
- Green campus with distinct amenities.
- Center of excellence in AI and EV startup.
- Rooted culture values and moral responsibility reflected in our successful Alumni.

Institutional Weakness

- Less number of funded research and consultancy projects.
- Less Research Grants.
- Less number of doctorate faculty.
- Limited flexibility in curriculum design as affiliated to SPPU.

Institutional Opportunity

- Research Centre in various branches.
- Fostering research and development to support the industry around Pune.
- Enhancing the entrepreneurship activity to join with "Make in India" scheme of the Government of India.
- Enhancing the number of patents and commercialization.
- Enhancing number of faculty with Ph.D. qualification.
- Establishment of Incubation Centre.

Institutional Challenge

- Attract meritorious students at national level.
- To adopt the global evolving industrial landscape in creating and managing intellectual property effectively.
- Commercialization of Community Development and inculcate Social Responsibility through project execution.
- Skill development for Placements, especially for students from rural background.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

K J College of Engineering and Management Research (KJCOEMR), is affiliated to the Savitribai Phule Pune University (SPPU), Pune and follows the curriculum provided by the University. The institute implements a standard process of planning and executing activities that are necessary for efficient delivery of curriculum. The Institute follows well planned processes of SPPU, Pune like preparation of academic calendar, load distribution, timetable, teaching plan, syllabus completion, attendance record, results, continuous assessment and feedbacks.

Apart from the SPPU-affiliated programme courses, the Institute offers value-added certification courses. These value-added courses aid in bridging the knowledge gap between the curriculum and the needs of industry and provide information on current trends and technologies. The students enroll and successfully complete the online certification courses like MOOCs, SWAYAM, NPTEL etc.

The institute has an SPPU- approved National Service Scheme (NSS) unit, which gives students the chance to learn moral and ethical principles and get opportunity to serve society. Numerous activities are carried out as part of CSR (Corporate Social Responsibility), blood donation drives, Swachha Bharat Abhiyan, tree plantation, residential camp, voter registration for new voters, traffic awareness, visits to orphanages and other such organisations, fund raising for places devastated by natural disasters, etc. to inculcate crosscutting issues like gender, human values, environment and sustainability etc.

The student welfare department of the institute run Karmveer Bhaurao Patil Earn and Learn Scheme as per the guidelines of the SPPU, Pune to provide financial support and boost human values and professional ethics of the students. At institute level, gender equality is maintained through various programs organized for student and staff.

Yearly feedback on the curriculum is taken from different stake holders including students, staff, alumni, parents, and the employers. Their valuable suggestions are taken into consideration by planning various activities, such as guest lectures, content beyond syllabi, support and services, and value-added courses etc.

Teaching-learning and Evaluation

Academic success is a direct result of outstanding teaching learning since it is the core component of any educational institution. The admissions to various programmes are enrolled in accordance with the procedure through the Centralized Admission Process (CAP) prescribed by the state government of Maharashtra and Directorate of Technical Education(DTE), Maharashtra. The enrollment percentage and percentage of seats

filled against reserved categories (SC, ST, OBC etc.) are in accordance with the applicable reservation policy of the state. Over the past five years, first-year admissions have been good enough. The institute maintains an ideal student-teacher ratio by following AICTE guidelines for hiring the faculty and it is adequate as per norms.

The institute promotes a dynamic learning environment by providing teachers with cutting-edge ICT tools. The institute uses student-centric methodologies such as problem-solving, experiential, and participatory methods. A diverse array of experiential learning techniques enriches the educational experience through industrial visits and internships. Participatory learning is demonstrated through student associations, Student Training Programme (STP), workshops, seminars, poster presentation, quiz competition, etc. Problem-solving skills are approached through various means to be technically aware of real world problems such as Project-Based Learning (PBL), Mini Projects, Final Year Projects etc. Faculty members undergoes various skill development programmes. Every department is equipped with internet-connected smart boards and projectors. The institute retains well qualified and experienced teachers with sufficient number of Ph.D/NET/SET staff.

The procedure of examinations and evaluation is carried out in compliance with SPPU norms. The efficient, open, and reliable administration of examinations is ensured by the well-organized system in which all departmental's Heads and CEO operate under the direction of the Head of the Institution. The Course Outcomes, Program Outcomes and Program Specific Outcomes are adopted by the institute to foster continuous improvement in Teaching learning process to meet with the institute vision and mission. These COs, POs and PSOs are displayed in the Department and also made available in the Institution website. The institute mainly focuses on the quality of students, preparing them academically and professionally well to meet the challenges of the real world scenario.

Research, Innovations and Extension

A knowledge-creation-transfer ecosystem has been established by the institute. The Institute has IPR, Innovation and Research & Development Cell to faculties of various departments. The Cell encourages students and faculties to participate in Project Competitions, paper presentation and publications at National and International Conferences, Journals, Patents, Book Chapters, Books etc. There are 30+ patents, 5 copyrights, 300+ papers, 16 books by faculties. The institute has organized two International Conferences (ICITET-2022 and ICITET-2024).

The institute has established an Entrepreneurship Development Cell to increase student entrepreneurships and help them to develop managerial abilities. The cell has received 20000/- as a non-recurring grant for conducting Entrepreneurship Awareness Camp under DST-NIMAT. Our students successfully completed research projects under the Innovation and Incubation Lab on the development of sustainable crops in hydroponic and aquaponic systems. A project on sustainable energy concepts of electricity generation, has been completed. Recent developments in research include initiatives to produce energy from plastic and biodegradable garbage. A research-based start-up project supported by the Incubation Lab received the runner-up prize in a national competition. Student's article on AI- based start-up idea, was accepted by Springer Magazine. The institute has a Centre of Excellence in Artificial Intelligence and Electric Vehicle Start-up Lab which received total grant of Rs.10,92,000/-. It has made E-bicycle, Cargo Electric Bicycle, Solar Power based E-bike, Golf Cart. More than 17 research papers were published in these domains.

Initiative has been taken by the institute in outreach and social activities to create awareness among the students. More than 78 activities have been carried out through NSS in the neighborhood communities and 35+

activities were carried out by various departments. The Voter Awareness Program was awarded by the District Election Officer in 2022-23. NSS and Outreach programs are recognized and awarded by government and non-government bodies. The Institute has received appreciation letters in accordance with NSS, SPPU Pune. MOU's/Collaborations with industries in India and abroad for internships, training, project work, student and faculty exchange with collaborative research are in function with the institute for holistic development of students. More than 90 programs were carried out.

Infrastructure and Learning Resources

All the necessary state of the art infrastructure, learning resources and facilities are as per the AICTE norms to meet various requirements of teaching-learning process. Spacious, well ventilated classrooms, tutorial rooms are equipped with modern ICT tools. Well equipped laboratories are provided to perform practical and projects work.

The C.C.T.V. vigilance system is installed at the institute for surveillance, monitoring of academic activities and university examinations. A modern seminar hall & Conference hall with audio visual equipment and power backup is made available for conducting various college functions. The institute offers medical facilities in Campus. Well-furnished hostel for boys & girls with the accommodation facility for 1200 students is available in the campus. The institute has other amenities and facilities like well maintained landscape, playground for outdoor games, gymnasium, indoor games facility, lift, canteens, mess, ATM, general store etc. Uninterrupted electricity supply is ensured in the campus with the help of 500 KVA generators and UPS (70KVA) systems. The institute has provided with safe drinking water facility at various places in the campus and in the hostel. Sewage Treatment Plant is available for recycling and reuse of waste water.

Institute has a well-equipped central library with reading room, digital library with multimedia support, significant number of text books, reference books, and journals. Students and faculty members can access various research publications through e-journals/e-resources like e-books, IEEE, Springer, Delnet, K-nimbus, NPTEL lectures etc. Subscriptions of e-resources are renewed annually.

All the departments are well equipped with state of the art IT infrastructure, & high speed internet service (500Mbps). The information security and network security are ensured through the firewall.

The institute has effective mechanism for all kind of maintenance and upkeep of the infrastructure, campus facilities and equipments. The institute's housekeeping staff looks after day to day cleanliness, hygiene and maintenance of the premises. Security staff maintains security and safety in the campus. Plants and trees in the campus are being taken care by gardeners. Adequate budget is allocated for maintenance, up keeping and for up-gradation of infrastructural facilities.

Student Support and Progression

The institute offers numerous scholarships, freeships and earn-and-learn programs to support students from different categories, including SC, ST, and OBC. In addition to government and non-government scholarships from organizations like Persistent, Leela Poonawala, etc. are available. The institute also provides scholarships for economically weaker and meritorius students.

The institute organizes various capacity building and skill enhancement programs such as competitive

examination guidance, career counseling, soft skill development, and language proficiency to make students globally competitive.

The institution has various committees and cells to handle timely redressal of student's grievances like Grievance Redressal Committee, Internal Complaints Committee and Anti-Ragging Cell. During induction program students are briefed about these cells.

The institute has a dedicated Training and Placement Cell that assists students in securing employment and organizes campus interviews. Additionally, a separate Entrepreneurship Development Cell (EDC) guiding students in starting their own businesses and develop their entrepreneurial skills.

Various cultural & sports activities are organized by organization for overall development of students. Students are also encouraged to participate in co-curricular and extracurricular activities at intercollegiate, university, state & national level and their history of involvement and achievements in various events reflects this commitment. Every year, thousands of students take part in the events organized by institute as part of the KJ Youth Festival.

The institute has a Registered Alumni Association since 2016. The institute maintains strong bond with alumni, institute & students through various events like alumni meets, career counseling sessions, technical lectures, seminars, webinars, etc. The institute is grateful to alumni for their active participation in the development of organization.

Governance, Leadership and Management

The mission of this Institute is to provide high-quality education, aiming to establish itself as a centre of excellence in engineering. The Institute emphasizes on the holistic development of both students and teachers, fostering a culture of research and development among faculty and students. The students are encouraged to participate in extra-curricular and co-curricular activities. The concrete efforts are made to enhance Industry-Institute-Interactions and stay updated with recent trends, technologies, and entrepreneurship.

The Institute maintains a transparent work culture and engages in student-centric activities through participative management strategies. Governance involves the Governing Body, College Development Committee, and Internal Quality Assurance Cell, all working closely with the Management and Principal. Decentralization of powers is implemented at institute level. The Principal is supported by Deans, HODs, Administrative Heads, and committee coordinators in decision-making processes. Faculty members contribute to academic and administrative leadership.

Regular interactions with stakeholders helps in developing and executing the Institute's strategic plans, policies, and strategies. The implementation of the National Education Policy (NEP) is crucial for enhancing institutional mechanisms for quality assurance. By adopting the NEP framework, the Institute promotes a culture of innovation, research, and continuous evaluation, thereby advancing educational excellence.

The Institute has a well-defined organizational structure and adheres to recruitment norms set by the affiliating University, Government of Maharashtra, and AICTE. It offers various welfare schemes for teaching and non-teaching staff, conducts annual performance appraisals, and encourages faculty to pursue higher qualifications for career development. Skill enhancement for staff is supported through various FDPs, STTPs, workshops.

Feedback system is deployed to ensure quality of faculty members.

Academic and administrative budgets are adequately provisioned, and resources are optimally utilized for efficient functioning. The Principal, Dean Academics, and HODs, along with the Academic Monitoring Committee (AMC), oversee the teaching-learning process and student development. The AMC, part of the Internal Quality Assurance Cell (IQAC), audits departmental activities periodically. The IQAC plays a key role in maintaining a quality culture, implementing initiatives to improve academic and administrative performance, and regularly review ongoing processes and future strategic plans.

Institutional Values and Best Practices

The institute is dedicated in fostering ethical professionals and responsible citizens with a strong emphasis on environmental protection and the socio-economic empowerment of women. By creating a safe environment and raising awareness about women's rights, the institute plays a pivotal role in their empowerment. To promote gender equity among students and staff, the institute ensures equal opportunities for both men and women in all activities and processes.

Recognizing the impact of environmental stewardship on societal development, the institute undertakes initiatives like tree planting, wastewater treatment, safe e-waste disposal, and solar energy utilization. These efforts are supported by policies aimed at environmental and energy conservation, with regular audits to ensure compliance. The institute is also committed to creating a barrier-free campus for disabled individuals.

Through NSS and cultural activities, the institute fosters harmony, cooperation, core values, dignity, diversity, and inclusiveness. It prioritizes practices that benefit both students and society, such as the "Student Training Program," which enhances students' technical and soft skills through a blend of classroom teaching and industry-oriented training which helps students in placements, higher studies and entrepreneurship. The institute also offers facilities like advanced research labs and ICT-equipped classrooms to nurture creativity and problem-solving abilities.

In fulfilling its societal duties, the institute engages in various initiatives, including blood donation camps, road safety awareness programs, and support during the COVID-19 pandemic. Spanning 110 acres, the campus provides an ideal environment for academic, health, and extracurricular activities, with facilities like sports grounds, a swimming pool, and an auditorium to support students' interests and hobbies.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | K J COLLEGE OF ENGINEERING AND MANAGEMENT RESEARCH |
| Address | Sr. No. 25 and 27, Kondhwa Saswad Road, Near Bopdev Ghat, Pune 411048. |
| City | Pune |
| State | Maharashtra |
| Pin | 411048 |
| Website | www.kjei.edu.in/kjcoemr |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|-----|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Suhas S. Khot | 091-8446021199 | 9156555866 | - | principalkjcoemr@gmail.com |
| IQAC / CIQA coordinator | Abhishek K. Taware | 091-8446031199 | 9822263143 | - | tawareabhishek@gmail.com |

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

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

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

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------------|----------------------------------|-------------------------------|
| Maharashtra | Savitribai Phule Pune University | View Document |

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 02-06-2023 | 12 | AICTE EOA is applicable for Academic Year |
| AICTE | View Document | 02-06-2023 | 12 | AICTE EOA is applicable for Academic Year |
| AICTE | View Document | 02-06-2023 | 12 | AICTE EOA is applicable for Academic Year |

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

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Sr. No. 25 and 27, Kondhwa Saswad Road, Near Bopdev Ghat, Pune 411048. | Semi-urban | 10.86 | 11806.66 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|--|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Civil Engineering,Civil Engineering | 48 | HSC Science or Twelfth Class with PCM and appeared for MHTCET or JEE with Non Zero Score | English | 60 | 0 |
| UG | BE,Computer Engineering ,Computer Engineering | 48 | HSC Science or Twelfth Class with PCM and appeared for MHTCET or JEE with Non Zero Score | English | 180 | 180 |
| UG | BE,Electrical Engineering, Electrical Engineering | 48 | HSC Science or Twelfth Class with PCM and appeared for MHTCET or JEE with Non Zero Score | English | 60 | 31 |
| UG | BE,Electronics And Telecommunication Engineering,Electronics and Telecommunication Engineering | 48 | HSC Science or Twelfth Class with PCM and appeared for MHTCET or JEE with Non Zero Score | English | 60 | 57 |
| UG | BE,Mechanical Engineering,Mechanical Engineering | 48 | HSC Science or Twelfth Class with PCM and | English | 90 | 1 |

| | | | | | | |
|----|--|----|--|---------|----|----|
| | | | appeared for MHTCET or JEE with Non Zero Score | | | |
| UG | BE,Electronics Engineering,VLSI Design and Technology | 48 | HSC Science or Twelfth Class with PCM and appeared for MHTCET or JEE with Non Zero Score | English | 60 | 30 |
| UG | BE,Electronics And Communication,Advanced Communication Technology | 48 | HSC Science or Twelfth Class with PCM and appeared for MHTCET or JEE with Non Zero Score | English | 60 | 45 |
| PG | ME,Civil Engineering,Structural Engineering | 24 | BE or B.Tech | English | 24 | 14 |
| PG | ME,Computer Engineering ,Computer Networks | 24 | BE or B.Tech | English | 12 | 6 |
| PG | ME,Computer Engineering ,Computer Engineering | 24 | BE or B.Tech | English | 12 | 3 |
| PG | ME,Mechanical Engineering,Design Engineering | 24 | BE or B.Tech | English | 12 | 1 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 10 | | | | 23 | | | | 65 | | | |
| Recruited | 2 | 0 | 0 | 2 | 1 | 1 | 0 | 2 | 9 | 12 | 0 | 21 |
| Yet to Recruit | 8 | | | | 21 | | | | 44 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 8 | | | | 21 | | | | 44 | | | |
| Recruited | 2 | 0 | 0 | 2 | 6 | 2 | 0 | 8 | 20 | 19 | 0 | 39 |
| Yet to Recruit | 6 | | | | 13 | | | | 5 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 0 |
| Recruited | 0 | | 0 | | 0 | 0 |
| Yet to Recruit | | | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 34 |
| Recruited | 29 | | 5 | | 0 | 34 |
| Yet to Recruit | | | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 12 |
| Recruited | 11 | 1 | 0 | 12 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 0 | 0 | 7 | 3 | 0 | 3 | 2 | 0 | 19 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 29 | 0 | 55 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 2 | | 1 | | 3 |

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 | 240 | 12 | 0 | 0 | 252 |
| | Female | 111 | 0 | 0 | 0 | 111 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 11 | 0 | 0 | 0 | 11 |
| | Female | 13 | 0 | 0 | 0 | 13 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 17 | 14 | 10 | 4 |
| | Female | 8 | 4 | 4 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 3 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 40 | 25 | 25 | 12 |
| | Female | 18 | 14 | 5 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 76 | 120 | 82 | 52 |
| | Female | 32 | 26 | 23 | 10 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 53 | 16 | 16 | 2 |
| | Female | 15 | 3 | 2 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 259 | 222 | 170 | 87 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>a) The institute's vision and mission promote the overall development of both teachers and students. In order to fulfill the institution's vision, the mission statement explicitly concentrates on the needs of society, emphasizing the adoption of a distinct and unique value system, an open workplace culture, extremely good academic and physical conditions, and an environment that is suitable for learning and creativity. First-year engineering students must take the fundamental Engineering sciences, such as physics, chemistry, and mathematics, whereas civil engineering students must adopt geology. The curriculum by university, offers a credit system based on student choice in order to foster their overall academic development. The curriculum at present has limited scope of multidisciplinary flexible curriculum. The open elective subjects, audit courses, and honours courses are available to students. In addition to academics, proper steps are taken to establish an interdisciplinary or multidisciplinary research culture in teachers and students. They are urged to join teams made up of individuals from various academic fields as they take part in a variety of technical competitions. To engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges, the Institution has an Innovation and Incubation lab, Artificial Intelligence Lab and Electric Vehicle (EV) Startup. The students are motivated and supported to carry out multidisciplinary start up based projects such as EV Golf Cart with dumping mechanism, plant disease detection, simple chat bot and driver alert system etc.</p> |
| 2. Academic bank of credits (ABC): | <p>As we are affiliated to university, we follow guidelines given by SPPU. The institution promotes and makes sure that students choose to participate in online courses through national program like SWAYAM and NPTEL. In our institute, we are currently registered and giving awareness of ABC to the students.</p> |
| 3. Skill development: | <p>The institute offers Student Training Program (STP) in the form of technical, soft skill, communication, fundamental, and aptitude training, research methodology, and technical report writing to all student from FE to BE. These skill development activities helps to improve self – confidence and</p> |

| | |
|---|--|
| | <p>employability. The Institute conducts value-added courses on various technology advancements to provide state of the art knowledge and skill sets. The Institute has carried out various activities through NSS in the neighborhood communities. The students have participated and successfully completed the activities which leads their holistic development. The institute has signed memorandum of understanding (MoU) with various industries and organization. These collaborations provide Industrial Visit, Training, Internship, Workshop, Project Sponsorship etc.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Through NSS, the Institute has conducted a number of programmes in the surrounding communities. A few of the events are 'Swachh Bharat Abhiyan', Street play, NSS special camp, NSS day celebration, 'Shahid Diwas', 'Marathi Bhasha Diwas', women's day, tribute to martyrs, Engineer's day, Covid vaccination drive, Mask distribution activity, Covid-19 awareness quiz, mask preparation and distribution, Savitribai Phule jayanti, Swami Vivekananda jayanti and Rajmata Jijau jayanti, Shivjayanti, University level camp participation, Road safety awareness activity, Savitribai Phule smrutidin, NSS special camp for rural development, Dr. A.P.J. Abdul Kalam jayanti etc. Blood donation camps were arranged regularly by the students in the college premises. The activity has been supported by hospitals and NGOs. To sensitize students towards social issues go cycle rally, tree plantation, free health check-up and yoga activities are carried out. The mentalities of students have been stimulated and they were made aware of their responsibilities as members of society courtesy to the NSS special camp for rural development. The students integrated themselves into village life and engaged in social activities to overcome the villagers' ignorance of many social issues. The students mould themselves with the village life and carried out the social activities to bridge the gap between villagers and their unawareness towards many social issues. The programs like Savitribai Phule Jayanti, Swami Vivekananda Jayanti and Rajmata Jijau Jayanti, Shivjayanti etc. are carried out every year to make students aware of the work, devotion and dedication of such great people in overall development of the nation. The college hosts cultural and sports event</p> |

| | |
|---|---|
| | <p>"KJ YOUTH FEST". It serves as the cornerstone of an annual festival of culture and sports. This activity encourages student creativity in areas such as modeling, analysis, planning, interpersonal skills, acting, singing, dancing, playing an instrument, and management. College has digital library by using which student can access IKS courses.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The Institute is affiliated with Savitribai Phule Pune University. The University develops the curriculum, and the institute adheres to it strictly. The design of the syllabus involves participation and contributions from the faculty of several departments. These teachers provide important input that helps to shape the curriculum. According to the standards and recommendations of statutory regulatory authorities, each course listed under a department's curriculum has Course Outcomes (COs) mapped with Program Outcomes (POs), and Program Specific Outcomes (PSOs). Teachers, students, and other stakeholders are informed about these POs and PSOs through the institute website, student/faculty notice boards, laboratory notice boards, administrative offices, laboratory manuals, project workbooks, department news bulletins, faculty course files, etc. Faculty shares University defined Course Objectives and COs with the students at the beginning of the class work. At the end of the semester, all departments map the course outcomes with POs and PSOs in order to strengthen the teaching-learning process for the upcoming semester. In addition to the University established curriculum, the course work includes Project Based Learning, Mini Projects, Seminars, Final Year Projects, and Internships. The institute hosts Technical Design and Project Competitions to explore the hidden talents.</p> |
| <p>6. Distance education/online education:</p> | <p>The Institute motivates students to get certification for online and offline courses like NPTEL, IBM Skill Build certification such as AI, Cyber Security, Cloud Computing, AICTE & EY-GDS Project Based Internship, Industry 4.0 technologies such as Machine Learning, Internet of things, Computer Vision, Deep Learning, SAP Modules etc, SAP Certification, VOIS Certification such as Cyber security, Linux and Data Analytics, Cloud Computing, Blockchain, Power BI, Full stack Web Development. Infosys Springboard offers 12000+ courses on digital platform, Industry role based</p> |

certification, Choice based credit course, Internship and with collaboration with EduSkills Industry Center of Excellence we provided online courses on Juniper Networks Certified Associate (JNCIA)-JUNOS (R & S), Cloud, Security, DevOps & Automation, Mist AI, AWS Academy Cloud, AI & ML, Data Analytics, Palo Alto Networks Certified Cybersecurity, Embedded System Developer, Embedded Linux , IoT (Internet of Things) ,ATMEGA 16 etc., VLSI, free certification on Oasis info byte. For productive academic teaching, the Institute utilizes online tools like Google Classroom, Microsoft Teams, Zoom etc. Through these channels, information is circulated in the form of lecture notes, videos, etc. The institute has made Memorandum of understanding (MoU) with GTT Barclay, ZENSAR, Edunet Foundation, Eduskill and Rubicon Skill Development Pvt. Ltd, ETHNUS Consultancy Services Pvt. Ltd to provide online education in various tools and quiz to develop soft skills. The Institute has done MOU with IIT Kanpur Foundation for Advanced Continuing Education & Training (IFACET) to conduct FDP and STTP for students and staff. The Institute effectively utilizes virtual laboratory to strengthen the teaching and learning methodologies.

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. The Electoral Literacy Club has been set up in the college on 3rd August 2022. It works in association with NSS Unit. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes .The committee is functional and conducts various activities. |
| 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 | Institute honored by Additional Collector, Hon. Shri. Ajay More at Collector office, Pune. for the Valuable Special Contribution Work in Voting Campaign . The different general initiatives carried out by the ELC are 1. Organizing the club enrollment 2. Planning the activities 3. Frame the guidelines for smooth conduction of electoral activities 4. Generate the ELC resources 5. Facilitating the students who have not |

| | |
|---|---|
| <p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>registered as voters. 6. Registering the students and communities for voter registration 7. Participate in voter awareness campaign.</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>The college has conducted voter registration campaign program called as “Voter Awareness Program” New voter registration , linking of Aadhar No. with Voter ID and name correction on 25th Nov. 2022 in association with NSS and Collector office, Pune .The venue of the program was computer centre from 10.00 am to 2.00 pm. All the students who have completed 18 yrs of age were informed about the campaign and asked to register as New Voter. The documents required for registration were checked by the ELC members and the students were asked to register. The website for new voter register was given to the students https://www.nvsp.in and the procedure was explained to them .The total students who registered on that day were 118 (48 girls and 70 boys) .</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The efforts taken by the college to institutionalize mechanism to register eligible students as voters through campaigns involves posters and digital/ social Media. The idea behind campaigns is to create and share electoral literacy information in an interesting, creative and engaging manner and encourage participation from all students. The Festival/Mahotsav will bring together members of all college societies to organizes events like street play / road show, Voter Pledge. Institute celebrates The National Voters' Day on 25 January. Its significant purpose is to encourage young voters to take part in the electoral process. Discussions are a great way for conversation to get going amongst the youth. ELC members, have already garnered enough knowledge on the electoral process and subjects related to voter awareness.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1199 | 1056 | 1154 | 1197 | 1060 |

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

2 Teachers

2.1

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

Response: 132

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

2.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 74 | 74 | 64 | 69 | 80 |

3 Institution

3.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 458.81 | 388.81 | 228.72 | 277.44 | 204.64 |

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

K J College of Engineering and Management Research, Pune is affiliated to Savitribai Phule Pune University(SPPU), and as such follows a predetermined syllabus set by the SPPU, where our well experienced faculty are involved in the curricular planning of SPPU through syllabus setup meetings, faculty orientation workshops (FOWs) etc. The college implements the same in an innovative way through these established academic structures and is committed to providing academic development for the students.

The academic planning of the college is streamlined with the academic calendar provided by SPPU and academic calendar of the college. Every department plans their co-curricular and extra-curricular activities according to these calendars.

The schedule for teaching, examinations, vacations, etc. is strictly followed by the college to ensure smooth and efficient functioning teaching and learning processes.

The academic process includes the academic calendars, timetables, workloads, and other supporting administrative tasks. These processes are well planned in advance before the start of the semester.

The steps of processes are planned through the semester as given below.

1. Subject choice by faculty.
2. Preparation of Load Distribution
3. Timetable Preparation
4. Subject Preparation by Faculty
5. Academic Execution
6. Report Submissions
7. Report Compilation and Analysis

The student's attendance is specifically monitored by the Guardian Faculty Member, class teacher, departmental academic coordinator, and respective heads of the department for effective delivery of the course content.

For the purpose of conducting continuous internal evaluation, teachers prepare their schedule of teaching, class tests, and assignments in accordance with their allotted timetable keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their

final internal assessment marks.

For continuous growth, our teachers regularly update their knowledge through active involvement in research and faculty development programmes. They are also members of various bodies of the university contributing to curriculum reviews, assessment, and evaluation. The college employs technologically enabled and well equipped infrastructure for everyone for an appropriate teaching and learning process that includes, ICT tools like smart boards, LCD projectors, Internet enabled laboratories, Google Classrooms, etc. Experiential learning for the students through laboratory practicals, case studies, internships, projects, and field trips is specifically facilitated. A library provides access to a vast repertoire of international and national journals, reports, books, etc., as well as e-resources to strengthen the teaching and learning processes besides its academic credentials.

Through focused interactions, guidance offered by the teachers and feedbacks, the students are able to have their academic and other issues suitably addressed.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.2 Academic Flexibility

1.2.1

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

Response: 53

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

1.2.2

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

Response: 51.06

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1041 | 857 | 287 | 88 | 620 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institute makes every effort to augment the curriculum through varied activities that address crosscutting concerns regarding a sustainable environment, gender equality, human values, and professional ethics in order to address the economic, social, and environmental challenges.

Professional Ethics: The students are trained to uplift their professional knowledge, making judgments, conducting soft skill programmes, and applying their skills through various training and placement activities and audit courses. Internship and Project Based Learning added to the curriculum, which inculcates professional ethics through experimentation, group learning, and the use of various modern technologies in industry. The various activities, such as skill development, sessions on Research Methodology, IPR and Patent awareness programs, session on German language, counseling sessions on different topics, etc. are conducted.

Gender Equality: The college organizes various programmes to sensitize students about gender equality. Institute gives equal importance to all for all of its activities. The institute has conducted various programs under women development cell to empower the women through the activities based on entrepreneurship, business development, self-defense, health and hygiene, etc., gender sensitization and Yuvti Mahotsav through NSS.

Human Values: The College has formed an Anti-Ragging Committee. This committee consists of the principal, various nominee members, and students. Ragging, a violation of basic human rights and principles, is effectively controlled by this committee. A hostel Committee is formed to educate

students and prevent ragging. The institute implemented the Earn and Learn scheme as per the guidelines of SPPU, Pune, where students from economically weaker sections work for college and financially benefited through this scheme. Various programs like Swacha Bharat Abhiyan, Blood Donation Camp, Residential Camp, day celebrations such as Mahatma Phule Jayanti, Dr. B. R. Ambedkar Jayanti, Mahatma Gandhi Jayanti, etc. organized through NSS, as well as various sessions on universal human values, relationship management, computer literacy, stress management, financial literacy, etc. to inculcate human values in the students.

Environment and Sustainability: Apart from the curricular courses, various extracurricular activities such as tree plantations, Swachha Bharata abhiyan, clean campus drive, etc. are conducted to create awareness on environmental issues and their sustainability to society. The institution also have implemented rainwater harvesting system.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.3.2

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

Response: 82.74

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

Response: 992

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 42.94

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 363 | 229 | 191 | 137 | 59 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 570 | 450 | 390 | 390 | 480 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 77.59

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 332 | 225 | 172 | 135 | 57 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 332 | 225 | 195 | 195 | 240 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.2

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:

Our institution offers a wide range of opportunities to support student's academic growth, in addition with a broad spectrum of extracurricular and co-curricular activities. We are highly committed to foster a dynamic learning environment through student-centric methods, including experiential learning, participative learning, and problem-solving methodologies.

Experiential Learning

To strengthen experiential learning, each department organizes a variety of events. The institution actively promotes and supports initiatives such as internships, which help third-year students gain practical knowledge and enhance their cognitive and creative development. Additionally, Eduskills provides access to online internship opportunities, while the Electric Vehicle Lab and Virtual Labs support the development of practical and project management skills. The IITK Student Development Program offers contemporary training, and NPTEL facilitates ongoing adaptation to the evolving modern landscape. Furthermore, industrial visits provide additional avenues for students to acquire practical experience.

Participative Learning

Participatory learning methodologies encompass educational strategies that actively engage students in their own learning journey. These approaches foster a sense of accountability for their education and promote collaborative problem-solving. In alignment with this philosophy, our institution ardently supports participation in workshops, value-added programs, seminars, paper presentations, quiz competition and project expos. To further cultivate student's latent talents, we organize the annual technical event "Gravity," designed to highlight their technical prowess, and the Annual Cultural Program "Malhar," which provides a platform to display their artistic and physical abilities. Additionally, student associations within the Department play a crucial role in orchestrating and overseeing a diverse array of activities. Through active involvement in extension programs such as the National Service Scheme, students contribute positively to both the community and society to a great extent.

Problem Solving Methodologies

Students apply a variety of problem-solving strategies to develop technical proficiency in handling real-world difficulties, such as final year projects, mini projects, project-based learning, product design and modeling, poster competitions and Hackathons.

Students benefit greatly from KJCOEMR's partnership with the College of Engineering, Pune (COEP) since it gives them access to COEP Virtual Laboratories and chances to take part in a variety of educational activities. The collaboration between Eduskills and IITK provides students with access to the advanced technological training and improved employment options. The organization frequently hosts experts from several fields to provide perceptive comments during the organization's regular guest lectures, webinars, seminars, and workshops. Materials through e-learning and Wi-Fi allow for experiential learning in the college's labs. ICT platforms such as utilization of smart boards, projectors, and communications platforms such as Zoom, Google Meet, Microsoft Teams, and Google Classrooms provide efficient remote teaching - learning in enhancing the quality of education to students. Electronic materials from the Central Library significantly enhance student's academic development and understanding.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 63

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 100 | 97 | 107 | 118 | 151 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 18.56

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 20 | 16 | 12 | 10 | 9 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Inline to the University's Academic Calendar, Institution designs a timetable for various tests, which is subsequently incorporated into the Institute's Academic Calendar. This calendar is provided to students at the beginning of the semester and is also published on the Institute's website. Unit tests and preliminary exam schedules are shared with students one week prior to the respective examination dates. Evaluation process consists internal and external.

Internal Assessment:

Internal evaluation includes attendance, unit tests, preliminary exams, assignments in class on time, as specified in academic calendars and conspicuously posted on notice boards. Answer sheets are then carefully evaluated, and after a week, results and response sheets are sent out for student confirmation. Transparency in evaluation processes is maintained through sharing of assessment rubrics. GFMs then inform to parents about their children's progress, promoting teamwork. All grievances are actively addressed, and final result sheet is prepared and posted on department's notice board by guaranteeing prompt resolution and a nurturing educational setting.

External Assessment:

Exams for oral, practical, and term work are administered by Savitribai Phule Pune University, in addition to external assessments, in-semester, and end-semester exams. In-semester answer-sheets are evaluated by subject faculty in the institute and end semester answer-sheets are evaluated by university at Central Assessment Program (CAP), where moderators are also appointed to recheck answer sheets to have transparency in evaluation. Oral and practical exams evaluations are conducted impartially by university appointed external examiners. Accountability and transparency in the assessment process is

emphasized by allowing students to obtain photo copy of their semester answer sheets upon request to university.

Assessment of Term Work, Seminar, Project, and PBL:

Assessment for term work, seminars, project, and Project-Based Learning includes on the student's regularity, knowledge, teamwork, and communication skills. Evaluation processes and rubrics are openly shared with students at the beginning of each semester. Term work marks are prominently displayed on notice boards, providing students with feedback on their performance and establishing the culture of accountability.

Grievance Redressal:

The College Examination Officer (CEO) oversees a strong grievance redressal mechanism that is a foundational element of efficient conflict resolution. Course instructors handle internal complaints first, with the opportunity to escalate to Guardian Faculty Members if necessary.

Further, a thorough approach to grievance resolution is ensured by the availability of additional recourse through the department head and the Principal and corrective measures are properly recorded by the grievance committee's oversight. CEO acts as the intermediary for concerns about external evaluations, sending grievances via the Principal to the university examination cell.

The university has established an accessible online platform for lodging grievances, encompassing requests for photocopies, rechecking, or revaluation of answer sheets. To enhance transparency, university circulars detailing grievance procedures are prominently displayed on notice boards and readily available on the university website. Accountability and equity are ensured by the prompt enforcement of corrective measures by university authorities within designated timeframes.

Through effective coordination with university departments, CEO guarantees that student complaints are promptly resolved, thereby making a continuous improvement to the assessment procedure.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution ensures transparency in conveying the objectives and outcomes of its programs, with detailed information available on the website and communicated to both teachers and students. This

initiative is in accordance with the institution's Vision, Mission, accreditation board standards, and those set by its affiliated university.

To systematically define Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), the institute has established a framework. The Board of Studies (BOS) conducts faculty orientation workshops where comprehensive discussions on COs take place.

The Principal, HoD and course teachers collaboratively formulate PEOs, POs, and PSOs aligned with the Institute's Vision and Mission in collaboration with SPPU. These outcomes are then disseminated on the institute's website, incorporated into course files, and included in the study materials. During the induction program, course coordinators address newly admitted first-year students and their parents, emphasizing the significance of the Institute's Vision, Mission, PEOs, POs, PSOs, and COs.

The Program Outcomes (POs) and Course Outcomes (COs) for the program are communicated to teachers and students in the following manner

- During the Induction Program Vision and Mission of the Institute are communicated to the students along with POs of the programme.
- The faculty members communicate and emphasize on their respective Course Outcomes during their classroom sessions.
- The faculty members prepare lesson plan keeping in mind POs, COs of the program and course content of the respective course.
- The syllabus designed by the university has well defined COs. These are communicated to the teachers in the meeting at the beginning of the semester.
- The CO/PO attainment is evaluated by every faculty for his/her subject.
- Web link: <https://www.kjei.edu.in/kjcoemr/Reassessment/CRITERIA-II/2.6/2.6.1.pdf>

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The curriculum is developed by Savitribai Phule Pune University. In order to satisfy the needs of both engineering aspirants and the changing engineering industry, it synchronizes program structure and course content. The institute is well-represented in the syllabus, which is updated by the university.

The process of evaluation entails creating quantifiable standards, gathering information on student performance, analyzing the data, and applying the conclusions to future work. Course Outcome (CO) achievement is evaluated using a methodical approach that is created. To determine how well course objectives have been completed, a number of actions must be taken. The identification of suitable direct and indirect assessment instruments is the first step in the procedure. Direct assessment (university conducted In-semester (ISE), End-semester (ESE), Term-Work Oral/Practical) and indirect assessment (unit test, assignment) are the two types of direct evaluation techniques. These instruments assess student performance in relation to predetermined benchmarks, enabling a neutral assessment. Furthermore, the Course End Survey is used as an indirect assessment method.

By matching evaluation instruments to competency areas (COs), assessments can be made valid and reliable by confirming that they measure the necessary knowledge, skills, and abilities. This ensures evaluations are consistent and effective, aligned with planned learning outcomes. The percentage of students who meet predetermined mark criteria is used to calculate the COs' attainment levels. Students' performance is categorized into three distinct achievement levels according on how well they meet COs.

Utilizing attainment values by tools, the weighted average approach is used to compute CO attainment. Relative relevance, maximum marks, and contribution to overall achievement are taken into account when allocating weights. Of the total CO achievement, the course end survey is an indirect instrument that contributes 20% of the weight, while the internal and external direct assessment techniques account for 80%. The comprehensive evaluation of COs made possible by this assessment method promotes ongoing educational progress.

Attainment of PO/PSO

In Outcome-Based Education (OBE), evaluating POs and PSOs is essential for improving teaching programs. POs oversee the development of curricula and assessments, using a "design down" methodology to guarantee alignment with unique learning opportunities. Through their connection to course content and evaluation, competencies and performance

indicators help to further clarify high-level outcomes.

Internal and external CO assessment techniques, as well as indirect tools like questionnaires, are included in the PO/PSO assessment toolkit. Surveys such as parental feedback, alumni, graduate exit, and employer surveys are examples of indirect instruments that offer insightful information on the opinions of students. These surveys that support an all-encompassing assessment methodology are given equal weight. 20% is allocated to indirect tools and 80% is allocated to direct tools in a balanced manner.

Departments obtain a full understanding of program effectiveness by integrating direct and indirect tools. This comprehensive assessment guarantees ongoing progress toward meeting program goals and learning outcomes.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 94.13**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 211 | 194 | 303 | 396 | 548 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 278 | 214 | 310 | 400 | 553 |

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 35.07

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)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|----------|----------|---------|---------|---------|
| 14.82858 | 16.43639 | 0.74100 | 0.55720 | 2.50740 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has created an ecosystem to promote innovative ideas and taken initiatives in favour of the creation and transfer of knowledge. The various research and entrepreneurship activities are carried out in college through IPR, Innovation and Research & Development (R&D) Cell, Entrepreneurship Development Cell (EDC). For understanding the basics of research workshops on research methodology, Intellectual property rights and Entrepreneurship are conducted.

1. IPR, Innovation and Research & Development Cell

The purpose of the IPR, Innovation and R&D cell is to create an atmosphere of research among faculty and students. The institute has an IPR, Innovation and Research and development Cell to motivate the faculty members for the research publications, patent filing. IPR, Innovation and R&D cell encourage faculty for research . To create an environment within the institute to promote a research culture as well

as provide required support through research framework and guidelines. Students are motivated to undertake design, fabrication and development projects based on innovations and prove their skills through various technical Competitions like Avishkar.

Sensitizations

Patent filed: - 32

Copyright registered: - 5

Research paper published: - 335

International conference organized: - 2 International Conference on Innovative Trends in Engineering and Technology

2. Entrepreneurship Development Cell (EDC): The institute's EDC organizes a number of entrepreneurship awareness events, including workshops, seminars, industry visits, and get-together with business owners. The goal of these initiatives is to increase the student's enthusiasm towards entrepreneurship. The primary goals of EDC are to raise student knowledge of entrepreneurship through a variety of training initiatives and assist them in acquiring the managerial skills required to successfully operate a business.

EDC has conducted Entrepreneurship Awareness Camp on 23/9/19-25/9/19 in 2019-20 under DST-NIMAT. The institute has received 20000/- as a non-recurring grant.

Total 10 workshops are conducted by this cell.

3. Innovation and Incubation Lab: The Institute has established a knowledge creation and transfer ecosystem by developing an incubation centre. Some of projects like below successfully carried out.

1. Current technical issues of sustainable crop development with aquaponic and hydroponic systems.
2. Production of biofuel from plastic waste by pyrolysis method and sustainable energy concepts of electricity generation from organic waste material and from used battery cells.
3. Design of solar powered PLC based voice activated elevator.
4. Magic Mirror using a Raspberry Pi.
5. Home automation with Alexa.

One of the research based project grabbed runner-up award in national level start-up competition. Faculty members and students are making efforts to publish papers and patents. In addition, the institute has organized webinars, patents, workshops, and faculty development programs on intellectual property.

4. Indian Knowledge System: To preserve the ancient traditional knowledge of India, institute had organized various activities such as Model Making, Survey on Noble Personality of Ancient India and Survey on Monuments of Ancient India. To facilitate participatory learning and increase students'

understanding of Indian culture, Students designed and prepared a model of Ayodhya's Ram Mandir Temple. "Mathrubhasha Diwas" and "Vachan Prerana Din" were held to raise awareness of linguistic and cultural diversity.

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

3.2.2

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

Response: 85

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 14 | 26 | 26 | 12 | 7 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.31

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 23 | 38 | 38 | 19 | 55 |

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

3.3.2

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

Response: 1.23

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 76 | 33 | 39 | 4 | 10 |

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

3.4 Extension Activities

3.4.1

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

Response:

The institute is committed to contribute to the overall growth of students in research, innovation and social aspects. The institute believes in Social Commitment, Ethics and National Pride. Extension activities are encouraged in order to fulfil the aspirations outlined in the Institute Vision.

The Institute is actively engaged in conducting a number of activities in nearby schools and villages like Computer Literacy Programme, social Awareness programs for developments.

SOCIAL ACTIVITIES:

The Institute is passionate about inculcating social awareness in students through curriculum and extension activities.

The Institute actively runs NSS through which various activities are carried out like Swachha Bharat Abhiyan, Orphanage Visit, Blood donation camp, Tree plantation, free health check-up, NSS special camp, NSS day celebration, Mask distribution activity, Grocery distribution to the villagers, mask preparation and distribution, University level camp participation, Road safety awareness activity, NSS special camp for rural development, Plagathon-2022, Dr. A.P.J. Abdul Kalam Jayanti- Vachan Prerana Diwas, Clean Campus etc.

Sensitization: The active participation in all activities helped students in overall holistic development. It helped social awareness among students. It aids students to develop social, analytical, personal, manageable, leadership skills.

HEALTH AND SAFETY

The institute had taken initiative to organize expert talk on Personality Development, Personal Hygiene for Girl Students and teaching & non-teaching ladies Staff.

The institute had organized an awareness program on Menstrual Hygiene at Shree Kanifnath Vidyalaya, Bhivari, Pune.

The institute runs Women Development Cell through which activities like Expert talk on Self Defence, Women as Entrepreneur, Women at workplace (mental health & stress Management) are organised.

Sensitization: These events show a sense of civic duty, awareness of public health and safety, efficient use of medical resources, and the importance of balancing personal and public safety.

Environmental Protection:

Every year the institute does Tree Plantation activity at Bopdev Ghat and institute premises.

The institute had organized a Clean Campus Drive to ensure cleanliness within the campus as well as out of campus.

Sensitization: These activities contributed to the awareness among students related to health, cleaning and importance of environment protection and minimize pollution.

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

3.4.2

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

Response:

The institute is affiliated to Savitribai Phule Pune University, Pune. The Institute is engaged in holistic development of students through quality education, social activities, campus recruitment with handsome packages selection and research-oriented culture, to make students more employable and good citizens with patriotism.

The institute, in line with its mission and vision, has positively impacted the quality of standards of the neighboring community. It has accepted the techno-social responsibilities in the holistic development of its students and faculty. The institute encourages its students and faculty to participate in need-based activities under the NSS scheme. The activities range from sensitizing students towards environmental and social issues like cleanliness, gender equality, empathy for the weaker sections of society, mental health, education, computer literacy, tree plantation, blood donation camps, women empowerment, and

many similar burning issues. These activities encompass workshops, road shows, awareness programs, and camps in rural areas. The various non-government agencies equally appreciate students' efforts in the form of awards and appreciation letters.

The institute has selected among 442 colleges from Pune district for the innovative activities implemented to increase voter registration in the year 2022-23. For this valuable special contribution, the institute has been awarded by the Additional Collector, Hon. Shri Ajay More in 2023.

In the academic year (A.Y.) 2020-21 and 2021-22, Institute arranged the NSS special camp at Pimple village, Purandar Taluka, Pune. In A.Y. 2022-23, the camp was organized at Parinche village. In A.Y. 2023-24, the NSS camp took place in Pesarve village. These NSS special camps aim to provide students with the experience of conducting social service independently and to create awareness about environmental conservation. All these NSS camps have been recognized by the respective Gram Panchayat of the village.

The Institute has been regularly organizing blood donation drives in collaboration with Sassoon Hospital, R. G. Gholap Memorial Blood Bank & Thalassemia Center, and Acharya Anand Rushiji Blood Bank, Pune. These efforts have been recognized by the respective organizations.

The institute was awarded a certificate for "The Yuvati Mahotsav" State Level Camp by SPPU's Sharadabai Pawar Mahila Arts, Commerce, and Science College, Baramati.

The institute received recognition from Zilha Parishad School, Bhivari, Pune, for "Computer Literacy Program" and from Shri. Kanifnath Vidyalay Bhivari, Pune, for "Personal Hygiene Program."

The Rajput Samaj Seva Vikas Manch, Katraj, Pune, recognized the Bopdev Ghat Swachhata Abhiyan (Cleanliness Drive) for its hard work in the academic years 2019–20 and 2021–22 .

Gender Sensitization Workshop was arranged by the institute in A.Y. 2021-22. It was recognized by The Maharshi Karve Stree Shikshan Sanstha's Baya Karve Women's Study and Research Center.

Vishal Chaudhari and Harivadhan S. Narayanshastri, students of the institute received certificates for attending the University Level NSS Camp from Savitribai Phule Pune University (SPPU).

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

3.4.3

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

Response: 115

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 40 | 33 | 14 | 15 | 13 |

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

3.5 Collaboration

3.5.1

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

Response: 58

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has essential infrastructure required for effective teaching-learning (T-L) process, co-curricular and extra-curricular activities to fulfill the norms laid by the AICTE, DTE, SPPU. The available facilities are enhanced by addressing the needs of students and faculty members to support T-L and Research and Development activities. Physical infrastructure consists of 28 (UG+ PG) classrooms, 08 tutorial rooms, 54 (UG + PG) laboratories, 01 Computer center and 01 seminar hall. In addition, the institute has supporting academic and administrative rooms. Classrooms and seminar halls have adequate ventilation and illumination and are equipped with audio-video system, LCD projector, internet connectivity. Each department has well-equipped laboratories and a departmental library.

The institute has a separate centralized maintenance system in order to support the IT infrastructure, campus facilities and equipment. All the IT facilities are periodically updated. Details of the same are given in the document of additional information. The available physical infrastructure is optimally utilized beyond regular institute hours, to conduct certificate courses, co/extra-curricular activities, training classes, campus recruitments, meetings, seminars, conferences etc. All the departments have well-furnished separate cabins for the faculty members with the atmosphere conducive for regular interaction with the students who come for counseling, guidance and discussions. Institutes also have Medical room, Girls Common room, Boys Common room. Laboratories are equipped with state-of-the-art facilities. Latest software such as MATLAB, AUTOCAD, ETAP, SCADA, etc. The charts and models are displayed in the laboratories for better understanding of theory and practical concepts. Laboratories are regularly maintained and updated. Equipment is calibrated on a regular basis. Institute has Incubation center—for prototyping, production and marketing for innovative projects.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 25.49

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 120.09 | 145.49 | 28.80 | 51.07 | 51.84 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Integrated Library Management System is used to manage different functions of the library. Institute Central Library is using SLIM 21 Library Management software.

The details are as follows

Name of Software -SLIM21

Year of Automation- 2011

Version: -2.9.12

Nature of automation: -fully/ partially- Fully automated with bar code technology.

Latest Version: -4.0.0.

Library Management software which Consists of a Utilities Modules, Acquisition modules Cataloguing Modules Circulation Modules and Serial Modules. Online Public Access Catalogue (OPAC) IS Available for searching Books, various search option available are Titles, Author, Publication, Keywords, Accession Number. It provides online information about library collection, availability, status of the books. Barcoding: Barcoding has been done for all books. This software is purchased from Algorithms consultants Pune, they provide online and offline support for software problems, proper backup, and maintenance of software during the annual maintenance contract period.

The Central Library is also a subscribed e-resources IEEE, Springer, Delnet, K-nimbus. Subscriptions of e-resources are renewed annually. DELNET (Developing Library Network) a major resource sharing library network in India, which gives access to full text digital library resources like knowledge gainer Portal-Access full text E-Books & E-Journals, E-Articles Language Learning Portal, Vision portal, Manuscripts, rare books and Archival Materials, E-Books, E-Journals. The Institute is members of the shodhganga thesis repository through Savitribai Phule Pune University Also We are having the membership of e-shodhsindhu, National Digital Library (NDL) & E-Kumbh.

Membership, registration and issue/return of books are done in the automation mode. Barcode technology is used for this purpose. A barcoded Identity Card that is issued to students at the time of admissions is used for membership to the library. A barcode Scanner used for issue/return of books.

The library has a good collection of books, national and international journals and newspapers. Institute allocates specific budgets to books, print journals, E-Journals, newspaper other run by the Central Library. Central Library Maintains a book bank scheme. Student can borrow up to 5 Books from this collection for a period of one semester. The Library issues a circular in the beginning of every semester. A good number of books and printed journals are purchased every year as per requirement of staff and student. For easy location of journals and books displayed boards in stack area.

Digital library has a separate section with computer and internet connectivity. Multimedia access for online video lectures and NPTEL video Lectures. E-books, E-journals, old University question paper, syllabus, Educational cd's & English Language Software available in digital library. Orientation program is arranged for users for effective utilization of library resource.

Turnitin is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

KJ college of Engineering and Management Research is having very strong IT infrastructure which is being frequently updated according to the advancement in technology and demands of the teaching learning process. To strengthen the IT infrastructure, the institute has been providing the massive network of 563 computers with 500Mbps internet bandwidth along with 100Mbps backup link, Wi-Fi facility with public and private connectivity, central servers, CCTV, licensed software such as Tally, SLIM 21, MATLAB, EWL software, Solidwork etc. & open-source software like Python, R-Programming, Java, Android, Ubuntu, online multisim, etc. are used in Computer Labs. Uninterrupted Power Supply (UPS) is available in all the computer laboratories. A centralized firewall “Sophos XG” is used for network monitoring, management, and internet security, Internet Switches, ERP software. System software like Windows 10, Windows 11, Windows Server 2019, Ubuntu, Microsoft Defender. Institute has licensed MS team’s software for conduction of online classes and meetings.

Two servers are available for smooth conduction of various activities such as online examinations, webinars, online workshops, virtual lab, etc. Two workstations with high performance computers to perform are also available in the institute. Enterprise Resource Planning (ERP) is deployed for effective academic planning, execution, monitoring and analysis. ERP software is used for automation of academic and administrative processes used in the institute, to maintain and analyze the data related to various processes of the institute. Computers with internet connection are made available to all the faculty members at their respective locations. The institute has a separate centralized maintenance system in order to support the IT infrastructure, campus facilities and equipment. All the IT facilities are periodically updated. Details of the same are given in the document of additional information.

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

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

Response: 2.82

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

Response: 425

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 73.7

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)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 338.52 | 232.65 | 199.24 | 225.69 | 152.49 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.71

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 854 | 793 | 1093 | 860 | 803 |

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: A. All of the above

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

5.1.3

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

Response: 82

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 1093 | 990 | 813 | 1055 | 695 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 66.78

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 153 | 137 | 216 | 222 | 223 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 196 | 173 | 289 | 367 | 399 |

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

5.2.2

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

Response: 6.34

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.)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 14 | 05 | 04 | 03 | 04 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

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: 54

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 20 | 13 | 05 | 09 | 07 |

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

5.3.2

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

Response: 41

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 45 | 38 | 30 | 45 | 47 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association of the institute was registered in the Academic Year 2016-17 (Reg.No. Mah / 1150 / 2016 / Pune).

The institute is well aware that the alumni are current and future leaders, influencers and change makers. The Alumni Association contributes in many ways for the development and betterment of our institute. Students and Institute benefit in various fields such as student placement, expert lectures, counseling & career guidance sessions, MOU's Signing and their activities such as Industrial visits, Internships etc. We conduct Alumni meets for the engagement of alumni wherein they can participate and share their experiences, success with the current students and teachers. In each alumni meet, distinguished alumni's were felicitated by the institute for their achievements. Also we prepare success stories of our pride alumni and circulate them in social medias so that current students will get motivated. During the academic year 2020-21, due to pandemic situation, the initiative was taken by individual departments to conduct online alumni meets and alumni Webinar Series on different topics in which the alumni located globally could attend and exchange their views with current students. Our Alumni also help in campus placement. It's our aim to develop everlasting relations with our alumni which in turn gives rise to mutual benefits.

| Sr. No. | Activities conducted by Alumni | Outcomes of the Activity |
|---------|---|--|
| 1 | Counseling & Career Guidance | <ol style="list-style-type: none"> 1. Helping students to develop their skills in selected career path. 2. Guide the students about their respective longterm career objectives. |
| 2 | Invitee for Expert Lecture | <ol style="list-style-type: none"> 1. Students will gain real world exposure through the experts. 2. Also they will familiar with current technologies. |
| 3 | Personality Development Programs | <ol style="list-style-type: none"> 1. Improve communication, Interpersonal Leadership & Technical Skills. |
| 4 | Placement Assistance | <ol style="list-style-type: none"> 1. Providing references of our alumni recruiters to our current students for placements. |
| 5 | Industry Institute Interaction (MOU & their Activities) | <ol style="list-style-type: none"> 1. To promote Industry Institute Interaction through MOUs in the forms of Industrial Visits, |

| | | |
|---|---------------------------------|---|
| 6 | Book Donation to Library | <p>Guest Lectures etc</p> <p>1. Increased Access to resources and current students get benifitted for preparation of competitive exams.</p> |
| 7 | Project / Internship Assistance | <p>1. Students will get chance to work on real time problems through projects or Internship.</p> |

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Vision and Mission statement of the Institute are as follows:

VISION

“To be a premier knowledge centre of the nation for socio-economic development.”

MISSION

"To provide education that combines rigorous academics with joy of discovery through sustained efforts and dynamic strategies in building innovative, participatory, problem-based learning practices and research that leads to capacity building of the students."

Governance and Decentralization:

The institute places a strong emphasis on teamwork, principles, trust, and industrial development, all aimed at fostering socio-economic growth. It is committed to build robust institute-industry relations through a dedicated faculty that adheres to industry standards, engages in proactive research, and encourages continuous learning.

The governance structure includes the Governing Body (GB), College Development Committee (CDC), and Internal Quality Assurance Committee (IQAC). These bodies collaborate with management and the principal to meet institutional goals. The CDC, involving the Chairman, teaching, and non-teaching staff, ensures inclusive decision-making. Decentralization is a core principle of the institute's governance, with various committees involving faculty and students in decision-making processes. This decentralized approach ensures that all stakeholders have a vital role in the development and welfare of the institution. The GB and CDC play vital roles in incorporating faculty and stakeholder input for well-rounded decision-making.

The institution's organizational structure is decentralized, with authority distributed across various sections and committees. At the top is the Institute Governance/President, overseeing overall governance. The CDC, responsible for central decision-making policy, reports directly to the President. The principal handles day-to-day operations, implementing policies and overseeing departments like Academics, Training & Placement, Administration, and Auxiliary Bodies. The Training & Placement department is led by the T&P Officer, supported by the T&P Coordinator of each department. The Administration section is organized into Office Superintendent (OS), Accounts, Student Section, and Establishment

Section. Additionally, the institute's Auxiliary Bodies include specialized committees such as IQAC, NSS, Women's Grievance, Grievance, Library, Anti-Ragging, SC/ST, Internal Complaints Committee (ICC), Alumni, and sports & Cultural Committees. The specialized roles are managed by dedicated committees and coordinators, ensuring efficiency and expertise. These specialized committees oversee specific areas, ensuring that responsibilities are assigned to the right individuals or teams which improves both efficiency and effectiveness.

NEP Implementation:

The implementation of the National Education Policy (NEP) is pivotal which focuses on the establishment and enhancement of institutional mechanisms for quality assurance. NEP's emphasis on holistic education and outcome-based & skill development-based learning aligns with the criterion's goal of ensuring continuous improvement in educational processes and outcomes. To Implement NEP, factors such as Multidisciplinary/Interdisciplinary, ABC, Skill Development, Appropriate integration of Indian Knowledge system, Focus on Outcome based education, Distance education/online education are addressed under which various activities are implemented.

Short term and Long Term Goals mentioned in Perspective Plan:

- **Short-Term Goals:**

- To enhance employability of students.
- To develop excellent academics and a physical environment.
- Inculcate research culture.

- **Long-Term Goals:**

- Foster a research culture using state-of-the-art technology.
- Industry-ready graduates through sustained growth.
- Multifaceted & holistic student development with social awareness.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has a structured administrative setup as outlined in the organizational chart. It operates with a clear perspective plan, setting both short-term and long-term goals to achieve its Vision and Mission. Standard Operating Procedures (SOPs) are in place to streamline academic and administrative processes, supported by additional policies recommended by the Governing Body (GB) and College Development Committee (CDC).

An Internal Quality Assurance Cell (IQAC) has been established to foster a culture of quality throughout the institution. The IQAC ensures that plans and policies are effectively implemented across all departments and committees.

All staff and faculty policies adhere to AICTE, DTE, and SPPU norms, including service rules, code of conduct, and recruitment and promotional policies. Financial support, maternity leave, and other benefits are effectively implemented as per the documented policies.

Key aspects of quality education—such as academic planning, infrastructure, monitoring, and code of conduct for students and faculty—are governed through institute-level committees. These committees also oversee administrative support areas, including the student section, examination section, scholarship section, training and placement and the library.

The institute adheres to service rules, policies, and codes of conduct set by AICTE, UGC, the Government of Maharashtra, and SPPU. The institutional perspective plan is readily accessible on the institute's website.

All employees are informed about the service rules, recruitment procedures, promotion policies and institutional perspective plan.

Major aspects of the perspective plan are –

1. Excellence in Teaching - Learning and Academic Processes through syllabus delivery in line with the SPPU and industry requirements.
2. Faculty development – Up gradation of faculty qualification and research publication.
3. Industry Institute Interaction – Industry Academic Alliance and Industry Institute Interaction,
4. Holistic Development of Students through Sports and National Service Scheme (NSS) etc.

The perspective plan, developed by the Principal under GB and CDC guidance, emphasizes key initiatives for fulfilling the institute's perspective plan are as follows –

1. Student Training Program in association with Training & Placement cell and Industry Institute Interaction Cell.
2. Improvisation of life skills through other activities – Value Added programs for Students.
3. Faculty Development – FDP & STTP
4. Research and Publication – International Conference

5. Social Enrichment Activity – NSS Activities

The institute has established various committees to ensure effective coordination and oversight of its activities. Key committees for internal coordination and monitoring include:

1. Governing Body (GB)
2. College Development Committee (CDC)
3. Internal Complaints Committee (ICC)
4. Internal Quality Assurance Cell (IQAC)
5. Library Committee and other auxiliary bodies

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has built an effective performance appraisal system, welfare measures for staff, and avenues for career development/progression.

1. Performance Appraisal System: The institute has an effective and transparent performance review system for teaching and non-teaching staff, guiding them toward achieving professional, organizational, and personal goals. Each academic year, staff complete a self-appraisal form, which is reviewed by the Head of the Department and then certified by the Principal before submission to the IQAC. The assessment includes performance, skill development, research, and completion of responsibilities. The IQAC reviews the submissions, provides recommendations, and offers counselling on strengths and areas for improvement.

Outcome: The best part of the Performance Appraisal System is

- i. The best qualities of staff are explored.
- ii. Motivation for upgradation.
- iii. Making the system stronger.

2. Welfare measures for teaching and non-teaching staff

- **Employee Provident Fund:** Provident fund facility is provided to the employees.
- **Group Insurance Scheme:** This scheme provides standardized coverage at competitive premium rates for a large group.
- **Medical Leave:** Staff with one year of service are eligible for 10 days of medical leave per year, which can be accumulated up to 60 days. This leave is only applicable for hospitalization due to illness.
- **Maternity Leave:** A maximum of 6 months' leave is granted with half salary, as per norms.
- **Special Leaves:** There is a provision of flexible office timing in certain cases for the staff members by approval of the Principal.
- **Campus Doctor:** A campus doctor is available for medical check-ups and treatment for students, teaching, and non-teaching staff as needed.
- **Counsellor:** A campus counsellor is available to support the welfare of staff and students, assisting with mental health, personal challenges, and stress.
- **Canteen:** Canteens and Mess facility is available for students, teaching, and non-teaching staff members.
- **Admission to the wards of employees** at schools and institutes run by KJEI with fee concession.
- **Common major facilities available in the campus**
 - Free parking

- ATM
- Fitness/Sports Facilities
- Well-equipped gym
- Swimming Pool
- Basket Ball court
- Cricket ground
- Indoor Games facility
- **Advance salary:** In need, the institute always supports to its employees by giving advance salary as per norms.
- **Stress Relief Sessions:** For the overall development of students and faculty, yoga sessions are frequently arranged.
- **Non-Teaching Staff:** Administrative staff receive skill development training and can attend similar programs at other institutes. The institute supports higher studies, participation in technical events, and provides uniforms.

3. Avenues for career development/progression

- **On-duty leave:** The faculties are provided with on-duty leave for attending different workshops, FDP, etc.
- **Study Leave:** There is a provision of study leaves for higher studies to the employees.
- **Appreciation to faculty:** The faculty are appreciated for doing special work in certain areas like admission, Research work, Institute Industry Interaction, etc.

Qualification upgradation support: Faculty are encouraged to pursue higher qualifications, with promotions and salary hikes awarded upon completion.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.3.2

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

Response: 55.4

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 62 | 61 | 41 | 28 | 8 |

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

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: 55.98

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 90 | 61 | 46 | 29 | 55 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 34 | 29 | 26 | 26 | 26 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resource Strategies

Institute has strategy and financial policy which ensures effective and appropriate utilization of finances for academic, administrative and development purposes, which culminates in realizing the Institute's Vision and Mission.

There is a standardized budget for all recurring/non-recurring expenditure. Accounts section, departments and Principal are involved in preparation, allocation and mobilization of budget before the financial year. To ensure transparency and regular monitoring, income, expenditure and balance of funds is audited and reviewed in CDC meetings.

- Annual requirement for the Department is prepared by HOD's after taking inputs from faculty for fulfillment of academic requirements and development activities.
- HOD, after discussion with the Principal, finalizes the budget and submits to the Principal.

Institute has a defined and documented procedure to make effective and efficient utilization of available financial resources for infrastructure development and academic processes. Principal and HOD's discuss the requirement and decide the priorities while allocating financial resources for various purposes and also ensure appropriate use of available funds. Institute has standardized procedures for sanctioning of funds for various activities and also for the payment of advance and passing of bills for settlement.

Purchase Committee members viz. Management representative, Principal, HOD and faculty handle

various activities (seeking quotation, technical bid, preparing comparative statements, negotiations) in purchase process. Committee ensures that suitable equipment with right specifications is procured at optimal price.

HOD has the authority to organize various co-curricular and extra-curricular activities like technical events, faculty sponsorship for conferences/workshops/professional memberships after approval of Principal. Financial support is also provided for participation of students at various National and International level events.

Financial audits:

The account of the Institution is audited for every financial year by Internal and statutory audits. Internal and statutory auditors are appointed by the trust.

Internal Audit: It is conducted yearly in the financial year. The Internal Auditors and their team from external resources have been appointed by the trust for verification of all payments, receipts & all types of vouchers of the transactions, cash books that are carried out for every financial year on an accrual basis system.

Statutory/External Audit: As per the standard norms of financial audit and Government regulations, the auditor verifies and certifies the entire Income, Expenditure, and Capital Expenditure of the Institution every year. A team of Qualified Auditors from external resources has been appointed for the checking and verification of all vouchers of the transactions that are carried out in every financial year. Statutory financial audit is conducted for the finalization of the account is completed after thorough process after the month of **June/July**.

The **audited** statements are prepared after June/July duly signed by the **Principal, and Accountant**. This audited report is submitted to the **competent authority** by the **Accountant**.

Funds received to institute:

The institution receives funds from government organizations such as the affiliating university SPPU for the conduction of examination, NSS activity, Earn and learn Scheme, private exams, research grant funds etc. The detailed financial audit of the utilization of funds received is carried out as per the norms.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

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

incremental improvement in various activities**Response:**

The Internal Quality Assurance Cell (IQAC) has been instrumental in establishing and maintaining a quality culture at the institutional level. It has implemented various initiatives to enhance both the academic and administrative performance of the institution. Institute-level committees are established to support the implementation of quality initiatives.

IQAC Policy:

1. Development of faculties through FDPs.
2. Optimization and integration of modern methods of teaching and learning.
3. Progression of academic policies.
4. Upgradation of Concurrent evaluation.
5. Collecting feedback from students (At the end of semester).
6. Augmentation in infrastructure to enhance learning environment

The IQAC promotes the upgradation of faculty qualifications by encouraging them to pursue Ph.D. degrees. It also organizes a variety of research activities for both staff and students like Workshops, FDPs, competitive event - Gravity etc. To enhance research skills, financial support is provided for Publications and attending national and international seminars, workshops, and conferences. Additionally, faculty members have access to infrastructure and ICT-enabled services, such as Plagiarism software, Labs, LAN, Wi-Fi, and audio-visual aids, to facilitate their research activities.

In alignment with the SPPU academic calendar, the IQAC prepares the institute-level academic calendar, which serves as a framework for each department to conduct various activities. For quality assurance of academic activities, the course file includes the syllabus, teaching plan, academic calendar, timetable, study materials, assignments, question banks, and university question papers etc. At the beginning of each semester, the academic committee reviews this course file and provides suggestions to the respective faculty. The essential contents are then circulated to the students. Feedback is collected from students on various teaching parameters, such as teaching methods, audibility, writing, conceptual explanation, communication, interaction, presentation etc. Students also provide their opinions on academic and administrative methods during GFM meetings. Guardian Faculty Members (GFM) and the academic coordinator assess student needs. At the department level, faculty meetings are conducted by the heads of departments in that takes review of teaching and learning processes of the department.

The IQAC has established an annual report format and a for documenting all student and faculty contributions. It includes individual faculty contributions, organized activities, research contributions, industry interactions, academic results, infrastructure updates, and student achievements. These contributions are verified during the annual academic and administrative audit. At the end of the academic year, an academic and administrative audit of all departments is conducted to review the implementation of IQAC initiatives likes NPTEL courses, Industry Interaction etc. and record

improvements.

Incremental improvements are recorded across various parameters, including First Year admissions, student academic results, placement index, average salary of placed students (in LPA), research papers published by faculty, faculty awards, MOOC participation by students and faculty, faculty patents, and faculty attendance at FDPs. Stakeholder involvement is ensured through representation on various committees and the collection of feedback on curriculum delivery, infrastructure, and facilities.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity is the process of being fair to women and men which is a solution for addressing imbalanced social systems. To create awareness of gender equity in student and staff, institute provides equal opportunity to male and female staff/students in all activities and processes which includes administration, teaching, committees, curricular and co-curricular activities, etc. Various committees like **Internal Complaint Committee, Anti-Sexual Harassment Committee, Grievance Redressal Committee, and Anti-Ragging Committee** formed for the female student and staff to prohibit the unfair and biased things with them based on gender. In those committees adequate representation is given to the women. **Gender equity related boards and slogans are displayed in the college premises.**

- Girl students are encouraged to apply for different schemes / scholarships from various regulatory bodies, corporate and NGOs, etc. They are also encouraged to participate in sports events like Box Cricket, kho-kho etc. to showcase their talent.
- Institutes organize events like “Gravity”, “Project expo” Technical & Cultural Fest, and inter department competition to promote active participation by both girl students and boy students. Institute organizes various intercollegiate level sports and games for female student’s team and staff teams.
- K J Kalatmak Art Circle organized various plays like “Shirasta”, “LaginGhaianiBarachKahi” to raise awareness in society towards gender biasness. Also motivate students to participate in state level drama competitions such as Firodiya, Atal Karandak etc.
- The Institute organizes various programmes under the National Service Scheme (NSS) to sensitize students about gender equity such as “**One day workshop on Gender Sensitization**”. Every year, institute organizes seven days camp in village in which boys and girls student equally participate in various activities.
- The Institution celebrates International women’s day on 8th March every year to salute the women for their contribution in the society. Also invite women from diverse fields to encourage and motivate both girl students and women faculty members to become more effective in their professional and personal lives.
- Creating a safe environment in the institute is the key responsibility of security guards who are deployed 24x7 hours at different entry points of the institute and hostel. The security guards deployed at the gate allow the students, visitors and staff after the verification of Identity cards.
- Institute has CCTV surveillance throughout the campus. CCTV is continuously monitored by Security personnel at the office, making the campus safe. CCTVs are also deployed at the Girls’ Hostel ensuring safety of the girls residing in the Hostel.
- Proper lighting arrangements are provided throughout the campus at all key locations, classrooms

and common facilities.

- Institute has allocated separate common rooms for girls and boys students with necessary arrangements.
- Institute provided basic health care facilities likesanitary napkin vending machines and sanitary napkin incinerators.Which helps to maintain health and hygiene of the girl students.
- Counsellor is appointed at the campus level for addressing issues of female and male staff/students.
- To increase awareness among the staff and student institute display slogans regarding gender equality.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

An inclusive environment plays a vital role in promoting tolerance and harmony as a responsible citizen. Institute takes following initiatives for harmony, co-operation, and core values with dignity, diversity and inclusiveness.

Cultural:

The college organizes theme-based cultural programs titled “Malhar” to celebrate the cultural diversity of India. Students showcase their talent with regional songs, dance and plays.

Initiatives through NSS:

Every year a 7 days camp is organized for the students to serve on various social issues in different villages with the aim to communal upliftment and understand the life of people in that region. Blood donation camp organize in association with various Blood Banks in Pune. It helps in inculcating a sense of social responsibility among the students.

Activities based on Cleanliness, Women Empowerment, Democracy Awareness and so forth conducted for social awakening. Institute has donated necessary materials like face mask, oxy - meter etc. to Pune police and needy people in nearby villages during Covid-19 (Mask were prepared by NSS team).

Other Initiatives:

The KJEI Hostel was made available to the Pune Municipal Corporation for use as a “Covid-19 Centre.” Additionally, staff from KJCOEMR were dispatched to conduct oxygen audits in hospitals within Pune District, specifically in the Bhor Taluka.

All Departments actively organize social and techno-social visits like donate the goods to orphans and old age people, computer literacy session to student in village etc. The objectives behind such activities are to make students aware of responsibility towards environmental, senior citizens, poor students issues etc.

Linguistic:

We celebrate Marathi BhashaDiwas, Vachan PreranaDiwas, Shantata PuneVachatAahe, and Cultural Programs etc. with our diversified students. The library also maintain the good collection of books published in a various languages for general reading.

Socio-economic:

Lectures are organized to enhance student’s ability to be responsible citizens such as Gender equality, Career Opportunities, Stress Management etc. Institute follows the admission process as per reservations for seats allotted by the government.

All it results in strengthening an inclusive environment and the bond between students, teachers and society to cope up with the rapid changes in the competitive world.

Sensitization of stakeholders towards the Indian constitutional obligations:

The Preamble of the Constitution showcased at the institute. Institute celebrate constitution day and Republic day with the aim of instilling its values and knowledge in the staff and students.

Universal Human Values & Ethics

The institute imparts these principles to the students at FE level itself during FE induction program. This is an AICTE initiative to promote sensitization of students towards social harmony.

SPPU has introduced a compulsory subject Democracy, Election and Governance for First Year at UG level across all engineering disciplines to create awareness and sensitizing the students and employees towards constitution obligations.

Duties and responsibilities of citizens

Students are encouraged to participate in various social activities and board outlining the duties and responsibilities of citizens is displayed within the institute. This initiative aims to promote a sustainable

and safe environment while raising awareness among students.

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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

Title: *Student Training Program*

Objectives:

1. **Enhance employability** by developing practical skills and professional competencies.
2. **Support higher education** by guiding students toward advanced academic opportunities.
3. **Prepare students for competitive** exams with targeted strategies and knowledge.
4. **Foster entrepreneurial thinking** and provide insights into starting and managing businesses.

The Context:

Training programs play a crucial role in shaping students' careers by bridging the gap between academic learning and industry demands. The Student Training Program enhances employability by providing technical, aptitude, and soft skills training, boosting confidence for interviews and placements. It also fosters entrepreneurial skills, supports higher education aspirations, and prepares students for competitive exams, making it vital for their overall career and educational growth.

The Practice:

The Student Training Program was established to enhance students' opportunities in industries, startups, higher education, and government sectors by honing their skills. Tailored to align with future career prospects, the program collaborates with esteemed agencies like Zensar, GTT-Barclays, VOIS, Edunet, and others. These collaborations offer specialized training in aptitude, technical skills, and soft skills, focusing on advanced technologies and entrepreneurial insights. The program also encourages innovative

thinking and problem-solving.

To assess progress, students undergo Baseline/Pre-assessment, Post-assessment, and company-specific tests, enabling self-evaluation and identifying areas for improvement. The collaboration with MyStudia aids students in preparing for GRE, TOEFL, and IELTS, supporting their aspirations for higher education. Partnerships with agencies like ENSIM and Evolving X provide entrepreneurship development sessions, equipping students with essential skills for launching successful ventures. The institute has also received a grant of ₹20,000 under the DST-NIMAT Project 2019-20 for conducting an Entrepreneurship Awareness Camp.

Training begins from the first year and continues until the final year, covering all branches. The program's key components include Soft Skills Training, Aptitude Training, Technical Training, Value-added Programs, Entrepreneurship Development Sessions, and lectures on Competitive Examinations and Higher Education. The Training and Placement Officer (TPO) and departmental coordinators play pivotal roles in ensuring the program's success, preparing students for placements by refining their technical and soft skills.

Evidence of Success:

The Student Training Program has effectively enhanced students' employability, leading to consistent improvement in campus placement rates. Noteworthy achievements include strong industry collaboration, successful startups, centers of excellence, and student admissions to top universities globally. Significant accomplishments include the EV startup Avai.space by alumnus Sahil Madavi and a ₹30.96 LPA placement offer. For his outstanding contributions, our Training and Placement Officer, Mr. Rajusing Rathod, was honored with the "TPO of the Year 2022" award. The institute also secured ₹20,000 under the DST-NIMAT Project for an Entrepreneurship Awareness Camp.

Problems Encountered and Resources Required:

With 60% of students from rural backgrounds, many face challenges in communication, confidence, and participating in placements and group discussions. To overcome these barriers, the institution implements targeted training programs focused on confidence-building, communication skills, and vocabulary enhancement. These initiatives are specifically designed to empower rural students, enabling them to excel in group discussions and placement processes.

Best Practice 2

Title: *Social Outreach Activities*

Objective of the Practice:

1. Raise students' awareness of social issues.
2. Foster sensitivity to social values and ethics among students and staff.
3. Provide a platform for student and community engagement in social work.
4. Promote awareness of comprehensive and sustainable development in rural areas.

Context:

Students are the future builders of our nation. Their grasp of social issues and positive societal interaction are vital for national progress. It's crucial that they possess not only technical skills but also a deep sense of social responsibility. This initiative is designed to nurture social consciousness in students and empower them to make meaningful contributions to society.

The Practice:

The Institute strongly encourages students to actively participate in social outreach activities, fostering community engagement through various initiatives:

1. **National Service Scheme (NSS):** The NSS unit organizes special camps in villages, focusing on activities like cleanliness drives, hygiene awareness programs, and tree plantations. They also conduct skill-based competitions, awareness campaigns against superstitions, and surveys to assess local living standards. Key initiatives include constructing water conservation structures (Bandharas), promoting communal harmony through cultural activities, and supporting national programs like the Swachh Bharat Mission. Additionally, the NSS has been involved in organizing blood donation camps, voter registration drives, and road safety programs. During the COVID-19 pandemic, over 100 volunteers participated in disaster management, with faculty conducting oxygen audits in hospitals.
2. **KJ Kalatmak Art Circle:** This platform allows students to perform in various competitions, using acts, plays, and skits to convey important social messages and raise awareness on critical issues.

Evidence of Success:

Principal Dr. Suhas S. Khot has received several prestigious awards, including the "Sanman Chinh" from Pune Municipal Corporation and the "Best Principal Performance Award" in New Delhi, for his significant contributions to academics and nation-building. On January 25, 2023, he was honored by the Additional Collector, Mr. Ajay More, for his efforts in increasing voter registration. During the pandemic, the Gram Panchayat expressed gratitude for distributing groceries to disadvantaged individuals and recognized the NSS Special Camp's contributions to village development. Additionally, students and the NSS unit earned multiple accolades for their active participation in various outreach programs, including blood donation drives and national-level events.

Problems Encountered and Resources Required:

The rigorous engineering curriculum often restricts students' participation in social outreach activities due to a packed schedule of lectures, practicals, and exams. To overcome this, introducing flexibility in the academic schedule is essential. Allocating specific "community engagement hours" would provide students with dedicated time to engage in social outreach activities, ensuring a balanced approach to both academic and social responsibilities.

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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:

EVERGREEN AND POLLUTION FREE HUGE CAMPUS WITH DISTINCT AMENITIES AND ADVANCED LABORATORIES

The infrastructure of any educational institute plays an important role in the holistic development of students. In today's competitive world along with study, other co-curricular and extracurricular activities are essential. Laboratories with advanced equipment enhance the technical abilities of the students. Also, a Green & pollution free campus can help to spread positivity and reduce the stress level which is ideally suited for technical education. A huge campus area can be a gift for students to explore and enjoy.

A. EVERGREEN & POLLUTION FREE CAMPUS

Pune is well-known for its two-wheelers, auto industry, IT industry, small businesses, and educational institutions, among other things. A significant portion of them contribute significantly to noise and air pollution. The child develops health and mental problems as a result. The KJCOEMR Institute's campus is free from air and noise pollution, which enhances the health and focus of students and faculty members. It is also surrounded by hills, with a variety of trees. Additionally; it instills in the students a respect for nature and an attitude of friendship toward the environment.

Some key features of the lush green and pollution free KJCOEMR campus:

Productive learning environment:

Everyone requires a calm and peaceful space to study and concentrate. KJCOEMR campus provides a place that students need.

Better air quality:

Due to poor indoor air quality, many diseases strike students at a very young age. On the KJCOEMR campus, this drawback is minimized.

Better Acoustic:

Effective learning involves effective listening. The reduced noise level in KJCOEMR campus maximizes the learning experience of students.

Healthy life:

Students developed good memories when surrounded by green trees. Trees provide clean air and boost the immune system.

Ecosystem:

A variety of trees and plants contribute to a rich, healthy ecosystem.

Oxygen and Global Warming:

Trees exhale clean oxygen into the atmosphere and take in carbon dioxide. The institute has so far planted more than 17,000 trees on campus, which helps to lessen the effects of global warming.

Landscaping

Landscaping allows different species of plants to grow and nurture. It reduces air pollutants. The campus has landscaping and the tree in campus help to create a fresh environment, looks soothing, beautiful appearance, purifies the air, and reduces stress.

Rain/Storm Water Management

Institute utilized effective rainwater management techniques to establish its own reliable water sources, creating two bodies of water on the premises. Rainwater collected on the building's terrace is directed through a down take line to these bodies of water, utilizing natural slopes for transportation. The stored water is then used for household and maintenance purposes.

B. HUGE CAMPUS WITH DISTINCT AMENITIES

Space for Horseback Riding

Space for horse riding in the campus is in the developing phase. Horseback riding will improve the physical, mental, and emotional state of students.

Olympic-size Swimming Pool

A valuable addition to our campus, the swimming pool will enhance students' physical and mental well-being. This facility may help students fulfill their dream of competing in the Olympics.

Other Sports Facilities

The institute has created a dedicated sports complex that includes a basketball court, a cricket ground, a turf football field, and indoor games like carrom, chess, table tennis and gym. Other activities like volleyball, badminton, kabaddi, yoga, jogging etc also take place here.

Multiple canteen facilities and cafeterias in the campus:

The canteen serves as a vital resource for students, providing them with higher quality food and beverages. A key retention tactic to keep students on campus is to have multiple cafeterias and canteen facilities.

One campus many institutes

A campus with institutes offering various courses such as Engineering, Architecture and Pharmacy has a large student population. This enables students to make new friends and join hobby clubs, improving their skills.

Gathering Place

An auditorium and multipurpose space are important gathering places where the Institute can easily arrange annual social gathering functions.

Other Ancillary Facilities

The facilities like ATM, stationary and copy centers, vehicle parking, etc. are available on campus. These facilities make the students stay in the campus comfortable and joyful.

Space for future development

There is a lot of space available in the campus for creating different new resources.

C. ADVANCED LABORATORIES

Engineering involves lots of experimenting. Advanced labs provide various opportunities to learn and experiment with the students.

Electric Vehicle Startup Lab

An Electric Vehicle Lab has been established in our campus. This lab is dedicated to carry research and to develop new products in the field of electric vehicles. The lab has successfully registered as a startup and was awarded the title of "Most Emerging Startup Institute" for 2023 by adrom.com. Additionally, it has received a research grant of 5.32 lakhs from Acex Enterprises Pvt Ltd. As the outcome; we have developed an electric car, an electric golf cart, an electric bike with a dumping assembly, and a cargo bicycle, among other innovations.

Centre of Excellence

We have set up a state-of-the-art Artificial Intelligence Lab called Center of Excellence. The goal of this lab is to give faculty members and students access to hardware and software for research and development. It provides funding for research and projects in fields like robotics, computer vision, natural language processing, machine learning, and neural networks. Tiruba Pvt Ltd has awarded a research grant of 5.6 lakh.

Computerized Universal Testing Machine

A Universal Testing Machine (UTM) can be used to test various materials and metals in different shapes for tests such as Tension, Compression and Shear. The UTM has a capacity of 1200 kN, exceeding the needs for educational purposes. It is valuable for research and consulting purposes.

Steam Power Plant

A steam power plant is installed in the institute. It clarifies all the details to the students about the generation of electricity from steam. Due to this significance, the institute provides consultancy to students from other colleges.

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5. CONCLUSION

Additional Information :

K J College of Engineering and Management Research, Pune supports core values. Higher Education Institutions (HEIs) operate in a dynamic environment all over the world. To expand the education system, and educational delivery, KJCOEMR come forward to contribute to the educational field.

For fostering Global Competencies among Students, we have

1. An Indian Society for Technical Education (ISTE) membership: ISTE is working at the national level in the field of technical education to improve the quality of technical education. ISTE conducts various activities for the development of students and faculty.

2. Virtual Lab Nodal Center under COEP Mentorship: This provide remote-access to Labs in various disciplines of Engineering and complete Learning Management System. The students can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

3.To Inculcate a Value System among Students: In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national, and universal levels. We conduct such activities in our campus to make our students responsible citizens of our nation and promoting research environment:

4.To promote research culture among students and faculties: Institute organized second international Conference on "Innovative trends in Engineering and Technology " on 10th and 11th April 2024. Institute has taken "IPR Awareness Program" under National Intellectual Property Awareness Mission (NIPAM) launched by the Government of India under the banner "Azadi Ka Amrit Mahotsav" to create widespread awareness on Intellectual Property Rights (IPR) on August 12, 2022 in association with Intellectual Property Office, Mumbai. We are appreciated for our active participation.

5.Center of Excellence for AI and Electrical Vehicle (EV) Start up: We have Centre of Excellence lab in Artificial Intelligence (AI). It offers access to students for innovation and expertise in high performance AI computing. An Electric Vehicle startup Lab has been set up in our campus. It allows students to explore the world of EVs first hands on experience, fostering curiosity, and promoting active learning.

Concluding Remarks :

K J College of Engineering and Management Research is a renowned educational institute in India. Along with academics, a variety of co-curricular and extracurricular activities are planned to assist students for their holistic development. Various curriculum enrichment programs, such as value-added programs and training programs, are offered to students.

The institute has R&D cell to promote the research and innovation practices. The faculty have published over 350+ research papers in reputed journals and conferences, patents filed and copyrights. The institute has signed MoUs with national and international agencies. Wide spread alumni are also supporting the institute in

providing real life exposure to students.

Institute has adequate facilities for academic, extracurricular, and administrative activities. The library is automated with SLIM software, enriched with books, print journals, e-books, e-journals, and e-resources.

The institute has Grievance Redressal mechanism with the involvement of Internal Complaint Committee, Anti-Ragging Cell and Women Development Committee for timely redressal of the concerned issues.

The institute's stable leadership and administration are progressive in line with its vision and mission. The institute is governed by the Governing Body (GB), College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC), etc. These committees involve internal and external stakeholders in the institute's mission.

The IQAC monitors the institute's academic excellence and continuous improvement ensuring development of the institute towards vision of the institute.

KJCOEMR organizes awareness sessions and activities based on social values such as gender equity, environmental consciousness, energy sustainability, etc.

The Student Training Programme initiated to maximize the number of students to secure opportunities in industries, startups, higher education and in government sectors by enhancing their skills. The institute actively encourage the students to engage with neighbourhood community through variety of social outreach activities.

To summarize, K J College of Engineering and Management Research provides quality engineering education consistent with its vision, "To be a premier knowledge center of the nation for socio-economic development".