# YEARLY STATUS REPORT - 2022-2023

| Part A |
|---|
| **Data of the Institution** |

| 1.Name of the Institution | Zeal College of Engineering and Research, Pune |
|---|---|
| • Name of the Head of the institution | Dr. A. M. Kate |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02067206106 |
| • Mobile No: | 7391000048 |
| • Registered e-mail | principal.zcoer@zealeducation.com |
| • Alternate e-mail | ajit.kate@zealeducation.com |
| • Address | S. No. 39, Dhayari Narhe road, Narhe |
| • City/Town | Pune |
| • State/UT | Maharashtra |
| • Pin Code | 411041 |
| **2.Institutional status** | |
| • Affiliated / Constitution Colleges | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |

| | | |
|---|---|---|
| • Financial Status | **Self-financing** | |
| • Name of the Affiliating University | **Savitribai Phule Pune University** | |
| • Name of the IQAC Coordinator | **Dr. P. P. Walvekar** | |
| • Phone No. | **02067206115** | |
| • Alternate phone No. | **02067206115** | |
| • Mobile | **8975760046** | |
| • IQAC e-mail address | **iqac.zcoer@zealeducation.com** | |
| • Alternate e-mail address | **pralhad.walvekar@zealeducation.com** | |

| | |
|---|---|
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | https://zcoer.in/wp-content/uploads/2023/05/AQAR_2021-22.pdf |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://zcoer.in/academic-calendar/ |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **A** | **3.04** | **2017** | **27/11/2017** | **26/11/2022** |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | **15/06/2016** |

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **NIL** | **NIL** | **NIL** | **NIL** | **0** |

| | |
|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | **Yes** |
| • Upload latest notification of formation of IQAC | View File |

| 9.No. of IQAC meetings held during the year | 04 | |
|---|---|---|
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| • If yes, mention the amount | | |

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

| |
|---|
| Award of ISO 21001:2018 (EOMS) certification with effect from 22/08/2022 for three years |
| Preparation of Autonomy from the academic year 2024-25 |
| Preparation of NBA |

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| Preparation of ISO 21001:2018 Audit | Awarded ISO 21001:2018 EOMS |
| Preparation of Autonomy and NBA | Nil |

| 13.Whether the AQAR was placed before statutory body? | Yes |
|---|---|
| • Name of the statutory body | |

| Name | Date of meeting(s) |
|---|---|
| College Development Committee | 18/11/2023 |

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

| Year | Date of Submission |
|------|--------------------|
| 2022 | 14/02/2024 |

## 15.Multidisciplinary / interdisciplinary

The institute is guided by a vision to be a premier institute in technical education, emphasizing academic excellence, research, and an entrepreneurial attitude. In line with this vision, the institute offers a variety of programs within the university curriculum, going beyond syllabus requirements through interactive expert sessions, virtual talks, industrial visits and more. As an affiliated with Savitribai Phule Pune University (SPPU) in Pune, the institute offers a range of undergraduate and postgraduate programs that blend science, technology, engineering, mathematics, human values, societal responsibilities, ethics, and life skills. There are a total of ten undergraduate programs, broadly categorized into Core Engineering (Civil, Mechanical, and Electrical Engineering), IT group (Electronics and Telecommunication Engineering, Computer Engineering, and Information Technology), and Multidisciplinary (Robotics and Automation, Artificial Intelligence and Data Science, Artificial Intelligence and Machine Learning, Electronics and Computer Engineering). Thus, the institute offers programs covering all technologically advanced domains. Since 2015, the institute following SPPU's implementation of the choice-based credit system. Each undergraduate program has a duration of four years. The minimum total credit requirement for each program is 190, distributed across mandatory subjects, elective subjects, lab courses, seminars, and project work over eight semesters. The mandatory subjects has 130 credits, 12 credits for elective subjects, 39 credits for lab courses, 1 credit for seminar and 8 credits for project work. The inclusion of open electives provides students with a wide choice of subjects from other programs. Students have the option to choose one audit course per semester during their first to eighth semesters. The method of course conduct may vary, including lectures, site visits, small projects, online sources, etc. Advanced courses in Performing Arts, Foreign Language, and Yoga are offered to enhance students' skills. Environmental Studies is introduced in the first semester for all programs, and additional one audit course is included for each program in forthcoming semesters. As a university-affiliated institute, there are limitations on implementing a multidisciplinary flexible curriculum that enables multiple entries and exits throughout undergraduate education. However, the institute aims to engage in more multidisciplinary research endeavours to address society's pressing issues and challenges. Various sessions on research methodology, problem identification, patenting, and

intellectual property are planned. Facilities are provided for teachers and students to attend seminars, conferences, workshops, etc. In alignment with the National Education Policy 2020, the institute plans to promote a multidisciplinary/interdisciplinary approach while adhering to SPPU rules and regulations. The development of ZealTECH, an incubation centre to promote multidisciplinary research, is a step in this direction.

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

Institute is affiliated with Savitribai Phule Pune University, (SPPU) Pune. Academic Bank of Credits - ABC has been initiated from academic year 2021-22 and implemented for academic year2022-23 also. The necessary instructions are followed as per timely directives given by SPPU.

**17.Skill development:**

Being an affiliated organization with Savitribai Phule Pune University, (SPPU) Pune; Institute offers various programs for undergraduate and Post graduate students consisting credit and audit courses. Audit courses are specifically designed to encrporate the content which include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life-skills etc. One Audit course per semester can be offered by student apart from program enrolled.

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

As the institute is affiliated to Savitribai Phule Pune University, the intergration of Indian Knowledge System as and when implemented by afiiliating university, we will implement it.

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

The institution recognizes the importance of adopting an Outcome-Based Education (OBE) system and is actively engaged in implementing various strategies to realize this goal. For each course, Course Outcomes (COs) are meticulously defined utilizing Bloom Taxonomy Levels. The Board of Studies at Savitribai Phule Pune University frames these COs during syllabus revisions and finalization processes. The acceptance of these COs hinges on the agreement of the domain coordinator znd course instructor; any necessary adjustments are made by referencing the syllabus. Typically, one CO is articulated for each unit, resulting in the drafting of six COs per course, overseen by the course coordinator with input from

domain in-charges. Once formulated, these COs are disseminated to students through course materials, the institution's website, and other relevant channels. Course Outcomes (COs) are meticulously aligned with relevant Program Outcomes (POs), in accordance with the graduate attributes outlined by the Washington Accord. This alignment process is stratified into three levels of relevance: Slight (Low), Moderate (Medium), and Substantial (High). Both Direct and Indirect assessment tools are employed to ascertain the attainment of COs with respect to POs, with predetermined weightages allocated for these tools in each academic year. Direct Assessment Tools are further categorized into internal and external assessments, with specific weightages assigned for each tool in the respective academic year. Internal assessments encompass a variety of methods including assignments, unit tests, class tests, prelims, quizzes, oral/viva examinations, seminar and project reviews, and laboratory performance evaluations. External assessments, administered by Savitribai Phule Pune University, include in-semester and end-semester examinations, term work assessments, and practical/oral examinations. Indirect assessment tools, such as course exit surveys, graduate exit surveys, alumni feedback, employer surveys, and participation in co-curricular and extracurricular activities, are also utilized. Statistical data obtained from these tools is systematically tabulated and analyzed using appropriate methodologies to compute the attainment of COs in alignment with POs and Program Specific Outcomes (PSOs). This comprehensive approach ensures the thorough evaluation of Course Outcomes and Program Outcomes. Furthermore, COs are delineated for each course utilizing Bloom Taxonomy Levels. The Board of Studies of the respective programs at Savitribai Phule Pune University frames COs during syllabus revisions and finalization processes. These COs undergo scrutiny by domain coordinators and course instructors; any necessary reframing is undertaken following consultation with the syllabus. Typically, one CO is stated for each unit, resulting in the formulation of six COs per course, overseen by the course coordinator with input from domain in-charges. Once formulated, these COs are disseminated to students through course materials, the institution's website, and other relevant channels.

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

NA

# Extended Profile

**1.Programme**

| 1.1 | 803 |
|---|---|

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|---|---|
| Data Template | View File |

## 2.Student

| 2.1 | **3923** |
|---|---|
| Number of students during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.2 | **717** |
|---|---|
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 | **752** |
|---|---|
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

## 3.Academic

| 3.1 | **251** |
|---|---|
| Number of full time teachers during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.2 | **181** |
|---|---|
| Number of Sanctioned posts during the year | |

| File Description | Documents |
|---|---|
| Data Template | |

## 4.Institution

| | |
|---|---|
| 4.1<br><br>Total number of Classrooms and Seminar halls | **161** |
| 4.2<br><br>Total expenditure excluding salary during the year (INR in lakhs) | **134148977** |
| 4.3<br><br>Total number of computers on campus for academic purposes | **1305** |

## Part B

**CURRICULAR ASPECTS**

**1.1 - Curricular Planning and Implementation**

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

**Zeal College of Engineering and Research, Pune is affiliated with Savitribai Phule Pune University (SPPU). So our Program Curriculum is as per pattern and syllabus of affiliatinguniversity. The program curriculum is categorized into various streams like Basic sciences, Basic engineering courses, Professional core courses, Management & humanities and Electivecourses. The program curriculum is in compliance with AICTE norms. The program curriculum is formulated and reviewed once in 5 years with the help of board of studies comprising a chairman and senior faculty members of that department. By referring to university curriculum all the courses are mapped with twelve Program Outcomes (POs) and four Program Specific Outcome (PSOs) and assessment of all the POs andPSOs is done. The process for determining how closely the university curriculum adheres to the program outcomes and program-specific outcomes is outlined below: 1.The process adopted to identify the extent of compliance of the University curriculum for attaining Program Outcomes (POs) and Program Specific Outcomes (PSOs) involvedmapping the curriculum to the desired outcomes, developing assessment tools, collecting and analysing data on student performance, providing feedback, and makingimprovements as necessary. 2.Continuous reviews of the curriculum and assessment processes were conducted to ensure alignment with industry standards and educational best practices.**

3.This systematic approach enhanced the quality and relevance of education in the field by ensuring that students were effectively prepared to meet the desired outcomes. The courses prescribed by the university are in compliance with all the POs and PSOs.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | [https://drive.google.com/drive/u/1/home](https://drive.google.com/drive/u/1/home) |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

A. ADHERENCE TO ACADEMIC CALENDAR Institute prepares academic calendar in aligned with Savitribai Phule Pune University prior to the commencement of each semester. The institute academic calender includes commencement of teaching, course file verification schedule, display of monthly attendance and letters to the parents, parents meet, student feedback, class tests, major holidays, sports and cultural activities. Inline with the institute academic calender, the departments prepares their event calender. The department event calendar includes major routine activities of teaching/learning for timely execution. It also includes other academic activities such as mini/major project, seminar reviews, GFM meetings, students'feedback, unit test schedule, In-semester examinations, PR/OR examination, guest lectures, project based learning, hands on training sessions, virtual/physical industrial visits, parentsmeet and more. Apart from academic activity, co-curricular and extra-curricular activities such as sports, cultural, technical events etc. are also included. A standard operating procedure as per ISO 21001:2018 (EOMS) for preparing academic calendar is available in Institute Academic Process Manual. The steps involved for preparingacademic calendar is as follows: 1.Plan event calendar in line with Academic calendar of the institute and Savitribai Phule Pune University. 2.Review and finalize the event calendar in faculty meeting. Also identify the faculty coordinator/in-charge for various activities. 3.Circulate the event calendar to all students. Inetrnal class tests aligning to university in-semester and endsemesterexaminations are conducted. The examinations areconducted as per theguidelines of SPPU from time to time.

| File Description | Documents |
|---|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://zcoer.in/academic-calendar/ |

| 1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

## 1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

## 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

36

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

## 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement

**for year: (As per Data Template)**

`14`

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Brochure or any other document relating to Add on /Certificate programs | [View File](#) |
| List of Add on /Certificate programs (Data Template ) | [View File](#) |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

`941`

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

`941`

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | [View File](#) |

**1.3 - Curriculum Enrichment**

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

As the affiliated institute, we adhere to the curriculum set by Savitribai Phule Pune University (SPPU), Pune, which undergoes regular revisions to address pertinent cross-cutting issues including professional ethics, gender equality, human values, environment, and sustainability.

Environmental and sustainability concerns have been integrated into several courses, including Building Technology and Architectural Planning, Environmental Engineering, Geotechnical Engineering, Energy Audit and Management, and Material Science.

Human values are emphasized in courses such as Industrial and Technology Management, Information and Cyber Security, and Road

Safety Management.

Professional ethics are instilled through courses like Total Quality Management and Management Information System.

Audit courses are also included in the syllabus, focusing on behavioral skills, professional etiquette, and workplace manners.

The All India Council for Technical Education (AICTE) has recently introduced Environmental Studies across all disciplines to address environmental pollution, monitoring technology, and ethical engineering practices.

Gender equality is promoted through various co-curricular activities, ensuring equal participation of both genders in projects, seminars, presentations, discussions, quizzes, debates, and departmental activities.

Induction programs and guest lectures are organized to address cross-cutting issues, including human rights and health-related concerns.

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

23

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | **No File Uploaded** |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

**1.3.3 - Number of students undertaking project work/field work/ internships**

**2488**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

**1.4 - Feedback System**

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | **No File Uploaded** |
| Any additional information(Upload) | **No File Uploaded** |

| 1.4.2 - Feedback process of the Institution may be classified as follows | B. Feedback collected, analyzed and action has been taken |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| URL for feedback report | https://zcoer.in/feedback/ |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment Number Number of students admitted during the year

### 2.1.1.1 - Number of sanctioned seats during the year

**1433**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**588**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Course wise slow and advanced learners are identified by the course faculty as follows.

1. Identify course wise slow learners based on class test result

(90%), previous year's university result (5%) and class performance (5%).

2. Based on above mentioned parameters, student having marks above 60% would be identified as Advanced Learners, below 40% would be identified as slow learners.

3. For Slow Learners:

The Slow learners are identified and following remedial actions are taken for the improvement.

- Course specific remedial sessions and continuous monitoring the slow learners.
- Specially designed assignments and its assessments.
- Additional self-learning materials.
- Unit wise Question bank
- Class retest
- Regular counselling/ Encouragement.

1. For Advance Learners:

The advance learners are identified and encourage them to do the following activities.

1. Extra assignment to enhance complex problem solving skills.
2. Motivation to take up advanced study and projects.
3. Motivation to get University rank.
4. Motivation to enroll for advanced level MOOC/SWAYAM/Coursera courses.
5. Participation in product development.
6. Encourage to take up competitive exams like GATE, GRE, TOFEL, IELTS, CAT, MPSC, UPSC etc.
7. Encourages students to be members of professional bodies like IE (India), SAE, ISHARE etc. and organize and participates in national/international level technical events such as Smart India Hackathon, Techfest IIT Mumbai, and Mega ATV Championship etc.
8. Encourages for industry sponsored projects/internship etc.
9. Motivate to participate in global certification program, hands-on training sessions.

Based on the extra care/ initiatives taken for slow learner students the academic performance gets improved.

| File Description | Documents |
| --- | --- |
| Link for additional Information | **Nil** |
| Upload any additional information | View File |

## 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
| --- | --- |
| **3923** | **251** |

| File Description | Documents |
| --- | --- |
| Any additional information | View File |

## 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

**The institute encourages and adopts various experiential learning, participative learning and problem solving methodologies by employing student centric methods as follows.**

**1. Industrial Visits: Industrial visits are organized to strengthen industry-institute connect and facilitate experiential learning.**

**2. Industry Internships: a structured Student Internship Program adhering to University curriculum guidelines is implemented to provide practical learning experiences.**

**3. Project Based Learning (PBL): Final year projects, mini projects and Project Based Learning are the important components in the curriculum to do active experimentation and learn by doing the things.**

**4 NSS field work: NSS unit of the institute support experiential learning through social and environmental issues by undertaking various field activities.**

**5. Participation in Hackathons, SAE (Society of Automotive Engineers) Competitions:**

**6. Club activities: Experiential and participative learning is facilitated by interdepartmental Club activities through clubs like**

Indian Geotechnical Society, ISTE, etc.

7. Innovative pedagogy techniques: Faculty promotes participative learning through innovative pedagogy techniques such as group discussions, group activities, quizzes, role-play, fun game, etc. during teaching learning process and through department association activities.

8. The students are motivated to use MOOC courses, NPTEL sessions, UDEMY and Coursera Certificate program.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The teachers uses various Information and Communication Technology (ICT) tools to enhance the efficacy of the teaching-learning process. These tools encompass a wide array of digital resources and platforms designed to facilitate interactive and engaging educational experiences. Through ICT-enabled tools, instructors can deliver content in diverse formats, such as multimedia presentations, interactive simulations, virtual laboratories, and online assessments.

Following some ICT enabled tools used by the faculty members:

1. Use of e-content developed by teachers.
2. Animated PowerPoint Presentation (PPTs).
3. Animated videos.
4. Access to study material in LMS.
5. LMS (learn.thezealacademy.com) and MS Teams for Assignments, Notes, E-content, etc.
6. ERP for attendance, feedback, etc.
7. Use of Open Source Software.
8. Platforms like Zoom, Microsoft Teams, or Google Meet facilitate virtual classrooms, enabling real-time communication, collaboration, and remote instruction.
9. Various educational websites offer a wealth of educational content, including videos, articles, quizzes, and interactive exercises covering various subjects and topics.

10. **Platform like WhatsApp can be used by teachers to share resources, communicate with students, and facilitate discussions outside the classroom.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | **Nil** |

## 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

## 2.3.3.1 - Number of mentors

**251**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll. | [View File](#) |
| Circulars pertaining to assigning mentors to mentees | [View File](#) |
| mentor/mentee ratio | [View File](#) |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**251**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | [View File](#) |
| Any additional information | **No File Uploaded** |
| List of the faculty members authenticated by the Head of HEI | [View File](#) |

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

## 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc.

## / D.Litt. during the year

**32**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

**2.4.3.1 - Total experience of full-time teachers**

**4**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**The internal assessments are conducted by using various tools such as attendance, class test, assignments, quizzes, class performance etc.**

**The continuous assessment of students is carried out for term work. Predefined format for term work assessment is communicated to the students well in advance so as to enable them for self-analysis and improvement. It includes the theory or practical attendance, lab performance, class tests, assignments, midterm submission etc.**

**The students can ensure their attendance as it is maintained through ERP. Record of the practical performance is maintained in the practical log book and regular checking of experiment is carried out subsequently. Class tests are conducted twice in semester. Class**

test 1: based on Unit 1 and 2 for 30 marks and Class test 2: based on Unit 3 to 6 for 70 marks are conducted.

After assessment of class tests, answer sheets are handed over to students for grievances if any. Continuous Assessment Sheet for the experiment is maintained by faculty. Online entries of term work marks are communicated to the University. Students are assessed on the basis of timely submission, presentation (communication skills), understanding (independent learning) and attentiveness (behaviour). Final year projects of UG and PG are evaluated continuously and students are given inputs on their weaknesses and scope for improvement. Students maintain project diary with records of their project progress duly countersigned by guides on a regular basis.

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Link for additional information | **Nil** |

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute has a transparent, time-bound, and efficient mechanism to address the grievances related to the internal examination.

The assessment methods adopted for internal assessment are disseminated to the students at the beginning of the semester.

• Marks obtained by the students as per the term work assessment sheet are shown to the students.

• Solutions with marking scheme for internal tests are discussed in the class room and the answer sheets of unit tests are distributed to the students. The grievances regarding the assessment are addressed by the course faculty.

• In addition, students can approach to the HoD, if required.

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Link for additional information | **Nil** |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

**The institute has clearly defined the learning objectives in terms of Program Educational Objectives (PEOs) and learning outcomes (as POs). The POs are expected abilities achieved by the students of that program at the end of graduation.**

**The Course Objectives and Outcomes (COs) are defined by the respective BoS at University level and these are the learning outcomes that the students are expected to achieve at the end of each course. The University syllabus contains COs for all the courses of the programmes. Students and faculties are made aware about PEOs, POs and COs by following ways.**

- **PEOs and POs are displayed in departments and discussed in departmental presentations.**
- **COs are included in the University syllabus of each course.**
- **Learning outcomes are specified in the course file of faculty.**
- **Every faculty explains the learning outcomes to the students at the start of every course.**
- **Learning outcomes are explained to the parents during parent meeting.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | **Nil** |
| Upload COs for all courses (exemplars from Glossary) | [View File]() |

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

**The Course Outcomes (COs) for each course are established based on**

Bloom Taxonomy Levels, as outlined by the Savitribai Phule Pune University - Board of Studies of respective programs during syllabus finalization. These COs undergo revision if the domain coordinator and course instructor find it necessary; otherwise, they are adjusted in accordance with the syllabus. Once finalized, COs are communicated to students via course materials, the university website, etc. Each CO is then correlated with relevant Program Outcomes (POs) to align with the desired graduate attributes. This correlation is graded on three levels of relevance: (a) Slight (Low), (b) Moderate (Medium), and (c) Substantial (High).

Direct and Indirect assessment methods are employed to evaluate CO-PO achievement. Weightage for these assessment tools is predetermined for each academic year. Direct Assessment Tools are categorized into internal and external assessments, each assigned specific weightage. Internal assessments include assignments, unit tests, class tests, prelims, quizzes, oral/viva, seminar and project reviews, and lab performance evaluations. External assessments, conducted by Savitribai Phule Pune University, encompass in-semester and end-semester examinations, term work evaluations, and practical/oral assessments.

Indirect assessment methods include course exit surveys, graduate exit surveys, alumni and employer feedback, and evaluation of co-curricular and extra-curricular activities. Statistical analysis of data gathered from these assessments enables the determination of CO achievement in alignment with POs and PSOs, facilitating the attainment of desired graduate attributes.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |

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

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

811

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | **No File Uploaded** |
| Paste link for the annual report | **Nil** |

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://zcoer.in/2022-23-criterion-ii/

**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 year (INR in Lakhs)**

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

**147500**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

**1**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | Nil |

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**

**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

7

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

**3.2 - Research Publications and Awards**

**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year**

**3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

123

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

| 21 | |
|---|---|

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | [View File](#) |

## 3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**The institute endeavors to foster students' awareness of social issues and promote their comprehensive development through the National Service Scheme (NSS) in collaboration with various non-governmental organizations (NGOs).**

**Blood Donation Camps, held annually on commemorative occasions, see the enthusiastic participation of approximately 200 students and staff, underscoring the critical importance of blood donation and its life-saving impact.**

**On World Forest Day, students engage in tree plantation and conservation activities in nearby forest reserves, instilling in them a sense of responsibility towards Earth's preservation by safeguarding its green cover.**

**A noteworthy instance is the NSS special camp held at Bhongoli Tal Bhor, Pune, where 50 students from Unit A-122 immersed themselves in a week-long program. They imparted yoga and meditation to local schoolchildren while undertaking various community-oriented initiatives like water conservation, road repairs, cleanliness drives, street theater, awareness campaigns, and energy conservation efforts, nurturing in them a deep understanding of rural life and its challenges.**

**In another noble gesture, students collect Rakhi before Rakshabandhan and send them to Indian soldiers stationed at the borders, honoring their service and sacrifice.**

**Furthermore, through initiatives like cloth donation drives and fort conservation activities, students actively contribute to uplifting the underprivileged and preserving cultural heritage, embodying the spirit of social responsibility and collective welfare.**

| File Description | Documents |
| --- | --- |
| Paste link for additional information | https://zcoer.in/nss-reports/ |
| Upload any additional information | View File |

**3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

0

| File Description | Documents |
| --- | --- |
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

16

| File Description | Documents |
| --- | --- |
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**

**3.3.4.1 - Total number of Students participating in extension activities conducted in**

**collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**1302**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | **No File Uploaded** |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

## 3.4 - Collaboration

### 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

**184**

| File Description | Documents |
|---|---|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | **No File Uploaded** |

### 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

### 3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

**19**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | **No File Uploaded** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

**The institute has well organized, ventilated classrooms and laboratories. All class rooms are ICT enabled and laboratories are well equipped.**

**Sr. No.**

**Room Type**

**Quantity**

**Area (Sq. feet.)**

**1.**

**Classrooms**

**41**

**32502.00**

**2.**

**Laboratories**

**85**

**78511.00**

**3.**

**Central Library**

**1**

**9923.00**

**4.**

**Department Library**

5

2920

5.

Administrative Block

9

5278

6.

Faculty Rooms - Individual

27

4952

7.

Faculty Rooms - Shared

128

8913

8.

Boys Common Rooms

1

1133

9.

Girls Common Rooms

2

1471

10.

```
Medical Room

1

178

11.

Canteen

5

21528

12.

Auditorium

2



Computing Facilities:
```

- **Computers exclusively available to Students: 1220**
- **Computers available in Library: 19**
- **Computers available in Administrative Office: 42**
- **Number of Computers in Language Lab: 40**
- **Internet Bandwidth in mbps: 1000**
- **Number of Licensed Application Software: 21**
- **Number of Licensed System Software: 25**
- **Number of Open Source Software: 14**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

**The institute has adequate facilities for sports, cultural**

activities, games (indoor and outdoor), Gymnasium as well as yoga centre.

The Zeal promote the sports activities by providing various facilities to the students.

Sports Facilities:

1. The Institution has a separate sports ground of 2.5 Acres for outdoor games like Cricket, Football, Volleyball, Kabaddi.
2. The institute also has separate Basketball court, 3 badminton courts.
3. Institute has indoor sports place for gymnasium, playing table tennis, chess, carom etc.
4. The institute has dedicated sport director along with separate coaches for football, volleyball, basketball, kho-kho and kabaddi.
5. The institution has multipurpose seminar hall which is utilized for Yoga & meditation purpose.
6. The institute has all necessary gym instruments in gymnasium and all types of indoor and outdoor game instruments available in Gymkhana.

Cultural Facilities:

1. Institute has dedicated cultural centre which includes

1. Music Studio
2. 2 Dance studios
3. 2 Recording studio for recording songs and academic videos.
4. Photography studio
5. Acting Theatre – Antrang
6. Dhol Tasha Instruments.

All these studios are equipped with modern instruments for music, dancing, singing, recording etc.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | Nil |

**4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**

**161**

## 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

**161**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

## 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

## 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

**1341.48**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

## 4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

**1. Name of the ILMSsoftware -Autolib**

**2. Nature of automation (fullyor partially) - Fully automation**

**3. Version -AutoLib -NG**

**4. Year of automation - 2012**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://zcoer.in/central-library/ Page |

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

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

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

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

**8.3**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

**225**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of library usage by teachers and students | View File |

## 4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**In AY 2022-23; new computer terminals are purchased.**

**The WiFi facility details are as follows; Internet Bandwidth Total available bandwidth – 200 MBPS (1:1Leased Line).**

**Service Provider – Tata Tele Business Services.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | **Nil** |

## 4.3.2 - Number of Computers

**1305**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Student – computer ratio | View File |

## 4.3.3 - Bandwidth of internet connection in the Institution

**A. ? 50MBPS**

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | View File |

## 4.4 - Maintenance of Campus Infrastructure

**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)**

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

**134148977**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Audited statements of accounts. | <u>View File</u> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <u>View File</u> |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**The institute has implemented comprehensive systems and protocols to manage and optimize its physical, academic, and support facilities, encompassing laboratories, libraries, sports complexes, computer facilities, and classrooms, among others. Outsourcing overall housekeeping responsibilities to an external agency, Sevenseas, ensures efficient maintenance. Regular assessments of housekeeping tasks are conducted by the estate manager. Non-compatible computers with the updated syllabus have been phased out and replaced with new ones to align with current curriculum requirements. Additionally, annual maintenance contracts (AMCs) have been secured for common facilities such as lifts and batteries to ensure their smooth operation.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**3087**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**5**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| | |
|---|---|
| **5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Link to institutional website | **Nil** |
| Any additional information | **No File Uploaded** |
| Details of capability building and skills enhancement initiatives (Data Template) | [View File](#) |

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

**611**

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

**611**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | [View File](#) |

| | |
|---|---|
| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

**460**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

**12**

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | View File |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | View File |

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government

**examinations) during the year**

| 19 |
| --- |

| File Description | Documents |
| --- | --- |
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |

**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 year**

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

| 14 |
| --- |

| File Description | Documents |
| --- | --- |
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

**The institution boasts a multifaceted student council, actively involved in both co-curricular and extra-curricular pursuits. Moreover, it operates a network of cells and committees dedicated to ensuring the seamless execution of administrative and extracurricular endeavours. Each of these entities features student representation, fostering engagement across all spheres of activity. With a total of 21 cells/committees, a cohort of 126 students actively contributes to administrative, co-curricular, and extra-curricular initiatives.**

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

**7**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

**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

**The institute's alumni association is officially registered with the Charity Commissioner. This association plays a pivotal role in organizing both virtual and physical events, including alumni gatherings, virtual industrial tours, webinars, training sessions, and career guidance forums.**

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

| **5.4.2 - Alumni contribution during the year** | **E. <1Lakhs** |
|---|---|

**(INR in Lakhs)**

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The institution operates through a participatory governance model, involving active engagement from all stakeholders in its administration. Authority is decentralized, with the governing body entrusting responsibilities to lower-level employees for implementation. This structure is shared among the secretary, director, and principal, who disseminate it across various levels within the institute. Numerous functionaries, including department heads, coordinators, and committee conveners, hold pivotal roles in decision-making processes and policy development, translating them into action. Collaborative efforts between the governing body and the principal drive the establishment and implementation of institutional quality policies. Administrative and academic committees, such as the IQAC, AMC, ICC, GRC, and purchase committee, are effectively managed with clearly defined roles and principles aligned with the institute's vision and long-term objectives. Teachers play a crucial role in realizing the institute's vision, actively contributing to decision-making processes and serving as conveners of various committees. Committees like the Academic Monitoring Committee, Examination Committee, and Library Committee, among others, oversee critical aspects of the institute's operations, with teachers influencing admission standards, examination formats, library protocols, and teaching methodologies, thereby fostering a culture of participatory governance.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and

participative management.

The institute embraces the principle of decentralization in its truest sense, evident through a robust organogram of committees and cells. This decentralized and participatory management approach permeates all facets of college activities. Key stakeholders, including management, the governing body, the principal, teaching and non-teaching staff, parents, students, and alumni, collaborate democratically to fulfill their roles and responsibilities, guided by principles of accountability. The annual cultural festival, Udaan, serves as a prime example of this decentralized management style, where students, non-teaching staff, and teachers actively participate in its organization. The principal engages with staff and student representatives to reinforce participatory decision-making. During annual functions and sports events, administrative decentralization empowers students to make decisions on resource allocation, financial management, program execution, and security measures, fostering a culture of accountability, responsiveness, sensitivity, and proactivity within a democratic and participatory environment.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Aligned with the institution's vision and mission, the institutional perspective plan serves as a guiding framework. Various bodies, cells, and committees within the institution's organogram collaborate to develop a strategic roadmap of events and activities aimed at fostering growth and development. This planning occurs both at the onset and conclusion of each academic year.

A comprehensive review of the implementation and outcomes of these perspective plans is regularly undertaken. Notably, teaching and learning initiatives stand out as areas where the institutional perspective and strategic plan have been effectively realized. This achievement is attributed to the diligent execution of an action plan comprising the following key initiatives:

   1.  Introduction of unique add-on/certificate courses recommended

by department heads.
2. Establishment of MoUs with industrial sectors to facilitate training, development, and placement opportunities.
3. Establishment of a Career Development Cell focused on enhancing student employability skills.
4. Prioritization of ICT tools to enhance the effectiveness of teaching and learning processes.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | No File Uploaded |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The institute maintains affiliation with Savitribai Phule Pune University, Pune, and adheres strictly to the guidelines established by regulatory bodies such as DTE - Maharashtra State and AICTE. To uphold the vision and mission of the Zeal Education Society, a general body comprising the Secretary (ZES), representative members representing all stakeholders, and the principal is in place. Operating beneath this body is the College Development Committee (CDC), responsible for managing various initiatives under the guidance of the general body.

The principal reports directly to the Director of Admission, Academics, and Administration, seeking support, offering suggestions, and providing feedback on institute activities. Furthermore, the Internal Quality Assurance Cell oversees the planning and execution of academic and quality improvement initiatives.

Various coordinator roles have been established for Academics, Research and Development, and Student Welfare, along with administrative positions including Office Superintendent, Training and Placement Officer, Controller of Examination, Librarian, and Network Administrator.

Department heads collaborate with academic coordinators, domain coordinators, class teachers, guardian faculty members, and subject teachers to ensure smooth operations within their respective departments. The Controller of Examination and Office Superintendent oversee activities related to examinations and office routines.

Additionally, the Institute Student Welfare Coordinator is tasked with ensuring the provision of facilities for students with the assistance of student cells.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | https://zcoer.in/zcoer-organogram/ |
| Upload any additional information | View File |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination** | B. Any 3 of the above

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

The institution has effective welfare measures for teaching and non-teaching staff as given below.

1. Driver's accidental policy

2. Fees redemption up to 20% for wards of staff

3. Paid study leaves

4. Maternity Leaves

Every year, the college requires faculty members to submit a self evaluation form. This gives insight into one's own appraisal of theteaching success and impact on the students. It focuses on how theteacher responds to various events that affect the students'learning process. It also reveals the teacher's involvement in bothacademic and administrative tasks. A teacher might use this form toshow off his or her ongoing professional development (paperpresentations, publications, seminars and conferences attended,research grants and so on). Department heads compile data for teacher evaluation of teachinglearningactivities, which is then provided to the principal in theform of departmental audit reports. Teachers who are informed about their performance at each level canuse the performance appraisal to advance their career. Teachers areencouraged to upgrade themselves if there is room for improvement on their part. This is necessary for later promotions in accordance with the rules. The entire procedure is carried out in completesecrecy. The appropriate teacher is notified, and suggestions aregiven. The puncuality, sincerity, documentation skill,professionalism etc. are the criteria in performance appraisalsystem for teaching and non- teaching staff.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

## 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

## 6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

2

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

**8**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

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

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

**27**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**Annually, faculty members at the college engage in a reflective process by submitting a self-evaluation form. This document offers a nuanced perspective on teaching efficacy and its influence on student outcomes. It delves into how educators navigate various learning scenarios, demonstrating their commitment to both academic and administrative responsibilities. Furthermore, it serves as a platform for showcasing ongoing professional growth through activities such as paper presentations, publications, and participation in seminars and conferences. Departmental heads amalgamate this data to generate comprehensive reports, aiding in teacher evaluation. This feedback loop, maintained with confidentiality, ensures educators are apprised of their performance, allowing for targeted improvements and facilitating career progression in accordance with institutional guidelines. Emphasizing qualities like punctuality, sincerity, and professionalism, the performance appraisal system applies to both teaching and non-teaching staff, fostering a culture of continuous development and excellence.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institution has implemented a robust system for overseeing financial transactions through annual internal and external audits to ensure adherence to financial regulations. Internally, audits are conducted quarterly by the Internal Audit Committee of the Society, meticulously examining vouchers and expenses under various categories against the sanctioned budget. Any discrepancies unearthed are promptly reported to the principal for resolution. Externally, a yearly audit post-March 31st is conducted by chartered accountants in accordance with governmental guidelines. These audits extend beyond mere financial scrutiny, also evaluating the appropriateness of accounting policies, reasonableness of estimates, and the overall presentation of financial statements. Following thorough review, authorized payments are made and a comprehensive report is submitted to management for further assessment. Any audit-related queries are addressed promptly, supported by relevant documentation, within stipulated timeframes.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**

**6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

| File Description | Documents |
|---|---|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization Policy and Procedure:

- At the onset of each fiscal year, the Principal and Department

Heads collaborate to formulate the college budget, encompasses recurring expenses such as salaries, utilities, and maintenance, as well as planned expenditures for lab equipment, furniture, and development projects.

- The budget undergoes thorough scrutiny and receives approval from the top management and Governing Council.
- Upon final approval, the purchase committee, comprising department heads and the account officer, initiates the procurement process. Quotations are obtained, and purchase orders are placed post-negotiation.
- The Accounts and Purchase departments monitor expenditures to ensure alignment with the budget provisions.
- Statutory auditors are appointed annually to certify financial statements, including grants received by the college.

**Utilization of Funds:**

- A finance committee is tasked with overseeing the effective allocation of funds for both recurrent and non-recurrent expenses.
- The purchase committee solicits quotations from vendors for various procurements.
- Quotations undergo scrutiny by the finance and purchase committees, considering factors such as pricing, quality, and terms of service.
- Oversight from the Principal, finance and purchase committees, and the accounts department ensures adherence to the allocated budget.
- Management intervention is sought if expenditures exceed budgetary limits.
- All transactions are transparently documented through bills and vouchers.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 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

The IQAC has spearheaded efforts to standardize formats and procedures for both academic and administrative operations as part

of its commitment to quality enhancement. As a result, the institute has achieved a significant milestone by obtaining certification for the "Educational Organization Management System," aligning with ISO 21001:2018 standards.

Additionally, the IQAC has devised plans to establish a dedicated team aimed at fostering stronger ties with industries. This initiative aims to provide students with ample opportunities for training, internships, sponsored projects, industrial visits, expert interactions, and placements, thereby enriching their educational experience.

The IQAC has monitored the progress of National Board of Accreditation (NBA) for the coming academic year. The preparation of filling of pre-qualifier and the Self Appraisal report (SAR) is monitored thoroughly.

The IQAC has also planned to get Academic Autonomy for the academic year 2023-24 and prepared accordingly.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://zcoer.in/constitution/ |
| Upload any additional information | No File Uploaded |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

IQAC has scheduled academic and administartive audit in all departments.The schedule of audit was communicated well in advance to all departments. The auditors verified the documents related to all metrics and put their remark indicating, compliance (C), noncompliance (NC) and opportunities for improvement (OFI). IQAC analysed audited reports and communicated about the actions to be taken for NC and OFI to departments. NCs were closed after due verification from auditors within a specified period. Department submitted the action plan for parameters having remarks OFI.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

| | |
|---|---|
| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | B. Any 3 of the above |

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | <u>View File</u> |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Various curricular and co-curricular activities regarding gender equity and sensitization are conducted in AY 2022-23.

Women's Day was celebrated on 8th March 2023. A health checkup program for all girl students was conducted followed by awareness sessions.

Specific Facilities for Women on Campus –

1. Specious, clean and pleasant Girls Common Room.

**2. Women Grievance Committee**

**3. Internal Complaint Committee**

**4. Anti-ragging cell in campus**

**5. Display of Policy on "SEXUAL HARASSMENT OF WOMEN AT WORKPLACE" in campus at every department.**

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://zcoer.in/2022-23-criterion-vii/7.1.1 Program |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://zcoer.in/2022-23-criterion-vii/7.1.1 Committees |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | **A. 4 or All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | **No File Uploaded** |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**The campus demonstrates commendable efficiency in waste management. Responsibility for solid waste segregation, encompassing waste paper, garden waste, and plastic waste, rests with the diligent housekeeping team. This segregation process is systematically carried out and culminates in the weekly transfer of segregated waste to local authorities.**

Biomedical waste is not generated within the campus premises. However, during events such as blood donation camps or sports activities, meticulous attention is given to ensure proper disposal of any biomedical waste, entrusting this task to authorized agencies as necessary.

An annual drive is organized specifically for the collection of E-waste, underscoring the institution's commitment to environmental sustainability. Subsequently, the gathered E-waste is responsibly handed over to authorized entities for appropriate disposal.

To facilitate waste segregation, dustbins equipped with standardized colour codes are strategically positioned across various locations for the disposal of dry, wet, and E-waste materials.

Furthermore, the institution maintains a paper shredding machine under the purview of the store department. Shredded papers are repurposed through donation to industrial activities, reinforcing the ethos of resourcefulness. Additionally, the adoption of one-sided page usage further underscores the institution's dedication to minimizing paper waste.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | *View File* |
| Any other relevant information | **No File Uploaded** |

## 7.1.5 - Green campus initiatives include

| | |
|---|---|
| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:**<br><br>1. **Restricted entry of automobiles**<br>2. **Use of Bicycles/ Battery powered vehicles**<br>3. **Pedestrian Friendly pathways**<br>4. **Ban on use of Plastic**<br>5. **landscaping with trees and plants** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | *View File* |
| Any other relevant documents | **No File Uploaded** |

## 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

| | |
|---|---|
| **7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | **C. Any 2 of the above** |

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | *View File* |
| Certification by the auditing agency | **No File Uploaded** |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment** | **C. Any 2 of the above** |

**with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | **No File Uploaded** |
| Details of the Software procured for providing the assistance | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**The institution has implemented a range of initiatives aimed at fostering inclusivity and diversity among its student and faculty body. These initiatives encompass the commemoration of both national and international days, national festivals, and activities conducted by the National Service Scheme (NSS). By bringing together individuals from various backgrounds onto a unified platform, these endeavours contribute to the creation of an inclusive environment.**

**These activities play a pivotal role in nurturing values of tolerance and harmony towards diverse cultures, regions, languages, as well as communal, social, economic, and other diversities. Moreover, the curriculum includes mandatory modules on the Constitution of India and professional ethics for all undergraduate students across disciplines, ensuring a comprehensive understanding of fundamental principles.**

**The institution upholds a tradition of conducting various functions**

throughout the academic year, including welcome ceremonies for newly admitted students featuring induction programs, as well as farewells for outgoing batches. Additionally, annual celebrations such as Traditional Day, Marathi Bhasha Din, Shivajayanti, Vachan Prerana Din, among others, are observed with enthusiasm, promoting cultural appreciation and cohesion.

Notably, the annual function titled "UDAAN" showcased a diverse range of cultural activities, street plays, and flash mobs, while the annual sports event "RANANAGAN" in March 2023 witnessed participation from over 3000 students, fostering a spirit of camaraderie and healthy competition.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution carefully fosters a deep understanding among its students and staff regarding their constitutional duties and responsibilities, instilling values that shape them into exemplary citizens of the nation. Annually, on the 26th of January, Republic Day is commemorated through various events emphasizing the significance of the Indian Constitution. Similarly, Constitution Day is observed on the 26th of November, while Independence Day is celebrated on the 15th of August, underscoring the struggles for freedom and the paramount importance of the Indian Constitution. The college institutes policies that embody fundamental values and establishes a code of conduct for all members, fostering a culture of compliance. Encouraging active participation in sports, and the National Service Scheme (NSS) at a national level, the institution aims to strengthen bonds across the nation. Through initiatives such as awareness campaigns, orientation programs, seminars, and workshops, future leaders are sensitized to uphold human values while meeting constitutional obligations. Discussions and debates on ethical values, rights, duties, and responsibilities are integral components of the curriculum. Additionally, the institute organizes annual blood donation drives in collaboration with the District Civil General Hospital and/or Rotary Club, enlightening students

**about the importance of this altruistic act and encouraging their participation in saving the lives of fellow citizens.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff      4. Annual awareness programmes on Code of Conduct are organized** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Code of ethics policy document | [View File](#) |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**The institution joyfully celebrates these events to honour the principles of nationalism and to remember our esteemed National Leaders. Faculty, staff, and students unite to celebrate, promoting messages of Unity, Peace, Love, and Happiness.**

**Republic Day (26th Jan): Republic Day is commemorated to mark the adoption of the Indian constitution, emphasizing India's status as**

the largest democratic nation in the world. Independence Day is marked by parades and flag hoisting, symbolizing India's liberation from British rule, while also reflecting on the sacrifices made by our national heroes.

Gandhi Jayanti (2nd Oct.): Gandhi Jayanti, observed annually on October 2nd, serves as a time to reflect on the ideology of Mahatma Gandhi, with students and staff pledging to uphold his principles. Sadbhavana Diwas, celebrated on August 20th, honors the birth anniversary of Sardar Vallabh Bhai Patel, promoting unity and goodwill.

International Yoga Day (21st June): International Yoga Day, celebrated on June 21st, features yoga camps organized by instructors, highlighting how yoga embodies the unity of mind and body, thought and action, restraint, and fulfillment.

Voter's Day (25th Jan): Voters Day, held on January 25th, raises awareness among students about their responsibilities and rights as loyal citizens. Various departments actively engage in organizing events involving students and staff.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | **No File Uploaded** |
| Geo tagged photographs of some of the events | [View File]() |
| Any other relevant information | **No File Uploaded** |

## 7.2 - Best Practices

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

The institute has adopted the following two best practices in AY2022-23. Best Practice 1: Development of E-content for effective teaching and learning practice

Best Practice 2: Student training program for the placement & life skill Enhancement

https://zcoer.in/wp-content/uploads/2024/04/7.2.1-Best-Practices.pdf

| File Description | Documents |
|---|---|
| Best practices in the Institutional web site | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

**The institute has following distinctiveness:**

1. **ISO 21001:2018 (EOMS)**
2. **Structured student training program for industry readiness**
3. **Open access to E-content video lectures through central Library Web page.**

**The details are attached herewith.**

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | [View File](#) |
| Any other relevant information | **No File Uploaded** |

7.3.2 - Plan of action for the next academic year

1. **Preparation of appearing for assessment by NAAC second cycle.**
2. **ISO 21001:2018 (EOMS) Surveillance 1**
3. **Preparation for applying NBA pre-qualifier.**
4. **Preparation for applying academic autonomy.**