



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**EVEREST EDUCATIONAL SOCIETY'S GROUP OF
INSTITUTIONS**

GUT NO. 187 AND 189 OHAR JATWADA ROAD

431119

www.eescoet.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Everest Educational Society's Group of Institution's, Aurangabad [EESGOI] was established in 2009 by the founder President Dr. Abdul Gaffar Quadri, a medico by profession emerged in Aurangabad as a young dynamic leader as a result of his prolonged service to the community, a scholar by mind and a social worker by nature, he got interested in the education of young generation. He founded Everest Educational society in 1990 to make education reach among the deprived communities in general and minorities in particular. The Society is a minority institution declared by the Govt. of Maharashtra registered under Societies Registration Act 1860 and also registered under Bombay Public Trust Act, 1950. Everest Educational Society's Group of Institution's is located in Aurangabad 431119, Maharashtra.

Everest Educational Society's Group of Institution's conducts undergraduate courses as Mechanical Engineering, Civil Engineering, Computer Science and Engineering and Electrical Engineering and Post graduate courses as Manufacturing Engineering & Computer Science and Engineering. These courses are approved by AICTE, Directorate of Technical Education (DTE), and Government of Maharashtra. EESGOI is affiliated to Dr. Babasaheb Ambedkar Marathwada University (Dr. B.A.M.U.) Aurangabad, Maharashtra.

We focus on best possible education to empower our students to become contributing affiliates of a technological society. Our intellectually diverse environment, state-of-the-art facilities, and eminent faculties provide the best possible platform for personal and career growth opportunities. We also stand apart in providing quality guidance to prepare our students to excel and succeed in multifaceted opportunities.

Vision

To be a recognized minority institute for developing technocrats with moral and social ethics committed to brilliance in academics, provide exposure to research, create and transfer knowledge.

Mission

- To provide excellence in academics, delivery and assessment to ensure complete development of students for employability, entrepreneurship, and higher education.
- To inculcate skills, that will empower students towards development through technology.
- To instill the social and cultural values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent teaching learning process through experienced and qualified faculty for betterment of students.
- Latest and innovative teaching learning practices are followed.

- Conducting entrepreneurship development activities, programmes and courses to develop, encourage students interpersonal skills in entrepreneurship.
- To create and Transfer knowledge we have established SWAYAM NPTEL-Local Chapter.
- Institute encourages, motivate students for co-curricular and extra-curricular activities.
- MoUs with many reputed industries.
- Project Based Learning atmosphere to students, by encourage students for innovative, creative thinking.
- Optimum utilization of infrastructure and resources.
- Well-furnished and State-of-the-art laboratories, class rooms and Faculty rooms.
- To give privileges to minorities, we have minority status, for upliftment of socially and economically lagging minority community.
- Clean and Green Campus.
- Remedial coaching for slow learners.

Institutional Weakness

- No University sponsored research center.
- Not having any funded research ongoing.
- The institute lacks of consultancy activities.
- Not having any patents.
- Alumni association is not registered.

Institutional Opportunity

- To develop the Center of Excellence
- Faculties and students have enormous scope in inter disciplinary research
- To introduce many value added programs such as consultation, management development programs, partnering with industries, institutes, etc... which is career oriented for students and sources of income to the institute.
- To maintain adequate infrastructure and adopt modern automation technologies to meet fastest growing industrialization, IT hub and Government of India dream project DMIC in and around Aurangabad (20 km. from the Institute) for enhanced industry-institute interaction.
- To identify alternate sources of revenue for students development.
- Faculty research paper publications in International and National UGC approved Journals.
- Improve the Alumni Network.

Institutional Challenge

- To improve the soft skill and communication of the students as they mostly came from rural and Urdu medium background.
- Strengthening resource mobilization and consultancy activities.
- Improve the Students Placements with better remuneration.
- To enhance skill in students need for industry as per the continuous changing requirement.
- To attract academically good students as the growing number of engineering institute.
- Minority community having lack of representation in higher & technical education, which requires

awareness to pool students in technical education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Everest Educational Society's Group of Institution's is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (Dr. B.A.M.U.). Institute follows curriculum of Dr. BAMU, which is revised after every four years. Recently Dr. B.A.M.U. has adopted CBCS pattern to give more choice for students to opt different elective subjects. Thus institute has also motivated students to choose the courses, based on different cross-cutting issues. Institute has adequate resources to guide students, in this regard and adheres to the guidelines of Dr. B.A.M.U. for delivery of this curriculum.

Institute plans its academic calendar for every year, in line with Dr. B.A.M.U. Academic Calendar. This calendar includes curricular, co curricular and extra curricular activities. Institute ensures to conduct timely different certificate programs related to subject in different courses offered by the institute. Institute also ensures to timely introduce courses imparting transferable and life skills during their curriculum. Students are also motivated to learn by doing, where they undergo industry internships; Institute has structured mechanism to take students, alumni, teachers, parents and employer feedback twice in a semester about review of syllabus, also the review for completion of syllabus is taken twice in a semester, to ensure the timely execution of curriculum. Institute also initiated online feedback system. A healthy and conducive working environment at the institute adds to the faculty's enthusiasm.

Teaching-learning and Evaluation

Director of Technical Education (DTE), Government of Maharashtra, governs the admission to all the branches by the centralized admission process (CAP). Students are admitted from different geographical locations of India. The most of the aspirants are from rural part of Maharashtra and are of different economical background.

As the institute is having minority status in the region, majority numbers of admissions were from the minority community. The lowest fee structure is the strength of the institute and also opportunity for the students for making their dreams come true. As per the government norms students are enrolled from different categories and gender.

Experienced staff members are helped in providing the improved quality of teaching learning. Academic committee helps in continuous internal evaluation so as to improve the performance and quality of the students. Remedial classes, Tutorials, and project based learning leads to better understanding of the concepts and for grasping more knowledge of the subjects for the students. A feedback mechanism for the faculty by the students facilitates in continuous improvement in teaching learning process. The student centric methods like experiential learning, participative management & problem solving methods are employed for betterment of the students. The institute adheres to the academic calendar throughout the year.

The institute has transparent and robust Mechanism in terms of frequency and variety for internal assessment as well as Mechanism to deal with examination related grievances which provides freedom to the students for raising their grievances. As part Outcome Based Education the course files are prepared in advance of the commencement of each semester so that COs, POs, and PEOs are conveyed to the students in start of the

semester. The Po's and CO's are attained with Direct and Indirect methods. Direct method includes attainment by university and internal examinations etc. Indirect methods include exit survey, alumni survey, employer survey etc.

Research, Innovations and Extension

To develop the research culture into students and staffs, institute has established well established standards and adequate infrastructural facilities. The institute regularly practices the promotion of the various research activities in the institute by providing financial assistance to student and staff. The faculty are duly recognized and encouraged to participate in various workshops and conferences, to remain abreast with latest knowledge and technology updates. Every faculty is encouraged to participate into research activity.

The institute provides the financial assistance to faculties who need financial assistance into their research work. To motivate students for Patents filing and copyright the institute has formed IPR cell and arranged satisfactory number of seminar on IPR. The institute has SWAYAM NPTEL-Local Chapter in order to create and transfer the knowledge to seekers. Every department of the institute arranges field visit, expert talk, workshop regularly in each semester in order to meet the gap beyond the syllabus for the practical development of the student. Students are encouraged to participate in various extension activities organized along with NSS cell and various departments in the institute for socialistic development of student. Institute is collaborating with the nearby 14 organizations by signing MoUs for Industrial Visits, on job training, expert sessions and research projects.

Infrastructure and Learning Resources

To ensure productive teaching-learning environment in the institute, EESGOI has competent infrastructure in terms of academic and physical facilities. Different branches of Engineering are disjointed on separate floors to have flexibility in space. Institute has sizable and ample number of class-rooms, laboratories, workshops, seminar-halls, language labs, smart class and a computer center that helps students to stay connected with digital world. Institute has sufficient number of computers, as per the AICTE norms. Internet is available 24 X 7 accessible within the campus through LAN and Wi-Fi with secured high-speed internet. As library plays the vital role for both student and faculty, Institute has deployed easy to reach centralized library with sufficient amount of academic books in addition with rare books, magazines fulfill needs of the faculty and students. Separate reading space for girls and faculties has also been allocated. Library also has online accession system of J-Gate Printed/e-journals, to enhance learning experience of teachers and students to participate in active research. Not only in academics but also the Institute strived to provide overall development of students by inculcating various kinds of sports facilities for indoor and outdoor games. Separate ground is available for Outdoor sports. A Well maintained green lawn is dedicated for YOGA for both students and staff. Separate space for cultural activities is provided with stage and required amenities. Institute is having electrical power supply and also Generator set for uninterrupted backup.

Student Support and Progression

As this Institute belongs to minority, most of students from total strength get benefitted by various scholarships as (Central scholarships, State scholarships, EBC, GOI, TFWS etc.)

To aware students regarding various facilities, notices on notice board and Website is updated periodically.

The Training & Placement (T&P) cell of the institute provides career guidance, Career counseling lectures and organizes campus drives for the students. Expert lectures are delivering for skill development & Interview face skills online assessment tests, Bridge Courses, Group Discussions, and Personal Counseling for the students.

The co-curricular and extra-curricular events, Sports, Cultural events and various activities are organized at institute level and also encourage students to participate in activities to other colleges.

To provide the justice to the students, the institute has the anti-ragging committee, grievance and redressal committee, and to safeguard the interest of the women faculty, staff and students.

Alumni association meetings are held at institute and various points discussed for development of students regarding industrial and various field experience and practically working on site. The institute engages expert lectures from alumnus for sharing their experience in their field.

Governance, Leadership and Management

Members of management runs the Governing body is headed by the Chairman, who guides and supports for all activities happening at campus level. The management always extends their support in accomplishment of institute's vision and mission. Institutes Internal decisions are led by principal, who believes decentralization process helps authorities in decision making through HOD's. Coordinator for Post Graduate courses are appointed for the smooth conduction of activities related to PG. Periodically meetings is being conducted by the assigned heads with members to have emphatic outcomes which helps in executing the preplanned activities efficiently.

Availability of optimal resources in the campus to fulfill the academic activities is accomplished within the adequate budgetary provisions. Regular audits takes place every year in the institute as audit plays the vital role to effectively manage the received budget. A deserving candidate gets appreciated with promotion and financial appraisal. Staffs are always encouraged by the principal at every possible occasion to participate in faculty development programs like workshops and various conferences and research and development activities.

To review and to keep up to date the teaching-learning process with respect to their planning and implementing structures to achieve the better outcome, an IQAC (Internal Quality Assurance Cell) has been established.

Institutional Values and Best Practices

Institute conducted various gender equity promotion programmes. We also ensure safety and security of girl student's by providing CCTV cameras. The Separate common room is available for girl students.

The institute cares for the environment therefore our institute has undertaken various initiatives for waste Management, Rain water harvesting, tree plantation and organizing the PUC camp.

The institute provides various facilities for Divyangjan students. We also take care of society therefore we have conducted various activities such as Swachh Bharat Abhiyan, Stop child Labor, Social Awareness Program on AIDS and tree plantation.

The institute has displayed the code of conduct for students and teachers, Core Values of the institute and human values & professional ethics in the college website.

The institute organizes the national festivals & birth/death anniversaries of Indian Leaders. The transparency in financial, academic, administrative & auxiliary functions has been maintained in our institute.

Our institute work for the welfare of the students hence we have started Mentor Mentee scheme, Remedial Classes, Creation & Transfer of knowledge center for the overall development of the students.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EVEREST EDUCATIONAL SOCIETY'S GROUP OF INSTITUTIONS
Address	Gut No. 187 and 189 Ohar Jatwada Road
City	Aurangabad
State	Maharashtra
Pin	431119
Website	www.eescoet.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Deepak K. Gupta	091-9822254032	8830216925	0240-2300141	dsqietcollege@gmail.com
Associate Professor	Rahul D. Shelke	091-9225302880	9225302880	0240-2300130	rahuldshelke@yahoo.com

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status Certificate.pdf
If Yes, Specify minority status	
Religious	Muslim Minority
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	12-06-2009			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	Extension of Approval From AICTE For one Year

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gut No. 187 and 189 Ohar Jatwada Road	Urban	10	14637.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	HSC	English	30	11
UG	BE,Computer Science And Engineering	48	HSC	English	30	12
UG	BE,Electronics And Communications Engineering	48	HSC	English	60	0
UG	BE,Electrical Engineering	48	HSC	English	30	3
UG	BE,Mechanical Engineering	48	HSC	English	60	11
PG	ME,Computer Science And Engineering	24	BE BTech	English	18	14
PG	ME,Mechanical Engineering	24	BE BTech	English	9	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				16			
Recruited	0	0	0	0	1	0	0	1	14	2	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				23			
Recruited	1	0	0	1	0	0	0	0	21	2	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	22	2	0	24
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	35	4	0	40

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	9		1		10

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	95	2	0	0	97
	Female	8	0	0	0	8
	Others	0	0	0	0	0
PG	Male	15	0	0	0	15
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	2	5
	Female	5	1	2	0
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	12	13	20	16
	Female	1	1	1	2
	Others	0	0	0	0
General	Male	98	190	168	311
	Female	8	15	19	33
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		128	223	212	367

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 717

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	07	07	07

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
804	831	1033	917	950

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
189	198	175	91	157

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
59	72	84	105	102

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
59	73	84	105	102

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 21

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
62.28	70.66	77.73	82.31	131.63

Number of computers

Response: 184

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad & syllabi prescribed by the university are strictly followed. For optimum delivery of curriculum following steps are implemented.

- **Activities Before Commencement of Semester**

Allocation of teaching load for new semester is done at end of current semester depending upon specialization & area of interest.

- Academic Calendar of semester is prepared according to university calendar & is well informed in advance to students & faculties.
- All faculties prepare course file whose content is Course objectives & course outcomes are defined for every subject & Course Outcomes are mapped with Program Outcomes, Faculty prepares the Teaching Plan, Time Table, collects end Exam University question paper & prepares Unit wise question bank for every subject.
- **Activities Commencement During Semester**
- Theory & Practical sessions are commenced according to time table
- Mentor Mentee meetings are conducted at regular intervals
- Review of student's attendance is taken at regular intervals & students having poor attendance are identified & necessary action is taken against such students.
- Review of syllabus is taken periodically by the Head of department.
- Class Tests are conducted in semester.
- Student's feedback is taken for syllabus review.
- Unit test marks are notified to students.

- **Activities Commencement After Semester**

- Practical/Oral Examinations are conducted as per the schedule of the university exams.
- Term work, practical exam & class test marks are submitted to DR.BAMU University.
- Result Analysis is done after declaration of end exam result.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 62.8**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
17	14	15	2	5

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 54.81**1.2.1.1 How many new courses are introduced within the last five years****Response:** 393

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 06

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 29.74

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
404	345	285	163	110

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability,

Human Values and Professional Ethics into the Curriculum**Response:**

Sr.No.	Description of Critical Issue	Title of course wherein the issue is addressed	Unit / Chapter No.	Remarks
1	Environment Sustainability	BSH103: Engineering Chemistry and Environmental Science	Unit3: Water Technology. Unit4: Chemistry in Environment	To introduce water pollution purification factors respon
2	Professional Ethics	BSH331: Communication Skills2	Unit2: Communication Leadership and Team work	Students develop leader and teamwork, p confidence.
3	Professional Ethics	EEP426: Project Part1 EEP475: Project Part2 EEP376: Seminar	During the project while selecting the topic, writing the literature review, experimentation and report writing.	Awareness a proper guide same during Plagiarism.
4	Public Awareness	EEP352: Energy Conservation and Audit	Unit1: Global environment concerns and issues. Unit2: Energy Audit	Introduction and global wa energy audit
5	Environment Sustainability	CED352: Environmental Engineering1 CED401: Environmental Engineering2	Unit1: pollution Unit: Air Pollution - Causes Regulation	Air Students un methods of p
6	Professional Ethics	MED305: Management and engineering economics	Unit2: Organization Human Resource Management	Business Unit 3: Organization HR managen

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7	Environment Sustainability	CED354: Water Resource Engineering	Unit6: Water shed Management	Students b necessities of shed manage
8	Environment Sustainability	CED106: Basic Civil engineering	Unit3: Environmental and water resource engineering.	Students unc environment of water savi
9	Professional Ethics	BSH275: Communication skills1	Unit2: Speaking Skills Unit3: Reading and listening skills Unit4: Writing skills	Developing reading and corporate wo
10	Environment Sustainability	EED453: Renewable Energy	Unit2: Solar Energy Unit3: Wind Energy Unit4: Biomass Energy	Creating aw renewable avoiding renewable en
11	Environment Sustainability	CSE492: Green IT	Unit1: Green IT Overview Unit2: Green software & sustainable softwares development.	To understand it can help sustainability
12	Public Awareness	EED105: Basic Electrical Engineering	Unit6: Electrical Utilities	To create aw the types of safety precau
13	Public Awareness	EED204: Electrical Power Generation and its economics	Unit5: Non Conventional Power Sources	To create av Renewable a sources.
14	Public Awareness	CED253: Building Construction & Drawing	Unit6: Miscellaneous	To create a about Safet prevention of
15	Public Awareness	CED355: Transportation engineering2	Unit6: Traffic Engineering	To understand its uses and a
16	Public Awareness	CSE451: Computer system security and laws	Unit2: Authorization and Authentication controls Unit5: IT Act 2000 Unit6: Cyber Forensics	Understanding authorization also IT Act 2

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 12

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 12

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 35.57

1.3.3.1 Number of students undertaking field projects or internships

Response: 286

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above**Response:** A.Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 3.46

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
28	29	43	44	13

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 65.41

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
804	831	1033	917	950

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1074	1311	1548	1548	1512

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The Institute takes efforts for enabling the students to cope up with the fast developments in syllabi of various subjects as well as takes efforts in improvement of their general academic quality.

Based on the performance of students in internal evaluation test and their first class test results as well as through teachers-students interaction, weak students are identified.

Provisions for Slow learners:

- The institute follows mentor to student method and in that each mentor has assigned appropriate number of students on departmental level for better understanding of the difficulties of slow learners.
- For every month the mentor student meetings are arranged and problems are resolved in a friendly manner.
- Expert lectures are arranged by the institute.
- Institute arranges library hours to the students.
- To bridge the knowledge gap remedial/extra lectures are conducted.
- Enrichment Courses like personality development programs, workshops, communication skill programs are conducted.
- The central library provides to issue extra books and allow to access for NPTEL videos.

Provision for Advance learners:

- The Institute identifies the advanced learners in a continuous evaluation process on the basis of their performance in internal evaluation test and their first class test results as well as through teachers-students interaction.
- Students are encouraged to participate in paper and project exhibitions, poster presentations, seminars, workshops etc.
- Such students are usually made the class representatives (CRs) for polishing their practical managerial skills and through which classroom dynamics are positively influenced.
- The institute formed Industry Interaction & career counseling cell which provides expert talks and guest lectures for creating awareness among the students towards competitive examinations such as GATE, Civil Services Examinations etc. as well as towards recent trends in Market.
- The central library of institute has subscriptions for various e-books and e-journals, and the students are advised to referit.
- Opportunities are made for these students for anchoring in the departmental seminars/expert talks which gives them an opportunity to interact with the industry experts.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.63

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response:

The College is committed to ensure the development of the students through a student-centric learning

process and suitable curriculum design. The teaching learning process revolves round the need, interest and capabilities of students. The departments adopt the following strategies in varying degrees to make learning more students-centric and ensure the holistic development of the students:

Experiential Learning:

- As part of academic development, all the departments arrange guest lectures, seminars and workshops throughout the year on topics of core subjects, recent technologies, different research areas and Career oriented lectures periodically.
- Class room discussions in various topics are our regular features. To develop creativity, originality of ideas, and reasoning, increasing knowledge and to make classroom interaction more effective Brain storming method is used.
- Faculty members are well acquainted with use of ICT during class room teaching. Google classroom is used as flipped classroom and lectures are given through power point presentation by most of the faculty members, e-contents are also provided to students. Institute campus is well equipped with internet facilities.
- Experimental and Laboratory method is used to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments.

Participative learning:

- Online learning has to be the greatest revolution in contemporary education system. Institute encouraged the students to enrol in the courses offered by NPTEL, Spoken tutorials, SWAYAM etc.
- Spoken tutorial for language literacy is provided on the college website.
- Students are encouraged to undertake projects and internship, as projects are integral part of the curriculum. Laboratories and workshops are made available for carrying out mini and major project work.
- The institute organises technical training program in each departments which includes AutoCAD, Creo, Hadoop, Industrial automation etc.
- Industrial visit is a part of the Education, during which students visit companies and get insight into the internal working environment of the company. Moreover, it gives exposure to the practical working environment, which increases functional awareness of the various Industrial sectors; acquaint students with Interesting facts and breath-taking technologies.
- Students actively participate in different academic activities like class room seminars on chosen/ assigned topics, home assignments, power point presentations, activities of departmental societies, Sports activities and other competitions. Institution is on its path to bring overall development of students. These activities not only provide opportunity for participatory learning but also provide experiences.
- WhatsApp groups are created for each section in which teachers are also member. In this group student related problems are discussed.

Problem Solving Methodologies:

- Along with the classroom teaching and laboratory experiment based learning, students are also involved in minor and major projects in groups or individually, the projects help towards enhancing the real life problem solving abilities of the students.

- The institute further follows problem solving methodologies by challenging the students with assignments on regular basis to check their level of understanding on the subjects. Moreover quizzes are held from time to time to keep the students in the competitive environment.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 59

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 13.63

2.3.3.1 Number of mentors

Response: 59

2.3.4 Innovation and creativity in teaching-learning

Response:

To enrich the innovations and creativity in teaching learning, the institute have taken initiatives by following means:

- Faculty members are encouraged to participate in workshops, seminars and short term training programs/ faculty development programs.
- Students are encouraged to take participate in technical competitions to cop up with the latest trends in technical fields.
- Faculty members are encouraged to publish research papers and research articles in reputed conferences and journals.
- Workshops, seminars and guest lectures of eminent persons are arranged for the students in the institute to be updated with the upcoming aspects of industries.
- Lectures are included in the time table for final year students to guide them for the selection of

project work.

- Teachers also use ICT tools effectively for better understanding of the subjects.
- NPTEL local chapter is started in the college for effective learning.
- Use of National Digital Library (NDL) for the staff as well as for students, improves their knowledge.
- Softwares are used for better understanding of the subjects as well as concept.
- Virtual labs helps the students for improving their practical knowledge and for rectifying the errors.
- Industrial visits are arranged for all departments for better understanding of the subjects.
- Practicals are conducted in all departmental labs and assignments are given on the practical work conducted.
- Various extension activities are conducted for better learning of co curricular activities.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years											
Response: 1.24											
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1	
2017-18	2016-17	2015-16	2014-15	2013-14							
1	1	1	1	1							
File Description	Document										
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document										
Any additional information	View Document										

2.4.3 Teaching experience per full time teacher in number of years**Response:** 6.12

2.4.3.1 Total experience of full-time teachers

Response: 361.083

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Institutional data in prescribed format

Document[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 12.56

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	17	7	7	6

File Description

List of full time teachers from other state and state from which qualifying degree was obtained

Document[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms**

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Evaluation processes

- Academic calendar is prepared by academic dean as per university academic calendar and is displayed on college notice board and website for information of students and teachers.
- Students are also made aware of the evaluation process during the class lectures.
- The circulars and notices from Dr. BAMU are updated in the college website also conveyed to the student's by the class teachers.
- Institute has adopted CBCS (Choice based Credit System) as specified by university. It is effective from Academic year 2016-2017. Circular Details are available on college website.
- The university syllabus copy consisting of details of course content, theory/practical weightage of marks for each subject is also conveyed to the students at the time of first lecture by respective subject teacher. And also available on college website.

Major evaluation reform

- Two class tests of 20 marks per semester are conducted for each subject and average of both the class tests are sent to university for final result.
- Practical exams are conducted for the students as per the University norms.
- The institute has adopted various university reforms such as on-line objective type MCQs examinations for some courses.
- Assignments are also considered as Evaluation process, as it increases the student's performance.

Implementation of the evaluation reforms

- All the final University exams are conducted at University specified exam centers under the supervision of Examiners deputed by the Institute.
- All the practical exams are conducted in the home center only under the supervision of the Internal and External Examiners allotted by the University.
- The college follows the norms of the examination as per the University Guidelines.
- For each subject, minimum one sets of model question paper is set from internal subject teacher.
- The solution to the question paper is made discussed before the evaluation process is carried out. The evaluation process is carried out from internal subject teacher
- Time bonding evaluation is made for all faculty members in order to complete the evaluation process as per schedule.
- The valued answer books are shown to students for the satisfaction about the valuation.
- The students are permitted to raise grievances about reassessment of their answer books.
- Student's performance in examination is conveyed to parents as well.
- Mentor Mentee program is run by each department. The performance of each student is discussed in the regular meetings in the department. The remedial measures are also discussed with the student on individual basis. This continuous interaction between the faculty members provides

ample opportunity for the student to improve his/her performance.

Each programme of the college has noticeably stated learning outcomes in terms of program specific outcomes (PSO's) and course outcomes (COs). The PSO's define the capabilities of the students of respective programme predictable at the time of graduation and COs are the learning outcomes that the students absorb at the end of each course.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The Institution follows the mechanism set by the affiliating university and institute has set it as follows

- In-Semester (class test) examinations and evaluation for all subjects.
 - The continuous assessment comprises of 2 tests each of 20 marks and one hour duration, totaling to 20marks. The tests are conducted by the college on the dates mentioned in the academic calendar. The remaining 80 marks are assessed by the Final examination conducted by university.
- Term Work mark distribution process is an important evaluation process in which parameters such as Theory attendance, Practical Attendance, Quality Performance, Teachers Assessment, Class test Marks are considered prioritely.
 - The Continuous Assessment in laboratory course is carried out for based on the laboratory experiments along with submission of journal.
 - These marks are split in five parts

a. Lab work

b. Attendance of student in labs

c. Their participation in practical works

d. Their journal / repot

e. Their timely submission and general attitude inside the lab.

- The term work evaluation is done by respective course teachers at the end of semester. The students are notified about parameters for their performance evaluation at the start of course.
- The marks of term work, and project examination are submitted online to the University.

College has well established and defined processes pertaining to evaluation - grievances redressal. These processes based on the type of grievance are –

- Term works marks evaluation -

Such grievances are referred to the head of the department. Concerned subject teaching faculty resolves the grievance based on documentation.

- Class test, and semester end examinations evaluations –

The complaints of such examination evaluations are resolved by respective subject teacher and head of the program (Class Test Incharge). The valued answer books are shown to students for the satisfaction about the valuation.

- Academic grievances are solved by Grievances Redressal Cell periodically.
- Mini project presentation and evaluation for third year student.
- Final year students are given project work, and are given proper guidance by the faculty members to complete it. Required study material is also provided by the faculty members for these projects.

File Description	Document
Any additional information	View Document

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

Response:

At University Level

The student section takes care of on time submission of examination forms. If any grievances are reported after submission of examination form, the student section takes care to solve the grievances. Institute appoints internal squad during examination to avoid any type of misconduct. Student section takes care of University evaluation grievances. The grievances if any are forwarded to the University for Further Process. The process is as follows: The students can apply for photocopy of answer books then verification and then revaluation. The University examiners re-verify, re-assess the answer books and revised marks if any, are notified to the concerned students.

Procedure for Submission of Application for Revaluation of Answer Book(s) of Theory Paper(s):

1. A candidate can apply after receipt of photo copy (ies) of those answer book(s).
2. A candidate shall submit an application along with the requisite fees.
3. The application form has to be filled in and signed by the candidate only.

4. A candidate shall attach photo copies the mark sheet.
5. Students shall submit their application forms along with the fees to the Administrative office of the college/institution concerned.
6. The Principal/Director of the college/institution concerned shall forward all applications for revaluation, along with the fees.

Terms Relating to Revaluation of Answer Book(s) of Theory Paper(s):

1. The revaluation of the answer book(s), however, shall not be permitted in respect of scripts of Practical Examination / Term Work / Internal Assessment / Sessional Marks / Dissertation / Thesis / Clinical / MCQ (Multiple Choice Question in practical examination) and Viva-Voce, etc.
2. A candidate shall note that the result of the revaluation of his/her answer-book(s) of the theory paper(s) shall be binding.
3. The benefit of the revaluation shall be given to a candidate if the original marks and the marks obtained after revaluation exceed by 10% or more of the maximum marks.

At institute Level

The committee has been formed named as Internal Grievance Committee (Class Test) at each department which looks into the grievances occur in the class test. HOD is the Head, Class test I/C is the Co-ordinator and Class teachers are the members for this committee.

1. A candidate has to submit application regarding grievance to the respective class teacher.
2. The class teacher collects all the applications and submit them to the Co-ordinator i.e. class test I/C.
3. Co-ordinator scrutinize all the applications and discuss with the respective subject teachers regarding grievances and obtain the conclusion. If necessary he can report to the Head.
4. After finding conclusion resolution has been made and conveyed to the students by displaying on notice board.
5. All the activities are reported to the head by the Co-ordinator.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

- The Dean Academics drafts the academic calendar as per university academic calendar well in advance before the commencement of the session/semester and forwarded it to all the functional heads like Heads of department, Controller of Examinations, Registrar etc for their comments and suggestions. The academic calendar is finalized after taking into view the suggestions given by the functional heads. The academic calendar outlines the session/ semester schedule, test schedule, industrial visit, seminar, cultural events and examination schedule. The academic calendar is displayed on the college website and also on all departmental notice boards.
- The faculty of the department studies the lists of courses for the coming semester / session. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest/expertise. The faculty before the commencement of semester prepares the lesson plan, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by the one of the senior faculty in the department and approved by the Head of the department.
- Time Table in-charge of each department prepares the time table as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Time-table is displayed in the respective department notice boards.
- The students are given the course handout containing the Course objectives and outcomes, Syllabus of the course, Lecture schedule, Text books, Reference books and important URLs for the subject material, method for Teachers Assessment, Content beyond syllabus. The course handouts are also available on departmental websites which are accessed by students frequently.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are well defined and stated by the institute with reference of University Curriculum.

All the POs and COs are well communicated to all the teachers and stake holders. POs and COs for all programs and courses offered by the institution are displayed on institute website for reference of all stakeholders. Teachers undergoes Dr. BAMU's syllabus to understand POs and COs thoroughly before delivering the courses to students. Teachers write COs of their respective course in the attendance registers and refer them while executing the teaching plan. Induction programs are conducted before start of syllabus in class rooms to help students to understand the POs and COs. Even teachers discuss POs and COs of respective program and course with students during theory and practical sessions.

Reviews & revisions are done wherever required of these POs and COs in the respective departments on scheduled departmental meetings.

The headings of the POs are mentioned below to which COs are mapped.

PO1. Engineering knowledge.

PO2. Problem analysis.

PO3. Design/development of solutions.

PO 4. Conduct investigations of complex problems.

PO 5. Modern tool usage.

PO 6. The engineer and society.

PO 7. Environment and sustainability.

PO 8. Ethics.

PO 9. Individual and team work.

PO 10. Communication.

PO 11. Project management and finance.

PO 12. Life-long learning.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

EESGOI is devoted to achieve POs, PSOs and COs defined by institute. To measure the attainment of these outcomes, institute has developed mechanism:

Each subject teacher prepare following points in Course Diary. The separate Course Diary is maintained for each subject. It is verified by respected Head of Departments and finally inspected by Academic Dean.

- Course Objectives and Course Outcomes are stated separately for each subject in Course Diary.
- Mapping of Course Outcomes with PO and PSO
 - Mapping of Course Outcomes (COs) with Program Outcomes (POs)
 - Mapping of Course Outcomes (COs) with Program Specific Outcomes Objectives (PSOs)
- Attainment of Course Outcome with Home Assignment / MCQ / Additional activities
- Attainment of Course Outcome based on Class Test (Off-line)

- Attainment of Course Outcome based on Observation / Questions related to Seminar/ Guest Lecture /Industrial Visit, etc.
- Attainment of CO based on University Semester End Examination Results
- Summary of Course Outcome Attainment.
- Attainment of remaining POs through In-reach and outreach activities
- Attainment of PSOs through Final year projects

For the attainment of course outcomes Direct and Indirect tools are used. The tools used are Class test marks, assignments, practical experiments and End semester examination.

Average attainment in direct method = University Examination (80%) +Internal

Assessment [Class Test/Practical/Assignments/Surprise test] (20%)

The following scoring function is used to calculate the average attainment of each PO.

PO /PSO Attainment (%) = (weightage: 80%) x (Average attainment in direct method)

+ (weightage: 20%) x (Average attainment in indirect method)

The attainment level range for University examination result is set by the instiyute as,

% Range	Attainment Level
40-55	1
56-70	2
71-Above	3

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 69.72

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 175

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 251

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.29



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 226

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Everest Educational Society's Group of Institution is setting up a full fledged incubation centre for the

development of students of EESGOI as well as for other aspiring students of same discipline as well as from others also. For the same reason from Jan 2019 the institute registered for the Swayam NPTEL Local chapter a Initiative of the various IIT's in India along with Government of India.

EESGOI through Swayam NPTEL Portal offering self-study courses across engineering, humanities and science streams students and Faculties. These are available From Jan 2019. EESGOI through Swayam NPTEL Portal has been offering online certification for its courses, the highlight being the certification exam through which the student gets an opportunity to earn a certificate form the IIT's.

To take this initiative forward and to encourage more students across colleges to participate in this initiative, we are setting up SWAYAM-NPTEL chapter in colleges (with the approval of the management) which will be under the headship of a faculty member (PROF. A. S. SHAIKH) of the college, who would be our Single Point of Contact (SPOC). We will keep the SPOC updated about all the latest NPTEL initiatives and give him information which he can disseminate among the students. He can identify suitable mentors for various courses, who can ensure that students are active in a course, are submitting their assignments on time and also clarify the doubts they may have.

Everest Educational Society's Group of Institution works as hub for the process of creation and transfer of knowledge for faculties as well as students. The process to initiate and promote several activities which have been listed as below.

We have a standard procedure for the selection of projects for the final year UG students and first year and second year PG students. Projects which are relevant to the society and caters to various problem faced by the society are preferred for the selection. Financial aids are also provided from Institute as well as from the other sources.

One of the best project resulted from above procedure is Solar Car project from Department of Mechanical Engineering. Team silver lining (Solar Car Project 2017-18) won third prize in main endurance test and Best driver award in State level ISVC championship 2018.

Linkages and Collaborations :

EESGOI has many industrial linkages and MOU's signed with industry resources and other relevant sources for the development of students. EESGOI's Alumni association is continuously improving our alumni network as we can provide a better network for our stockholder.

Support:

EESGOI has well equipped labs and computers not only for faculties but also for the students. EESGOI campus is enabled with high speed Wi-Fi network to provide better resource availabilities for Students and Faculties.

Seminars and FDP's are conducted:

EESGOI conducts various student and faculty development programs as per need or demand. The faculties and students are always motivated to attend the development programs arranged in other colleges, cities & other state also as per the requirement/ availability.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 13

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	0	3	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 1

3.3.3.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.38

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	19	2	1	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.09

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	0	1

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

To promote Social responsibility as a HEI, EESGOI promotes neighbourhood network and student engagement in extension activities, contributing to good citizenship bearing high moral values, community service and holistic development of students.

Process:

To sensitize the students, Students of EESGOI are exposed to the social and economic problems of the neighbourhood community. Before planning the activity, faculty and student coordinator identify issues related to community, gender disparity, social inequity etc. After this, our contribution and objectives of executing the activity are formulated. The same is communicated to the concerned authority for seeking approval and guidance. Sometimes activities are conducted in association with other agencies/companies.

Environment and Sustainability:

The institute is bounded and always in practice to promote community gathering and student – community engagement program for contribution to responsible citizenship and holistic improvement of students, through following ways with the objectives mentioned as follows:

Plastic Free Campus

Plastic Free Campus is a program that aims to measurably reduce plastic pollution on Campus.

Fire Safety

Fires affect thousands of areas each year resulting in injury, lost customer trust and building damage.

Environmental Awareness

It fosters a sense of connection to the natural world, promotes sustainable development and encourages conservation of irreplaceable natural resources and vulnerable plant and animal species.

Health Awareness

It is the process of enabling Student to increase control over, and to improve their health.

Tree Plantation

Trees contribute to their environment by providing oxygen, improving air quality, climate amelioration, conserving water, preserving soil, and supporting wildlife.

Computer Literacy for Non Teaching

Computer Literacy is considered to be a very important skill to possess while in the first world.

Jalbachav Mohim

The Importance of Saving Water.

Educational Literacy

Helping someone to read and write effectively or acquire the basic math skills so many of us take for granted, improves the future of everyone in society.

Swachh Bharat Abhiyan

Swachh Bharat Abhiyan is started to make India a clean India by the effort of all the citizens living in the country

Social awareness program on AIDS

Along with academic studies students should be aware of social issues. It plays a very important role in shaping the behavior of a person in society.

Digital India

The aim of Digital India is to provide the government services available to the citizens of India by reducing the paperwork.

Spiritual, Emotional, Ethical and Human Values:

Blood Donation Camp

Blood donation is one of the most significant contributions that a person can make towards the society.

PUC Camp

PUC is an acronym for 'Pollution under Control'. This certification validates that a vehicle has successfully undergone the PUC test as specified by the mandatory law

Stop child labour

It is important to make sure that children do not work more than the legal maximum number of hours per week.

Road Safety Program

An important part of this safe system approach is to educate children and young people to behave responsibly on the road.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**Response:** 13

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	4	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.4.3 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 last five years**Response:** 28

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	5	2	2

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 52.49

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
791	462	461	455	135

File Description**Document**

Average percentage of students participating in extension activities with Govt or NGO etc

[View Document](#)

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 68

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
29	24	11	4	0

File Description**Document**

Number of Collaborative activities for research, faculty etc

[View Document](#)

Any additional information

[View Document](#)

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 20

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs

with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
11	6	2	1	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

- The Institution has the facilities as per the norms of AICTE & Dr. Babasaheb Ambedkar Marathwada University, Aurangabad to fulfill the requirements of effective teaching & learning.
- All the departments of the institution are equipped with necessary infrastructure that Facilitate the adequate Classrooms & Laboratories.
- The Institution has Classrooms & Laboratories with abundant Ventilation.

The Details of the Institution Area including Instructional Area, Administrative Area, Amenities and Circulation Area are given in below table.

Table 4.1:-Details of the institution area

Sr.No.	Particulars	Area Required in Sq.m.	Available Area in Sq.m.
1.	Instructional area	5444	7063.4
2.	Administrative area	590	622
3.	Amenities	470	592
	Total Area	6504	8277.4

Table 4.2:-Details of the instructional area in Sq.m.

Sr. No.	Area for	Number of Rooms Required	Number of Rooms available	Area required in Sq.m
1	Classroom	15	17	990
2	Tutorial Rooms	4	5	132
3	Laboratories	34	40	2244
4	Workshop& Additional Workshop	5	7	1000
5	Drawing Hall	1	1	132
6	Computer Center	1	1	150
7	Library and reading room	1	1	400
8	Seminar Hall	3	4	330
9	Lang. Laboratories	1	1	66
		Total Area in Meter Square		5444

Table 4.3:-Details of the Administrative area in Sq.m

Sr. No.	Area for	Number of Rooms Required	Number of Rooms available	Area required in Sq. m	Actual available in Sq. m
1	Principal/Director Room	1	1	30	30
2	Board Room	1	1	20	25
3	Office	1	1	150	150
4	Department Offices	6	6	120	120
5	Security Cabin	1	1	10	10
7	Faculty Rooms	28	28	140	140
8	Central Stores	1	1	30	44
9	Maintenance	1	1	10	10
10	Housekeeping	1	1	10	10
11	Pantry for Staff	1	1	10	10
12	Examination Control Office	1	1	30	43
13	Placement Office	1	1	30	30
Total Area in Meter Square				590	622

Table 4.4:-Details of the Amenities in Sq.m

Sr. No.	Amenity	Number of Rooms Required	Number of Rooms available	Area required in Sq. m	Actual available in Sq. m
1	Toilets	1	7	150	200
2	Boys Common Room	1	1	75	110
3	Girls Common Room	1	2	75	94
4	Canteen/Cafeteria	1	1	150	150
5	Stationery -Store	1	1	10	10
6	First Aid Cum Sick Room	1	1	10	28
Total Area in Meter Square				470	592

Table 4.5:-Other Facility

Particulars	Particulars
All Weather Approach (Motorized Road)	First AID Facility
Barrier Free Environment	Anti-Ragging Committee
Institution Web Site	Institution Industry Cell
Smart Classroom	SC/ ST Cell
Medical and Counseling Facilities	Minority Cell
Telephone & Fax	Language Lab
Backup Electric Supply	Safety Provisions for fire and other calamities
CCTV Security	Internal Complain committee (ICC)
Electric Supply	Women's Grievance Cell
ERP Software	Vishakha Committee
Notice boards	Grievance Rederssal Committee
Portable water supply	Sanitary Napkin and vending Machine

Portable Projectors for classroom	Rain Water Harvesting	
Vehicle Parking Facility	Students Counseling	



File Description	Document
Any additional information	View Document

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

Response:

- **Facilities for Outdoor and Indoor:** A country where cricket is considered as a festival, conducting cricket in such environment adds the excitement in sports events. In Outdoor sports activity every student of EESGOI is encouraged to take part as it boost the mental health. Institution has set up adequate facilities/grounds for Cricket, Football, Volleyball, Chess, Carom, etc. and to participate in league matches are supported.
- **Cultural Activities:** Various activities which boost up the inner talent of students like singing, dancing, mushaira etc. are conducted in the institution
- **Gymnasium:** To keep the enthusiasm alive among the student's college have all the plans to setup the gymnasium in the college campus a proper proposal with required area and equipment's has been reached at management's desk.
- **Yoga and Meditation:** As Yoga and Meditation are great ways to improve strength, flexibility and focus. A well maintained area of 480 Sq.Mt is assigned for Yoga and Meditation practice within the college campus.

A required environment for sports that matches regular standards and gives a truly amusing experience to all our students in which number of sports are conducted every year that includes outdoor and indoor with respect to other activities .In order to complete all the activities, adequate facilities is being provided by the management to meet the requirement.

The College campus has a play ground in which most widely played games are football and cricket.The infrastructure related to the game includes a cricket ground with natural turf pitches. Apart from these Box Cricket and FUTSAL like sports are played by student with enthusiasm. Campus also encourages for indoor games which includes chess, carom and table tennis.

Details of Indoor/Outdoor Sports Facilities:- Outdoor games conducted every year by the college. A standard area have been allotted to all the outdoor activities for the feasibility of the games being played.

Sr.No.	Name	Area	Year of Establishment
1	Cricket	13189 sq.mt.	2010
2	Football	3200 sq.mt.	2010
3	Futsal	72 sq.mt.	2012
4	Box Cricket	480 sq.mt.	2012
5	Kabaddi	140sq.mt.	2012
6	Volley Ball	172sq.mt.	2012
7	Tug-Of-War	300sq.mt.	2012

Indoor games conducted every year by the college by providing all the facilities for conducting the indoor games.

SR.No.	Name Of Indoor Games	Room	Area	Year of Establishment
1	Chess	TF26	15 Sq.mt	2012
2	Carrom	TF26	17 Sq.mt	2012
3	Table Tennis	TF26	33 Sq.mt	2012
4	Cultural Activities	SF02	133Sq.mt	2012

File Description	Document
Any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 2.87

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.42	0.40	1.49	2.63	8.44

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

- Essence of Information resides in library. Considering this part the institute have assigned library in the central area of campus which is enriched in the area of 401.4 SQ/M. Apart from the facilities of accessing books to the students and staff members, college also focus on mental grooming by providing rare books which does not keeps the college library specific.
- Library enriched with the sufficient number of total academic books as per AICTE Norms and also provides e-access facilities such as e-Journal as JGate ,Databases and other e-resource like National Digita Library and NPTEL access.
- Separate reading room is provided for UG, PG students which include separate girls section which helps them during exams preparation and college student stays updated with current affairs of world by provision of newspaper and magazines from the institution.
- The regular timing for library matches the college timing from 10:30 am to 5:30 pm.
- **Institute's library manager software:** Scenario changed from manual data maintaining to

automate in the recent change made by institution by enabling Bar-Code enabled system which ensures the security of the books and avoids the unauthorized user to access in the library which eliminates the manual maintenance of students' records giving direct benefit to the environment by saving pages.

Details of Books and E Resources:

From Acc. No	To Acc. No	Total No of Books	Number of E-Journals	Year
7318	8598	1281	1	2013-2014
8599	9050	452	1	2014-2015
9051	10143	1093	1	2015-2016
10144	10375	1432	1	2016-2017
10376	10382	805	1	2017-2018

Details of Library Management System (ILMS):

Name of ILMS Software	Nature of Automation	Version	Year of Automation
Library Manager	Fully	1.1	2017

File Description

Document

Any additional information

[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The Institution enhances the student and staff knowledge by extending the library with **70** numbers of rare books collections for the library enrichment which includes technical and nontechnical, historical,

religious books .Some of them are old manuscripts thought of legends.. All project reports, thesis papers and other rare books collection are fulfilled for students from library through easy access which helps them for their career.Library provides adequate facilities of technical books like Autodesk, learning .net, visual studio and other learning books which are rarely available in the academic books.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.38

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.98	0.52	0.191	0.44	4.77

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 7.3

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 63

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution accommodates the IT infrastructure frequently as per the Institution academic requirement in every academic year with respect to AICTE norms. At the beginning of the year, all the requirement, updation, maintenances and budgets allocation for all of these are placed on managements desk. After the approval, it gets updated according to the procedure of the Institution.

Following are the IT facilities for student, faculty and administration.

- **Computers:-** In the year 2016 and 2017 the Institution updated the systems with C2D processor, 2GB RAM and 160GB HDD and systems configure with Intel core i5 4th generation ,4GB RAM ,160GB HDD,500GB HDD and I-ball, Lenovo Cabinet.
- **Printers:** - The Institution frequently updates printers for the work convenience. The printers with new edition were added in the year 2011 and also 1 Cannon all in Xerox Machine in the year 2017 for Institutions students and staff facilities. Recently in 2018 one color printer is also updated with

scan, print and fax facilities

- **Wi-Fi:** -The Institution has fully campus Wi-Fi with 50Mbps of bandwidth provided for faculty and students. And in the Current Academic Year we have already implemented the infrastructure of JIO'S In-building solutions WIFI for more betterment
- **LAN Configuration:-** The Institution has LAN facility implemented on all over the systems present in the Institution with CAT5/6 at speed of 100Mbps/1000Mbps.
- **Operating Systems:-**The Institution provides Windows 7 Licensed system software updated in the year 2013 with Microsoft windows 8, 8 Pro, 8.1 pro and recently in 2017 system software updated with open source Ubuntu 14.04.
- **Software's:-** Frequently updation of academics application software as well MS-2013 and e-College for administration LMS for library, Bentley, Scilab, Packet Tracer, Autodesk and FEAST ISRO etc.. by the institution.
- **Internet bandwidth:-**Currently the college is equipped with speed 50 mbps leased line. Institution is planning to double the bandwidth in due course of time to provide faster service. Institution will plan to upgrade the bandwidth of internet using JIO fibre technology in upcoming year.

Table:-4.3.1 Details Of the frequently updated IT Facilities

Name Of IT Facilities	Total No.	Nature Of Updation	Date Of U
COMPUTERS SYSTEMS	05	Lenevo core-I5,4 GB RAM,500 GB HDD	26/03/2018
	60	Processor: Core 2 duo,1GB Ram,160GB	9/01/2017
	10	HDD and Core i5 ,4GB Ram,15.5 LCD	14/05/2016
Wi-Fi Facilities	01	Updated with 50Mbps.	09/01/2018
System Software	130	Microsoft Windows 8 ,8 Pro Licensed and Ubuntu as Open Source	9/01/2017
Application Software	128	Ms-Office-2013,Library Manager Software,e-collage,Auto-cad,feast-ISRO Software ,Bentley Stad Pro,	29/03/2018
			21/03/2018
			12/02/2018
Internet Bandwidth	1	Internet Speed of 50Mbps	09/01/2018
LCD Projectors	2	Dell and Epson Project with 3D Capable, Dell 1270	13/01/2016
			21/03/2018
Xerox Printer	01	Canon Xerox Printer	08/03/2017
Color printer	01	Epson L380 3 in 1 color printer	28/04/2018

Printers	12	Canon LBP 2900,HP LAZER JET 1018	09/11/2011
Antivirus	10	Net protector	26/03/2018

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 4.37

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**Response:** 15.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.67	3.85	7.68	8.6	59.01

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Any additional information	View Document

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.**Response:**

Institution works flawlessly when it comes to equipment's, requirements which are well maintained. Various facilities, man power and daily updated equipment's are used to avail the facility for students and staff members of college. A data record, bills, quotations, and various other procedures are taken into consideration to accomplish the requirements.

Standard Policy for Institute Maintenance:

The following policies are solely for Institute maintenance purpose and do not violate or involve any standard policies:

- To ensure the maintenance and upkeep of data before and after semester.
- Head of departments will be accountable for maintenance of their Department Labs
- Lab in-charge should keep track of equipment's in Dead Stock registers.
- A proper quotation for new and under maintenance equipment's/software should seek from third party provider
- Maintenance records are kept in a safe for equipment's tracking,
- To keep the vigil on campus environment to avoid theft and mischief.

Different Facilities Categories with respect to maintenance:-

1. **Sweeping and Cleaning:** Sweepers are assigned on a regular basis to clean the college campus.
2. **Lawns and Nursery:** Activities of the garden like cutting, watering, soiling are outsourced to

maintain the fragrance of nursery environment.

3. **Electrical Maintenance:** Electrician is assigned who manages all the issues related to electric problems and recommends to committee if any required product is to be issued or replaced.
4. **Water Purifier:** Daily cleaning and filling of fresh water purifier is done and verbal report is taken by the respective authority.
5. **Lab Maintenance:** A lab in-charge has been assigned to every lab which keeps record of the working and dead computers. If Requirement of any new hardware device or refurbished is needed, the requirement is passed to the management desk.

Maintenance procedure of Lab's:

- Principal addresses all HOD'S to assign an individual In-charge for every lab
- Working and Non-Working equipments are maintained in a Dead Stock Register (DSR)
- DSR and under maintenance equipments are cross verified by the HOD before forwarding it to principal
- Quotation for new and under maintenance equipments/software is send and evaluated from the third party provider.
- Principal approves it from his desk to the management for further process.

Maintenance procedure Electrical Equipments:

- An authorized and experienced electrician is assigned by the institute which maintains the record
- New Order, Replacement and Repair parts, if required , then its requirement is forwarded to management from the principal's desk.

Maintenance procedure for scourge and cleaning

- Classrooms, Labs, passages, floors , washrooms etc. are kept clean on daily basis by peons assigned to each department
- To surveillance the promptness a working chart is maintained where daily report is taken from the assigned peon.

Maintenance procedure for Lawns, Nursery and Other facilities:

- Nursery , Lawns, Gardening etc have their doer assigned by the institute.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 84.24

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
595	701	1033	834	683

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 29.72

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
31	162	592	240	397

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 47.13

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
654	610	618	171	23

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0.85

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	0	0	0	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 3.17

5.2.2.1 Number of outgoing students progressing to higher education

Response: 6

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council

The aim of forming Students Association is to involve the students in academic, co-curricular & extracurricular activities. Through these activities Students Association members learn planning, organization, analysis, estimation and execution, which help in future development. The EESGOI forms Students Council having representation of students from First Year to Last year of all the branches.

All those elected members Elects one General Secretary of Students Council. The General Secretary of student's council are to solve the problems of students. Every Department is also having a separate student association like EESA, MESA, CESA & ACES Every Student Association is having representation from

each class. Every Year College organizes HOB-NOB (Annual Social Gathering).

Sr. No.	Name	Designation
1	Mr. Ansari Mohammad Yasir	General Secretary
2	Mr. Abdul Qadir	Cultural Secretary
3	Mr. Aquib Ansari	Sports Secretary
4	Mr. Ansari Ali Hasan	NSS Secretary
5	Ms. Shaikh Hina	Ladies Representative
6	Mr. Mubashir Ahmed	Media Secretary

Role of the Students association and Students council.

1. To officially represent all the students in the College.
2. To identify and help to solve student problems in the College.
3. To communicate to the college administration on any subject concerning to the students.
4. To promote and encourage the involvement of students in various curricular, activities.

Responsibilities Students association and Students council.

1. To promote the interests of students among the college administration, staff and parents.
2. To organize financial campaigns for college and charitable activities.
3. To organize educational and social activities for students.
4. To organize an activity to recognize the efforts of students involved in various college activities.
5. To maintain good relations, out of mutual respect, with the College staff and parents.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 9.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	10	9	6	6

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Alumni Association

The aim of alumni association is to continuous interaction with pass out students for their better placements and also for the benefit of the students presently studying in the college. The EESGOI is going to form Central Student Alumni Association from academic year (2018-19). The program of alumni association will be conducted once in a year, in which Alumni from different branches share their experience, views and suggestions for the future of the junior students. The alumni also helps institute through financial and non-financial means. The alumni appear for various activities and their suggestions are taken into account. Alumni's achievements are recognized and celebrate in our college.

Central Student Alumni Association:

Sr. No.	Name	Designation
1	Navnath Kalyankar	President
2	Shaikh Sajid Jikar	Vice-president
3	Balkrishna Patil	Treasurer
4	Khan Lukhman Talib	Cultural Secretary
5	Shaikh Aadil Jalil	Sports Secretary
6	Khan Awais Ali	Media Secretary

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 2

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Everest Educational Society's Group of Institutions (Recognize. By AICTE, Govt. of Maharashtra & Affiliated to Dr. B.A.M University, Aurangabad). The main objective of the Everest Education Society's Group of Institutions is to give professional & technical education to youths with twin purpose of excellence and merits.

Vision [Society]

To establish premier knowledge center imparting quality education, research and consultancy to national development options.

Mission [Society]

- 1.To provide harmonious, free from stress and conducive environment to explore the innate abilities of students.
- 2.Design Programmes exploring emerging frontiers through innovative practices and learning.
- 3.To make our process tailor made for practical purpose.

Vision [Institute]

To be recognized minority institute for developing technocrats with moral and social ethics committed to brilliance in academics', provide exposure to research, create and transfer knowledge.

Mission [Institute]

- 1.To provide excellence in academics, delivery and assessment to ensure complete development of students for employability, entrepreneurship, and higher education
- 2.To inculcate skills, that will empower students towards development through technology.
- 3.To instill the social and cultural values.

Role of the Principal:

- Monitors the progress of all the academic and administrative activities
- Implements AICTE, DTE and Dr.B.A.M. University guidelines.
- Plans for the financial budget, to be approved by the Management Authorities.
- Helps in faculty recruitment, up gradation of existing infrastructure facilities etc.
- Takes care of faculty development and motivates them.

Role of Head of the Department:

- To monitor and regulate academic activities of the department.
- To take a stock of all participants feedback and accordingly take the corrective action
- To plan and take the appropriate actions for improvement of the department results and academic performance

Role of Faculty Members:

- Maintain a high sense of dedication towards duties and responsibilities.
- Handle the classes with thorough preparation and use the best teaching practices to make the classroom learning an interesting.
- Counsel the students, identify their difficulties in learning and guide them.
- Pursue higher studies, equip them with the latest development in the chosen field and always upgrade their knowledge..

Responsibilities of Peons:

- To open windows etc. in morning and switch on fans and lights to close the same, when not required.
- Do dusting of office furniture, machines, files, table equipment, switch on light and fans and switch them off when not required.
- Serve drinking water to employees and to visitors, when required. Any other work as may be assigned to him by the concerned officer from time to time.
- Peon shall also have to attend to the duties assigned to him.

Administration:

- To enforce rules as laid down by the Institution/University and intimate all the departments. To monitor the day to day activities of the department

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization helps in systematic distribution of authority at every level of management. Decentralization provides a chance to the every employee to prove their abilities by handling various assignments independently. Believing this as our work motive we have decentralized our institutions powers. Institutions decentralization is done through Chairman in coordination with principal and vice-principal who affirms the decision taken by academic dean with respect to academics. Task related to accounts, administration and admission section is managed by assigned administrative officer. Institution never forgets the importance of non-teaching staff which also includes lab assistant's whose responsibilities to maintain the laboratories. Training and Placement is taken consideration by Institutions assigned Training and placement officer and experienced librarian is allocated to manage the library.

Academic committee is being formed under academic dean which includes Heads of all Departments for betterment of our institution. Similarly institution has other committees to manage with their respective Heads and supporting members.

Role: Academic Committee is an Institute level committee accountable for outlining, regulating and to fulfill different academic policies and responsibilities. It is meant for easy & uniform conduction of academics throughout the institute.

Committee Hierarchy: Academic Committee is headed by Principal. Other members of the committee are heads and subject experts for respective subjects, who later on distributes the charge evenly among below members

Activities conducted by Academic Committee:

- Academic Committee oversees the teaching learning process. It prepares the academic calendar of the institute which is an indication of University's academic calendar that comprises curricular, co-curricular and extra-curricular activities.
- Academic Calendar is carefully proposed and prepared in advance and confirms the proper implementation of the academic calendar.
- Audit is done by Academic Committee for the laboratories and course file before commencement of semester and in the middle of semester, random confirmation of attendance once in a month and feedback is taken under consideration.
- The Head of Department assigns a particular charge to respective faculty members of the department to establish easy flow of class test, practical exam, lectures, result analysis, and takes feedback.

Outcome: Minutes of Meetings are engaged periodically for discussing the matter and difficulties in the developmental aspect of the Institute. Thus, the institute encourages teachers, students, parents, employers, alumni, staff, class coordinators and class representatives to share their ideas, opinions, suggestions through proper channels i.e. through parent-teacher meet, alumni meet, class teachers meetings, student feedback system, and through other various committee meetings.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The institution with its perspective plan considers the key areas such as Academic expansion, getting permanent affiliations and NAAC Accreditation and focuses on establishing innovative labs teaching to get the best outcomes. Hence to achieve the targeted goal it organizes the various Faculty Development programs and the seminars and Workshops to enhance the productivity of the faculty members and the learning capability of the students.

Education in a broad sense is considered as an important pre-requisite on way towards modernization of individual as well as country's growth. Our institute being the minority institution of the region not only considered but also provides help in different forms in which one is making easy for students to achieve their career goals by providing minority to every eligible student of our institution. Institutions vision is not only restricted for our students we also conduct education campaigns. This campaign directly reflects the institution's vision and mission by making it one the pre-eminent institution from others. Our institution encourage every staff member to participate in such seminars which are being conducted at every possible nearby minority institute to convey and aware students as well as their staff members about education and how it plays a vital role for career growth.

Our Institution satiate students with respect to the cost of education by making sure every eligible student gets the minority scholarship and all the hurdles and issues are solved by the minority cell formed by institution. Students are updated by each details and committee members are always there for students support. Meetings are conducted periodically to keep the flow in a steady process and doubts are resolved if any.

Objectives of Minority Cell in Institution:

- Ensure timely disbursement of Scholarships to students.
- Create a transparent database of scholars.
- Avoid duplication in processing.
- Harmonization of different Scholarships schemes & norms.
- Application of Direct Benefit Transfer.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Governing body

The organizational hierarchy is responsible to take the decisions as per the governing body. There are various cells which exist to regulate and implement the organizational structure.

Functions of various bodies:

The committees are formed by the Principal in the presence of Head of All Departments to implement the organizational structure and regulate the institution.

Following is the list of few committees and their functions:

- Academic Committee: Formulate the academic plan and also responsible to implement the academic schedule as per the guidelines of Dr. Babasaheb Ambedkar Marathwada University Aurangabad.
- Anti-ragging Committee: Formulate the rules and regulations so as to keep watch on student's

activities and educate the students to avoid mischief.

- **Cultural Committee:** It conducts the cultural programs in the institution to celebrate the diversity of various cultures which enhances peace and harmony within students.
- **Internal Quality Assurance Cell:** The members of this cell are focused on anticipating the norms and align the institution quality as per the university guidelines.
- **Minority Cell:** Being the minority institute a minority cell has been established for the minority students to enhance equal opportunities for education.
- **SC/ST Cell :**The Scheduled Caste: (SC) and Scheduled Tribes (ST) Cell in an institute promotes the special interests of students in the reserved category. It is expected to provide special inputs in areas where the students experience difficulties.
- **OBC Cell :** To educate, enlighten and empower the students of OBC categories in the institutions to make use of the facilities extended by the Govt. for their educational & occupational career.
- **Internal Complaint Cell:** Our Institutions has committed to providing a safe academic working environment to all girl students and women employees. As per the guidelines of Supreme Court, UGC, Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013, an Internal Complaints Committee has been established by the College
- **Grievance Redressal Committee:** The Grievance Cell is constituted for the redressal of the problems reported by the Students of the College by following objectives and tries to build the grievance free environment.
- **LIC Committee:** LIC Committee manages and completes the required and necessary documents and institution work for betterment of institutions future.

The institution meticulously follows the service rules. The institution persistently follows the policies for staff recruitment. The HODs review requirements as per Teaching Load and submit the consolidated staff requirement to Principal and conduct the recruitment as per the norms. A promotion is the transfer of an employee from one position to another with more responsible duties or requiring more skills. Promotions are based on excellence and required qualification for the higher position. A pay rise is notable in case of promotions but the Management reserves the right to do so.

Committee members meet to discuss and resolve the grievances, if any received in writing from the concerned students/staff. The committee maintains the minutes of meetings and conveyed the same to the Principal. The committee conveys the decision to the aggrieved students/staff in writing from the institution.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The structure of board committees should never rely one-size-fits-all approach to. Committees should be organized in various cells to best fit the needs of their institution. The Institutions distinct committees have a specific agenda and a clear strategic plan and responsibilities that are reviewed periodically by conducting minutes of meeting by head in presence on all committee members.

The institution has various bodies/Cells and committees comprising of Head of the department. To name a few are

- IQAC (Internal Quality Assurance Cell)
- Minority Committee Cell
- SC/ST Cell
- OBC Cell
- Anti Ragging Cell
- Internal Complaint Cell
- Academic Committee
- Cultural Committee
- Grievance Redressal Committee

The above are few listed committees from all the committees institution consists of for smooth flow and to monitored all the respective activities. Minority Committee cell is one from the various committee formed by the institution to ease the load and keep track of activities occurring. Providing quality education plays highly important role in any student's life and providing scholarship will be the next best thing that will ever happen to the eligible student. Considering its gist we have defined the glimpse of minority committee

cell of our institution with its effectiveness It is successfully implemented based on the evident of minutes of meeting and its respective evident.

Motive: Students from low status group (with poor, uneducated, unemployed parents) affects the students indirectly, scholarships became the single biggest hope of average students funding for education. By taking some of the financial pressure off of students and families, we work as a team to achieve greater success in college, helping our students to receive the scholarship from the state and central government of India in more flexible way.

Responsibilities:

In collaboration with this charge, monthly meetings are expected with the following actions:

- Assessment of student strength and segregation of students filling the Central and State Minority form.
- Consistently tracking students and updating them by weekly issuing of scholarship notices.
- Strengthening evaluation through dividing year wise in charge to achieve effectiveness.
- Solving issues if any, to remove the hurdles between student and scholarship
- Easy access to students by providing separate notice board for news related to scholarship

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Institute is always aspires to motivate and enable the teaching and non-teaching staff to create sense of direction and positive consciousness to all the departments by providing them effective welfare schemes.

- The institution provides the maternity leave for ladies staff, medical leave and parental leave for all teaching and non-teaching staff.
- Sponsoring the fund depending on the distance for those faculty members to attend various Programs like National / International conferences, workshops and FDPs carried out at different levels.
- The institute every year felicitates the staff members with awards as like Best Teacher Award.
- To maintain professionalism the institute distributes uniform for Class IV employees.
- The institution also taking care of their teaching faculties for their career growth by providing welfare funds for pursuing higher education and do Ph.D.
- Also granted leave for pursuing higher education.
- Attend and present research papers in National/International conferences Publish research papers in refereed journals Organize seminar, guest lecture.
- For the healthiness of all the employees of institution, organize free health checkup campaign in the

institution.

- Professional development programs for teaching and non-teaching staff to create teachers Awareness and Teachers Training for motivation and empowerment of the faculty.
- The institution facilitates the First Aid box for emergency hospitality and CCTV surveillance for smooth monitoring.

In short all the related staff welfare schemes, free medical treatment, registration fee for FDP programs, maternity leave, and medical leaves are provided as per the government of Maharashtra and Dr. Babasaheb Ambedkar Marathwada university rules.

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

Response: 17.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
51	0	0	1	1

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	2	4	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 17.87

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
51	0	0	1	2

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Employee's performance is evaluated and documented in the performance appraisal system. This appraisal system is considered as one of the important part for the career developments from point of view of an individual's personal growth as well as institutions growth. In relation to certain pre-established parameters design by the institution below are the listed few of the parameter on which appraisal is taken into consideration.

Appraisal Procedure:

As per the policy define of the appraisal system the meeting is conducted by the principal in the presence of the respective head of the department for the staff nominated for the appraisal. Strata of appraisal vary from level to level. Head of department and principal considers and evaluate the appraisal of other teaching and non teaching employees of department. Appraisal of H.O.D is evaluated and submitted only by principal to the management and no other member is involved if appraisal is to be done of principal by the management.

As stated in the policy all the whole and sole decision making with respect to appraisal of staff is taken by management

Parameters:

- Communication
- Productivity
- Punctuality
- Meets Deadlines
- Learning and Adapting Skills

Institution have successfully implemented the appraisal system as the per the policy and its terms defined. Mr. Rahul D. Shelke was first one to grasp this opportunity by succeeding from post of workshop superintendent to Assistant professor to Head of Department of Mechanical engineering and later on maintaining consistency in his performance he achieved the position of vice-principal at EESGOI.

Flow of appraisal continued to took place as performance of employee shown constant Improvement which result in appraisal of Mr. B.K Patil from lecturer to Assistant professor followed by P.G Coordinator and later-on in the year 2017-2018 promoted to Head of Department of Computer Science and Engineering.

Same enthusiasm was reflected in Mechanical Department by considering the performance of Mr. Shaikh Abul Haseeb who promoted from post of lecturer to Assistant professor and later on promoted as Head of Department of Mechanical Engineering.

All the appraisals till date in the institution have been done by management by verifying and evaluating the individual's performance.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

To effective and efficient use of available financial resources for the development of the infrastructure the institution always tends to monitor with the help of well experience assigned chartered accountant. Single penny spent for the advancement of the institute is properly auditable by the CA. Statutory audit as a peculiar concern enables a reporting system to the management which shows utilization of the financial resources. Every year institute conducts the internal and external audit. Auditing process inculcates all the required steps and verifies the accounts, bill, requirement submitted for renovation if any, etc. and submit their report to the Hon. Chairman. The external and internal audit is conducted by assigned expert who periodically conducts internal audit and annually conducts the external audit by CA

1. Internal Auditor:

Internal audit is conducted once a year which helps periodically to cross the budget and remove bugs in annual audit if any.

1. Statutory (External) Auditor:

It's been conducted every by the assigned C.A. The management handles the report generated by the C.A. Cross verification and budget allocation and its management is controlled by the Chairperson of the Institute.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

POLICY:

To effectively monitor the available resources for infrastructure with ongoing development and teaching learning process our Institute strives to follow a well-defined procedure. All the major financial transactions are monitored by management through the office. Management approves and may guide with regard to financial transaction of the institute. Monitoring the financial resources at various strata, the account of each financial year of the institute is audited by Chartered Accountant.

Manner of Steering:

EESGOI is an educational organization fulfilling the needs in the sector of education for the development of good society. Being the self funding institute, funds which are generated are utilized for salary and other expenses of the institution. The major source of the funding is Tuition fee from students. (Government supports backward class as well as Minority category students in terms of scholarships). Funds are mobilized in expenses which includes salary expenses paid to teaching, non teaching and guest lecturers and other expenses for non salary expenses that falls for purchasing the required and optimal equipments, infrastructure, adequate furniture with respect to their repair and maintenance. A piece of fund also gets contributed in office expenses, printing & stationary etc. In consonance with the budgetary provisions made in the form of DSR regarding lab maintenance needs a prior approval from the management

Governing Body:

The management is whole and sole responsible for taking the decision regarding fund utilization and

mobilization. Optimal resources are being available with adequate availability is taken care by the management. Ratio given by the AICTE norms has been taken consideration and as per the ratio the allotment of the resources is been assigned to make the cycle of teaching and learning must not stop.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Institution has established IQAC in July 2018 for enhancement of quality education and improvements of the activities carried out in the institution.

Though the quality improvement process in institution was ongoing process since the establishment by different committees. To enhance the efficiency with respect to monitoring and academic growth the institution has established an Academic Monitoring Committee who guides all the teachers and administrator about their roles and responsibilities to monitor and report all the activities.

IQAC committee has following initiatives:

- Department must take care of all the academic activities which includes technical and nontechnical training programs. Periodically updates of syllabus and academic activities must be taken into consideration by Head of department with coordination with staff members in course file which tracks the students' academic activities, teaching plan and all the required activities which maps the Institutions vision and mission.
- Succeeding the campus drive conducted earlier in the year 2017-18 which results into selection of couple of students. IQAC has speed-up the process towards MoU'S with various private firms.
- Google event conducted in the institution in the academic year 2018-19 was one of the fastest result that came up due the IQAC which had intensify enthusiasm among the staff and students.

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

Response:

Institution works flawlessly towards continuous improvements under IQAC with respect to teaching learning process and its methods. Outcome Based Education can be considered as one the optimal example of institution. The OBE encompasses various methods for betterment in teaching learning process that includes course files, course outcomes which maps the course objective to achieve the required outcome.

Methods of operations gives a start by analyzing the requirements of advance tool, if any to accomplish the teaching process which may include use of PPT, computer or projector. In between the flow of semester the syllabus status is taken by principal which is cross checked before by Head of Department.

Following are the procedures of how teaching learning process is being carried out with its structures and methodologies of operations and how learning outcomes are achieved.

Mapping Objectives:

Teaching process is carried as per the objectives provided by Dr. Babasaheb Ambedkar Marathwada University with respect to each subject and it is mapped to achieve the outcomes.

Syllabus Status:

Periodically update is being taken by the Principal which is cross verified by the head of the department to make sure staff align with the teaching hour plan as per provided by University.

Online Student Feedback:

Online feedback is taken from the students with respect to every subject to keep the track of staff performance and ask for improvement if found any in feedback report

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF

4.ISO Certification**5.NBA or any other quality audit****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**Response:**

Curriculum and Syllabus plan of institution is design and implemented as per the norms provided by Dr. Babasaheb Ambedkar Marathwada University.

Academic meet:

Academic meet of staff are conducted in the form of minutes of meeting which is conducted by the Head of Department in the presence of all the staff members which concludes on the discussion regarding syllabus update, teaching plan, academic plan, and track of student with respect to academics.

OBE: (Outcome based education)

Outcome based education system which maps its outcomes with objectives provided with each subject to achieve the desired output for the better understanding of that subject. OBE includes various academic plan in form of course file which helps teaching staff to keep the track academic activities.

Structure and Methodologies:

Structure and methods for teaching and learning process of the institution is put up on the Heads desk by the staff member before the commencement of the semester. Methods include use of tools like ICT (Information communication technology), Projectors, NPTL (National Programme on Technology Enhanced Learning), NDL (National Digital Library) and conducting various workshops required for students academic grooming process.

Curriculum Enrichment:

Strategic plans of the institution are inherited from the norms provided by the University for the Enrichment of the curriculum activities to be carried out. Activities such as up to date syllabus completion, dedicating required teaching hours, conducting necessary practicals and organizing industrial visit & conducting workshop, seminars to bridge the gap between academic and industry.

E-resources:

Institution gears up its process by providing e-resources such as WIFI in the institution campus for staff as well as students for study purpose. E-library also plays a vital role in e-resources facilities provided by the institution.

Student Council:

Various student councils like CESA (Computer Engineering Student Association), MESA (Mechanical Engineering Student Association), EESA (Electrical Engineering Student Association), ACES (Association of Civil Engineering Students) have been established for mental as well as academic grooming which indulges them to participate in number of activities.

Learning through Dissertation:

Learning from the experience as well as research carried out by the previous students is the best way to grasp the better understanding of the domain. Understanding its importance institution avails the facility of the dissertation to the research students which helps them in their learning process.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 8

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

a) Safety & Security

The faculty members of the college can easily monitor the each corner of the college building. The institute has formed the grievance cell which solves the various problems of the girl students. The institute grievance cell provides the platform for the girl students to raise their issues. Female faculty members ensure that all girl students leave the campus after late night events. The Technical Campus has a security Safety and system with multiple checks at entry points for all persons and vehicles including two wheelers & four wheelers. Students wear college Identity cards at all times. Separate reading room allotted for girls in central library. We provide the Separate Common Room for Girls. The CCTV Cameras are there in the college premise for the safety & security of girls. We have displayed the Women's helpline number in the college premises. We have started the mentor mentee scheme in which the mentor can give the special attention to the mentee.

b) Counselling

The gender equity initiatives have been undertaken by our institute. The gender sensitivity awareness among the students has been created. Our institute provides the Counselling to the Girl Students of First Year in our College. We Created the Awareness of Cleanliness among the Students. The mentor mentee scheme has been implemented. The mentoring system is adopted to improve the communication between the faculty and students. The main objective is to keep track of the progress of the students and counsel them accordingly for academic and personal guidance. The college look after the total development of students through classes, Co-Curricular and extra-Curricular activities and counselling. The main objective of student counselling is to make students confident. The faculty in all the departments monitors their academic progress throughout the year. The faculty members can identify the strength and weakness among the students. Class tests help the faculty to do academic counseling. We have also provided the facility of paying the college fees in easy installments for economically weak girl students.

c) Common Room

Our Institute Provides the Separate Common Room For Girls. We also Provides the Sanitary Napkin Vending Machine in Girls Common room.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 43116

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 13422

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:**Solid Waste Management**

The important considerations include: (i) The type and nature of the waste is evaluated; (ii) The estimation of total volumes; and (iii) The assessment of handling, storage, transportation and disposal methods to be adopted and the potential environmental impacts. The housekeeping personnel collect the daily garbage in the college campus. Waste like plastic, papers etc. are collected at dustbins which are placed in each department in our college. Awareness among the students is created through posters.

Liquid Waste Management

The water lines of toilets and bathrooms are connected by the main drainage system. Wastage of drinking water is restricted through proper awareness. Waste water is properly drained out to maintain the greenery in the campus as well as providing ecologically aesthetic environment. Proper drainage system is arranged for all the buildings of the campus. Liquid waste is also collected through dustbins which are placed in the college campus.

E-Waste Management

The technology is advancing with every passing day; older electronic equipment's are increased as scrap or waste. The Electronic waste refers to discarded electronic equipment's or to the electronic products nearing the end of their useful life period. Non-working switches, electric cables, monitors, keyboard, mouse etc. are stored and properly disposed. The damaged batteries and damaged computers are properly disposed. Other E-waste materials are properly disposed. Awareness among the students is initiated on E-waste management.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Objective:

The Objectives of the above Project are to meet the increasing demand of water, to avoid the Flooding of the roads & to raise the underground water table. Rainwater offers advantages in water quality for both irrigation and domestic use. Rainwater is naturally soft (unlike well water), contains almost no dissolved minerals or salts, is free of chemical treatment, and is a relatively reliable source of water for households. In India, it is an old practice in high rainfall areas to collect rainwater from roof tops into storage tanks. In foot-hills water flowing from springs is collected by embankment type water storage.

Rainwater harvesting can be harvested from the following surfaces:

Rooftops:

If buildings with impervious roofs are already in place, the catchment area is effectively available free of charge and they provide a supply at the point of consumption.

A rooftop rainwater harvesting system consists the following elements:

1. Collection area
2. Conveyance system
3. Filtration
4. Storage
5. Usage/Recharge

The collection area in most cases is the roof of a house or a building. The effective roof area and the material used in constructing the roof influence the efficiency of collection and the water quality. A conveyance system usually consists of gutters or pipes that deliver rainwater falling on the rooftop to cisterns or other storage vessels.

Both drainpipes and roof surfaces should be constructed of chemically inert materials such as wood, plastic, aluminum, or fiberglass, in order to avoid adverse effects on water quality. The water ultimately is stored in a storage tank or cistern, which should also be constructed of an inert material.

Reinforced concrete, fiberglass, or stainless steel is suitable materials. Storage tanks may be constructed as

part of the building, or may be built as a separate unit located some distance away from the building.

Outcome:

An informative project was held in the civil engineering department. The objective of the project was to enhance the detail design, analysis and filtration mechanism of Rainwater Harvesting by final year students. Optimum location of tank on the basis of hydrological analysis was done in campus. Finally Gutter design, its analysis and filtration mechanism are studied in detail. The main purpose of this project is rainwater harvesting and ground water recharge or bore well recharge, collected from rooftop which is considered to be catchment areas from Multi-Purpose Hall at Everest Engineering College Campus. Through this analysis of Rain Water Harvesting, prediction is done for whole campus buildings. The project was arranged in a well mannerism and was a grand success and the students found it very informative and this will help them in the future. The project was held and conducted under the guidance of the staff of civil engineering department. The above Project was conducted under the Motivation of Principal of our college.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Efforts for Carbon neutrality

Carbon neutrality, or having a net zero carbon footprint, refers to achieving net zero carbon emissions by balancing a measured amount of carbon released with an equivalent amount sequestered or offset, or buying enough carbon credits to make up the difference. It is used in the context of carbon dioxide releasing processes associated with transportation, energy production, and industrial processes such as production of carbon neutral fuel. Care is taken to restrict vehicle entry into the campus and specific parking area is allotted for Faculty and students. The institute restricted the usage of plastic bags in the campus. The PUC camp was held in the college campus. The Objective of PUC camp was to check the Pollution level of the vehicles. The vehicles which are tested are of students & teachers.

Plantation/Green Landscaping

The aim of tree plantation is to decrease the pollution level of the environment. Planting of trees and their care is holy act. Planting trees reduces carbon dioxide, a principal greenhouse gas that contributes to global warming. Planting tree increases oxygen level in environment, the most essential gas on globe. Institution has taken lots of efforts to make the campus green and pleasant. Plantation programme has been taken up for increasing the Green Cover in the Village and special awareness programmes on plastic free environment in and around the village. Every care is taken to ensure that carbon emissions are kept to lowest level. Plantations, Lawns, gardens have been specially developed and are maintained most green. The institute has undertaken the tree plantation activity in the college campus as well as outside the campus.

Energy Conservation

Energy conservation are efforts made to reduce the consumption of energy by using less of an energy service. This can be achieved either by using energy more efficiently or by reducing the amount of services used. Energy conservation is a part of the concept of eco-sufficiency. Energy conservation reduces the need for energy services, and can result in increased environmental quality, national security, personal financial security and higher savings. It is at the top of the sustainable energy hierarchy. Awareness among the students and staff on energy conservation is created by some sort of displays at appropriate places, Switching off all the electrical utilities. The Class rooms are made in such a manner that they are having the abundant light. The instructions are given to the students regarding the energy conservation.

Plastic free campus

The aim was to raise awareness about the negative impacts of plastic bags on the environment and human health and accordingly find practical ways to reduce and avoid the use of plastic bags. The various posters regarding plastic free awareness are displayed in the college campus. The Plastic is banned in the college campus. The instructions are given to the students regarding the Plastic free awareness.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.54

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.01615	1.09868	1.28166	2.2263	13.39396

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 4

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	1	0	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 9

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	1	0

File Description	Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 2

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Independence Day (15th August) and Republic Day (26th January) Institute celebrates Independence Day and Republic day each year. Flag is hoisted at the auspicious hands of Guest. The institute Celebrates Republic Day & Independence Day in the college campus. The staff members remain present every year during this celebration.

The institute celebrates the Birth & Death anniversaries of national leaders such as Dr.Babasaheb Ambedkar, Mahatma Gandhi, Sardar Vallabhbhai Patel, Jawaharlal Nehru, Lal Bahadur Shastri, Dr. Zakir Husain Khan,Dr. APJ Abdul Kalam,Dr. Rajendra Prasad, Mahatma Jyotiba Phule & Savitribai Phule.

The institute celebrates the Teacher's day on 5th September every year by remembering the contribution of Dr.Sarvepalli Radhakrishnan who is the former President, teacher, educator & Scholar.

The institute also celebrates the Engineers Day on 15th September every year as a tribute to the greatest Indian Engineer Sir. Mokshagundam Visvesvaraya. The institute remembers the contribution of Sir MokshagundamVisvesvaraya who was literally the builder of India,the builder of dams and water systems,to be precise ,which not only boosted irrigation facilities but also saved a large number of people from floods.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial System:

- The institute maintains the Transparency in financial system.
- Financial Audit is done yearly.
- The financial audit is sanctioned by the college management.
- The governing body of the institute suggests the necessary requirements in the budget.
- The Yearly audit consists of budget for Establishment expenses such as maintenance expenses, electricity expenses, workshop expenses etc.
- The institute utilizes the budget which is allocated in the yearly audit.

Academic System:

- Academic Calendar is made to simplify the different activities under the academic system.
- The different notices are issued for the students.
- The Class tests are taken as per the university guidelines.
- The question papers of the class test are set by the respective subject teachers.
- The Results of the class tests are displayed on the departmental notice board regularly.
- The Syllabus status has been taken regularly from the respective subject teachers.
- The defaulter list of the students is displayed on the departmental notice boards.
- The defaulter list is made by the respective class teachers.

Administrative Functions:

- The Code of conduct for staff is made available on the college website.
- The Casual Leave forms & on duty forms are made available to the staff members.
- The vacations are given to the staff members.
- The Feedback for teacher’s syllabus is made available on the college website.
- The teaching Feedback is made known to teachers.
- The medical leaves are given to the staff members.
- The pay role has been successfully implanted in our institute.

Auxiliary Functions:

- The institute conducts lecture talk for the students.
- The institute conducts seminars for the students.
- The institute conducts the different workshops for the students.
- The industrial visits are conducted for the students.
- The encouragement is given to the students to take part in different technical competitions.
- Our students take part in different paper presentation competitions.
- Proper guidance is given by the project guide to the students for research paper publication.
- Our students also take participation in the social activities which are conducted outside the campus of the institute.
- The staff member of our college publishes the research papers.
- The institute encourages the staff members to participate in the different short term training programs.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

7.2.1 Best Practice I: Mentor Mentee Scheme

1. Title of the Practice-

Mentor Mentee Scheme

2. Objectives of the Practice

- The Main objective of Mentor Mentee scheme is to provide the Personal guidance to the Mentee.
- The Mentor Mentee Scheme is useful for finding out the problems of the students.
- The Mentor will give motivation to the students.
- The subject related queries will be solved by the mentor.
- The overall development of the mentee will be taken into consideration.

3. The Context

A *mentor* is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work-life balance.

4. The Practice

The mentors are allotted to mentee considering student and teacher ratio. The mentee can meet to their mentor during the time decided by the mentor. The Mentor will note down all the difficulties that mentee is facing. After the meeting with mentee the mentor will take the appropriate action against to solve the difficulties. If the difficulties are with academic subjects then the mentor will convey this information to the respective subject teachers. Then the concerned subject teacher will solve the difficulties of the mentee related with academic subjects. If the problems of the mentee is other than academic then the concerned mentor will discuss this with higher authorities. This practice will involve the overall problem solving of students.

5. Evidence of Success

- The Mentees are become more Confident for their future Related issues.
- The Subject Related queries of the Mentees are now being solved up to

the most of the extent.

- The Mentees are now sharing their Problems with Mentors.
- The Communication gap between the Mentor & mentee is also decreased

By successfully applying the Mentor Mentee Scheme.

6. Problems Encountered and Resources Required

- The problems of the mentee are encountered by the mentor.
- The academic difficulties are solved by the concerned subject teachers.
- The Resources required to implement this scheme was the mentors that are allotted to mentee.
- This scheme enhances the confidence among the students.

Best Practice II: Remedial Lectures for Students

1. Title of the Practice: Remedial Lectures for the students.

2. Objectives of the Practice

The objective of taking the Remedial lectures for the students will enhance the overall percentage of the subject which the student has been facing the problem. The second objective is to solve the various difficulties of the students in the particular subject. The students face the different difficulties related with their course subject.

These difficulties are related with understanding the technical concepts. Some of the difficulties are also related with understanding the numerical concepts.

3. The Context

- In the remedial classes the subjects are taught with easier language for better understanding of the students.
- The Students can ask their subject related queries in the remedial classes.
- The various difficulties of the students are solved in the remedial classes.
- The teacher will give the personal attention in the remedial classes.
- The confidence among the students will increase.

4. The Practice

- The Remedial classes are conducted to give motivation to the students.
- Remedial classes are conducted to improve the performance of students in the respective subjects.
- The difficult subjects were identified.
- The Remedial classes of the difficult subjects will be taken.
- During the lectures the motivation is given to the students to ask their subject related queries freely.

STEP-I

- In this step the difficult subject is find from the result analysis.
- The least scoring subject is find out.
- The Less Passing Percentage is considered to find out this subject.
- The subjects are from the each department. All the classes were considered For the Remedial Lectures

.STEP-II

- In this stage the students are identified who have failed in the particular subject.
- The Students from each department were selected for the remedial lectures.
- The difficult subjects were taught during the remedial lectures.
- The Remedial lectures were held in the departmental class rooms.

5. Evidence of Success

- Transition rate is improved due to remedial teaching.
- The doubts of the students get cleared during the remedial teaching.
- The Passing Percentage of the Students has been increased.
- The Students are satisfied due to the Remedial teaching.

EVEREST EDUCATIONAL SOCIETY'S GROUP OF INSTITUTIONS**CIVIL ENGINEERING DEPARTMENT****BACKLOG PROGRESS REPORT OF M-III**

	Appeared	Passed
N/D 2017	41	8
M/J 2018	33	24
Overall	74	32

ELECTRICAL ENGINEERING DEPARTMENT**BACKLOG PROGRESS REPORT OF EMT**

	Appeared	Passed
N/D 2017	31	16

M/J 2018	16	9
Overall	47	25

APPLIED SCIENCE DEPARTMENT

BACKLOG PROGRESS REPORT OF EG

	Appeared	Passed
N/D 2017	97	10
M/J 2018	87	20
Overall	51	23

MECHANICAL ENGINEERING DEPARTMENT

BACKLOG PROGRESS REPORT OF M-III

	Appeared	Passed
N/D 2017	74	9
M/J 2018	61	10
Overall	135	19

6. Problems Encountered and Resources Required

- The various difficulties of the students related with the respective subject have been encountered by the concerned subject teacher.
- The Remedial lectures are conducted in the respective departmental class room.
- The students are now become more confident with their academic subjects.
- The students can ask their difficulties to the concerned subject teacher in the classroom.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Everest Educational Society's Group of Institutions has undertaken a Creation & Transfer of Knowledge Center initiation for the pure purpose of Creation of technical awareness among the students in our institute.

Creation & Transfer of Knowledge center initiation gives the knowledge seekers a mentorship through the institute. Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be one of the members of industry expert with certain area of expertise. The Memorandum of Understanding has been undersigned with the different industries and technical institutes. These different industries and technical institutes are from different technical background. The various technical courses are arranged in the institute for the benefit of the students. The overall development of the students is considered while arranging these courses.

The overview of this technical awareness initiation includes:

1. Associated: making a commitment in a caring way, which involves taking part in the learning process side-by-side with the learner.
2. Sowing: mentors are often confronted with the difficulty of preparing the learner before him or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it.
3. Catalyzing: when change reaches a critical level of pressure, learning can escalate. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.
4. Showing: this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior.
5. Harvesting: here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?", "How useful is it?"

Methods of instruction

- Lecturing

In this method various lectures has been arranged to build up technical awareness among the students.

- Demonstrating

In this method the practical demonstration has been taken to enhance the practical knowledge among the students.

- Collaborating

In this method the collaboration is undertaken with the various industries or technical institutes.

- Classroom discussion

In this method the discussion among the students is initiated in the class rooms.

Industry linkages**List of Industrial Linkages we have till date**

- Hitesh Lahoti & Associates, Pune
- CIPET, Aurangabad
- UR Consultants & Architects, Aurangabad
- Vishwashree Consultancy, Overseas education, Aurangabad
- TAACT, Nasik
- SS Info mate, Aurangabad
- Phoenix Zone Technologies Private Limited, Pune
- Silhouettes, a Design and Manufacturing Company and Training organization, D-52/18, MIDC Waluj Aurangabad.
- Design and Draft Engineers
- A.Q Infrastructure Pvt. Ltd. Co, Roshan Gate, Aurangabad, Maharashtra
- Nocture Solutions Pvt. Ltd, Shahanoorwadi, Aurangabad
- Poonit IT Services, Aurangabad

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

EESGOI's is the only Muslim Minority Institution with lowest fee structure in Marathwada Region.

EESGOI's NSS and Various Departments organizes various activities like Helmet awareness, Tree plantation, Aids Awareness and so on in and around Aurangabad.

Institute is at reachable distance from the center of city and easily reachable by public transport.

EESGOI has a very large playground for exterior sports and other activities.

Concluding Remarks :

The name 'Everest' depicts height. We have set a goal of making our students achieve the heights of 'Mount Everest' in their career. Technology is getting updated with a rapid pace and to cope with this, we must equip ourselves with the latest tools and techniques. Engineers are termed as the backbone of the economic progress of any country, therefore we all must understand the importance of the role of today's engineers. We plan to make the students tough to face challenges in the times to come. We have a team of well qualified and dedicated teachers and the laboratories with the latest equipment's.

EESGOI works for the development of the community and the Nation by providing well skilled and qualified human resources for all the layers of the society. The institute provides the Educational Facilities in lowest fee structure in Marathwada Region.

Apart from Academics for the Social and Cultural development of the Students, EESGOI conducts various extension activities in the campus and in nearby village. The institute promotes the various initiatives by the GOI/ Maharashtra State Government/DTE such as the Swatch Bharat, Clean India, and Plastic free Campus/Environment etc.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>15</td> <td>14</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>14</td> <td>15</td> <td>2</td> <td>5</td> </tr> </tbody> </table> <p>Remark : We made the changes by counted one teacher once for a year.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	16	15	14	2	5	2017-18	2016-17	2015-16	2014-15	2013-14	17	14	15	2	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
16	15	14	2	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
17	14	15	2	5																	
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	1																	
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>17</td> <td>7</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2017-18	2016-17	2015-16	2014-15	2013-14	11	17	7	7	6										
2017-18	2016-17	2015-16	2014-15	2013-14																	
11	17	7	7	6																	

2017-18	2016-17	2015-16	2014-15	2013-14
11	17	7	7	6

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

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	2	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	0	1

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	3	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	4	0	0

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
750	462	461	455	135

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
791	462	461	455	135

Remark : As per provided report of students participating in extension activities by HEI.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17.14	31.5	23.5	47.95	81.97

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.42	0.40	1.49	2.63	8.44

Remark : As per expense of Computer Lab Expenses, Maintenance expense, Typing & Xerox Expense , Gen. Fitting Expense, Furniture Expense and Xerox Machine in audited statement duly signed by CA.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level

year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	11	6	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	10	9	6	6

Remark : As per provided report of sports and cultural activities / competitions by HEI. We made the changes by not considering Prize Distribution .

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	2	3	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	0	0

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	1	0	1

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise

during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	3	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	1	0

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	01	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>197</td> <td>191</td> <td>107</td> <td>175</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>189</td> <td>198</td> <td>175</td> <td>91</td> <td>157</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	154	197	191	107	175	2017-18	2016-17	2015-16	2014-15	2013-14	189	198	175	91	157
2017-18	2016-17	2015-16	2014-15	2013-14																	
154	197	191	107	175																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
189	198	175	91	157																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2017-18	2016-17	2015-16	2014-15	2013-14
59	73	84	105	102

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
59	72	84	105	102

NAAC