



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

Tulsiramji Gaikwad Patil College
of Engineering and Technology

- Name of the Head of the institution **Dr. Premanand. L. Naktode**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone no./Alternate phone no. **9763711372**
- Mobile no **9763711372**
- Registered e-mail **principal@tgp cet.com**
- Alternate e-mail **viceprincipal@tgp cet.com**
- Address **Khasara No. 8/1, PSK-74,
Mohagaon, Wardha Road, Nagpur**
- City/Town **Nagpur**
- State/UT **Maharashtra**
- Pin Code **441108**

2. Institutional status

- Affiliated /Constituent **Affiliated**
- Type of Institution **Co-education**

- Location **Urban**

- Financial Status **Self-financing**

- Name of the Affiliating University **Rashtrasanta Tukadoji Maharaj Nagpur University, Nagpur**

- Name of the IQAC Coordinator **Prof. Ritesh Banpurkar**

- Phone No. **07126648252**

- Alternate phone No. **7083034802**

- Mobile **9022737984**

- IQAC e-mail address **iqac@tgpcet.com**

- Alternate Email address **principal@tgpcet.com**

3.Website address (Web link of the AQAR (Previous Academic Year)) <https://www.tgpcet.com/assets/AQAR/AQAR-2021-22.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://tgpcet.com/>

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|-----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A+ | 3.32 | 2020 | 23/02/2021 | 31/12/2026 |

6.Date of Establishment of IQAC **27/10/2014**

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

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|--|----------------|-----------------------------|----------------|
| Mechanical Engineering | Skill development scheme of Government of India - Pradhan Mantri Kaushal Vikas Yojana 4.0 (PMKVY 4.0 | NSDC | 2022 (2022-2026) | Rs.14.81 Lakhs |

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

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

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

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

- If yes, mention the amount

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

Conducted workshop on implementation NEP 2020.

Implementation of 360 degree appraisal system.

Conducted micro teaching sessions for development of new faculties.

Conducted faculty development program on emerging areas for the development of faculties.

IQAC has encouraged departments to continue association with different Professional societies like IEEE, CSI, ISTE, IETA, SESI, IEI, SAE etc.

NBA Accreditation of Mechanical Engineering & Electrical Engineering.

At every department Internal and External Academic Audit has been conducted successfully.

Institute has continued to participate in different techno-social / community development activities through NSS and Unnat Bharat Abhiyan (UBA) 2.0.

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

| Plan of Action | Achievements/Outcomes |
|--|---|
| To ensure industry ready approach of the students for improvements in placements, online internships and industry certifications | Technical and Non-technical activities were conducted at every department. Activities helped students to build their managerial and technical skills and helped to build their overall personalities. Students opted for internship programs and did certification courses. |
| MoU with CIIIT Chandrapur | MoU signed with CIIIT, Chandrapur for the period of 3 years for student internship and research work. More than 100 students completed internship under MOU. |
| Academic Audit | IQAC standardized the format of internal academic audit and conducted pre & post academic audit for each odd and even semester to strengthen the academics |
| Implementation of NEP | Conducted two days workshop on Implementation of NEP 2020 for shaping higher education system |

| | |
|--|--|
| | in collaboration with OBE Cell |
| Faculty Development Program | Every department conducted the FDP on emerging Trends. |
| Implementation of 360 degree appraisal system | IQAC standardized the format of appraisal and implemented from the year 2022-23 for faculty performance. |
| To enhance the teaching learning process by adopting various pedagogies and blended teaching learning techniques | Different ICT tools used as teaching methodology which helped students in learning the concept in their leisure time. |
| NBA Accreditation of Mechanical Engineering & Electrical Engineering | Meetings executed for preparation for NBA visit at Mechanical Engineering and Electrical Engineering departments and preparation for SAR initiated |
| To increase entrepreneurship and skill development activities for students. | Activities in association with ED cell and RnD cell were executed. |

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|-------------------------------|--------------------|
| College Development Committee | 27/02/2024 |

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

| | |
|--|--|
| 1.Name of the Institution | Tulsiramji Gaikwad Patil College of Engineering and Technology |
| • Name of the Head of the institution | Dr. Premanand. L. Naktode |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 9763711372 |
| • Mobile no | 9763711372 |
| • Registered e-mail | principal@tgp cet.com |
| • Alternate e-mail | viceprincipal@tgp cet.com |
| • Address | Khasara No. 8/1, PSK-74, Mohagaon, Wardha Road, Nagpur |
| • City/Town | Nagpur |
| • State/UT | Maharashtra |
| • Pin Code | 441108 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Self-financing |
| • Name of the Affiliating University | Rashtrasanta Tukadoji Maharaj Nagpur University, Nagpur |
| | |

| | | | | | |
|--|---|----------------|-----------------------------|----------------|-------------|
| • Name of the IQAC Coordinator | Prof. Ritesh Banpurkar | | | | |
| • Phone No. | 07126648252 | | | | |
| • Alternate phone No. | 7083034802 | | | | |
| • Mobile | 9022737984 | | | | |
| • IQAC e-mail address | iqac@tgpcet.com | | | | |
| • Alternate Email address | principal@tgpcet.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://www.tgpcet.com/assets/AQAR/AQAR-2021-22.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
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| 8.Whether composition of IQAC as per latest | | | Yes | | |

| | |
|--|---------------------------|
| NAAC guidelines | |
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File |
| 9.No. of IQAC meetings held during the year | 4 |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
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| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
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| Implementation of 360 degree appraisal system. | |
| Conducted micro teaching sessions for development of new faculties. | |
| Conducted faculty development program on emerging areas for the development of faculties. | |
| IQAC has encouraged departments to continue association with different Professional societies like IEEE, CSI, ISTE, IETA, SESI, IEI, SAE etc. | |
| NBA Accreditation of Mechanical Engineering & Electrical Engineering. | |
| At every department Internal and External Academic Audit has been conducted successfully. | |
| Institute has continued to participate in different techno-social / community development activities through NSS and Unnat Bharat Abhiyan (UBA) 2.0. | |

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| | |
|---|--|
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| To increase entrepreneurship and skill development activities for students. | Activities in association with ED cell and RnD cell were executed. |

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

| |
|--|
| <ul style="list-style-type: none"> Name of the statutory body |
|--|

| Name | Date of meeting(s) |
|-------------------------------|--------------------|
| College Development Committee | 27/02/2024 |

| |
|---|
| 14.Whether institutional data submitted to AISHE |
|---|

| Year | Date of Submission |
|---------|--------------------|
| 2022-23 | 31/01/2024 |

| |
|---|
| 15.Multidisciplinary / interdisciplinary |
|---|

Curriculum provides choice based credit system. It helps in ensuring holistic academic growth of students. Students are opting for the interdisciplinary open elective subjects, audit courses and honours courses. Systematic measures are taken to inculcate multidisciplinary or interdisciplinary culture among students. They are encouraged to formulate teams from different disciplines while participating in various technical as well as nontechnical events.

| |
|---|
| 16.Academic bank of credits (ABC): |
|---|

Students are encouraged to opt for online courses through National schemes like SWAYAM, NPTEL. Obtained certification is given due consideration in the academics. We are in process of developing a system for ABC in our institute.

| |
|------------------------------|
| 17.Skill development: |
|------------------------------|

Skill development courses as designed by indtitute, are conducted in the institute, from third semester onwards in various

programs. It helps in imparting knowledge of technical hard skills as well as soft skills. Co-curricular and extracurricular activities are conducted via different platforms provided by students' associations of the institute. Hands on training sessions, spoken tutorials are conducted for all-round development of the students.

College has taken many steps to help students in becoming more skilled and job ready as mentioned below:

- TGPCET designed the Skill Development Programs (SDP) in various domains like Center for Excellence, Innovation & Incubation Ecosystem to make students employable by providing high-end and Industry specific training, designed and delivered by Industry partners.
- Departments carry out various value-added courses like PLC, SCADA, MATLAB, 3 D printing, CNC Router and IoT etc.

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

I

Integrating Indian Knowledge systems into the curriculum at TGPCET through teaching in Indian languages, incorporating cultural elements, and leveraging online courses can significantly enrich the learning experience. Teaching in Indian languages fosters inclusivity and facilitates better comprehension among students, ensuring that language barriers do not hinder their understanding of complex concepts.

By incorporating these approaches, TGPCET can create a holistic educational environment that not only imparts academic knowledge but also instills a deeper appreciation for India's rich cultural and intellectual traditions, preparing students to become well-rounded global citizens in the 21st century.

However, the institute takes care of the appropriate integration of the Indian languages through the following practices:

- Use of Hindi or Local language during teaching and learning for the better understanding of the courses
- Flexibility is given to the student to use Indian language during various internal communication which is easily

understood by the group of people

- University circulars are disseminated in Marathi and English language for easy understanding among the students.
- In Cultural Events such as 'Annual Gathering', students are encouraged to use national languages during the stage performances.
- Local language newspapers are available in the library .
- Books are also available in the library in all Indian languages.

Every year various events and competitions are organized by the departments where students are encouraged to participate so that they learn more about the Indian languages, History, Indian culture and their importance in Indian Education System.

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

Institute offers the professional engineering program and implemented the 100% outcome-based education with the following philosophy: -

- Understanding the needs and expectations of the stake holders
- Establishing the Vision and Mission statements for each program and the institute
- Defining the Programme Educational Objectives (PEO) statements for each Programme that describes what, student should able to do in his/her professional life after few years of his graduation
- Defining the Programme Outcome (PO) statements based on the adopted globally graduate attributes. These are the statements that describe what a student should be able to do at the end of the graduate engineering program
- Defining the Course Outcome (CO) statements based on the particular course content that describes what, student should able to do at the end of learning of the course
- Use of higher order of learning levels as per Blooms taxonomy for designing the session plan
- Use of various cognitive and psychomotor skills establishing the course level CO-PO mapping for with proper justifications
- Establishing the program level course PO continuous internal evaluation based on the defined CO-PO mapping for the desired outcome
- Evaluating the CO and PO attainment for each course

- Evaluating the PO attainment for each Programme

20.Distance education/online education:

Infrastructural facilities at the institution are capable of supporting online teaching. The online platforms are extensively being used for engaging classes as well as for conducting workshops and webinars. Virtual laboratories are being used for conducting online practical sessions. Institution has adopted blended mode of teaching that combines online and offline resources. Lecture Management System is in place. Faculty members attended MOOCs, FDPs, and STTPs to strengthen the hold on the online teaching platforms and have also created academic material (videos, power point presentations, notes, lab manuals) required for online teaching and learning. Faculty members uploaded the developed material on varied online platforms like Google classrooms, Youtube. Students undergo online courses through schemes like SWAYAM, NPTEL, COURSERA, Spoken Tutorial.

Extended Profile

1.Programme

| | |
|--|-----|
| 1.1 | 573 |
| Number of courses offered by the institution across all programs during the year | |

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

2.Student

| | |
|------------------------------------|------|
| 2.1 | 2858 |
| Number of students during the year | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|-----|
| 2.2 | 878 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

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

| | |
|---|---------------------------|
| 2.3 | 731 |
| Number of outgoing/ final year students during the year | |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 | 208 |
| Number of full time teachers during the year | |
| File Description | Documents |
| Data Template | View File |
| 3.2 | 208 |
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 111 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 573.75 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 600 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Tulsiramji Gaikward-Patil College of Engineering and Technology

(TGPCET) is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), Nagpur and the curriculum and syllabi framed by the University is being followed for all UG and PG programs.

Academic Calendar:

- Institution calendar is prepared at the commencement of each semester including working days, government and local holidays, and schedule of Internal Assessment and University examinations.
- Department calendar is prepared and aligned with the Institution calendar and it includes activities of departments such as guest lectures, seminars, workshops, symposiums, conferences, activities of various forums and cells, industrial visits/training, value added courses, certificate courses etc.

Quality of Classroom teaching:

Quality of the class room teaching depends on content delivery, interaction, discussion, examples, applications and usage of modern ICT tools. The role of the teachers is significant not only with contents but also with inspirational engagement of the students through various instructional methods and pedagogical initiatives.

Monitoring system for curricular delivery:

HODs and, IQAC coordinator are regularly monitoring the delivery of curriculum. Formal and informal feedbacks have been taken from the students in a regular intervals to monitor course delivery and syllabus completion. The teaching faculty is entrusted with the task of mentoring 15-20 students on academic and personal issues. The teachers frequently meet the students and under Teacher-Guardian scheme contact the parents and endeavors to ascertain the problems the students are confronted with OBE is adopted for the effective delivery of the curriculum,.

DQAC regularly monitors the quality in curricular delivery.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-1/1.1.1.pdf |

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

In adherence to the RTMNU academic Calendar, the Institution prepares an academic calendar and planner for the effective conduct of Continuous Internal Evaluation (CIE).

The Institution follows the curriculum structure designed by the RTMNU which mainly consists of theory, practical, oral, seminar, project, tutorial etc.

As per Internal Quality Assurance Cell (IQAC) policy,:

- 20% weightage is given to internal assessment and 80% to external assessment (RTMNU examinations) for CBS curriculum.
- 30% weightage is given to internal assessment and 70% to external assessment (RTMNU examinations) for CBS curriculum.
- 40% weightage is given to internal assessment and 60% to external assessment for TGP CET autonomous batch.

To improve experiential learning and presentation skills, seminar and project work are evaluated continuously as a curricular activity.

The Continuous internal evaluation is done for:

Theory courses are evaluated through different Assessment tools like Unit Test, MCQ, OBT, Assignments etc.

Practical / Laboratory Courses are evaluated through continuous assessment, term work and mock oral/practical examinations.

Tutorials are conducted for the courses which are mentioned in the curriculum and requires more practice for better results.

Projects / Seminar activities are planned and executed to improve experiential learning and presentation skills and evaluated

continuously as a curricular activity in the following way:

1. Project Orientation session
2. Guide allotment
3. Project Planner
4. Project Review
5. Project exhibitions and competitions
6. Seminar and project term work assessment.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-1/1.1.2.pdf |

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

A. All of the above

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

1.2 - Academic Flexibility

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

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

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

14

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

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

918

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

1.3 - Curriculum Enrichment

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

The Institution integrates Cross-Cutting issues through Regular/Elective courses in the curriculum, Projects, Audit courses, Value-Added/ Add on Courses, Co-curricular and extracurricular activities.

Final year projects selection is based on environmental

sustainability, green energy, rural development, societal issues, health, safety issues. Institute conducts audit courses which enhances

Awareness about different issues impacting human lives

Skill sets to improve their employability

Students are encouraged to enroll in Value Added Courses like NPTEL and skill development courses to address cross-cutting issues. Gender Equality / Sensitization: The Institution follows co-education. An equal opportunity is given to both genders for organizing and participating in activities without gender discrimination. Environmental and Sustainability: It is inculcated among the students through regular awareness programs like -Tree plantation, blood donation camp etc.

The Institution participates in Unnat Bharat Abhiyan for different technological interventions. Human Values: Institute takes efforts for students to make them sensitive toward societal issues by organizing various activities. Professional Ethics are inculcated amongst students by making them aware about the importance of plagiarism, intellectual property rights (IPR) etc. The Institution maintains an environment in which students, teaching, and non-teaching faculty members can work together cohesively by taking care of social-moral issues

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

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

33

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

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

1315

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

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-1/1.4.1.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-1/1.4.2.pdf |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1262

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

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

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

794

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

TGPCET recognizes the need to adapt to the different learning levels of students and therefore has framed many policies to give

learning experience to each and every student. After the completion of Admission process, the learning levels of the students are assessed by their ranks and performance in 12th /Intermediate. After Induction Programs students are assessed and on basis of their performance, they are categorised into advanced and slow learners. The slow learners are paid special attention to improve their performance during Bridge course. After each Mid Term examination, the slow learners are identified on the basis of their performance in the tests. Remedial classes are arranged for all slow learners in the respective subjects. Remedial classes are conducted by subject experts beyond the college working hours and records are maintained. Their performance is further monitored through personal counselling.

Students having backlogs are identified and necessary support is provided to them by the teachers. To support the accelerated learners in their academic pursuit, depending upon their program of study, programs like finishing school, special training programs on C programming, campus specific training, online certification courses offered by NPTEL, Spoken tutorial and Skill development courses ignite the minds of the advanced learners.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-2/2.2.1.pdf |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 2918 | 208 |

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

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

- The institute takes efforts to ensure the use of student centric methodologies to enrich the learning experience.

Experiential learning.

- Experiential learning is imbibed using software tools, various professional societies, club activities, internships, industrial visits to help the students to enhance their conceptual knowledge.
- Professional Society Chapters and technical clubs encourage active learning of students and their participation in various competitions. The clubs conduct workshops, tutorials, and lectures to foster interest in various aspects.
- Community outreach programs, environmental consciousness drives are organized by NSS cell.

Participative learning.

- To develop leadership skills; students are motivated to participate in activities in collaboration with student associations, professional society chapters, industry, cultural fest, NSS, and NGOs.
- Peer learning, think-pair-share, role play; enable students to participate in the classroom.
- Students participate in teams for project development, competitions, and technical paper writing.
- NSS helps students to work in teams and learn the importance of social, environmental aspects.

Problem-solving.

- 'Unnat Bharat Abhiyan', 'Smart India Hackathon', 'UTKARSH' are platforms that provide opportunities for students to work on real-life problems.
- Institute has an Institution Innovation Council.
- An Incubation center under ED Cell has encouraged students to have innovative ideas, develop, and present.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-2/2.3.1.pdf |

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

maximum of 200 words

In addition to the traditional classroom teaching; the institute encourages to use ICT-enabled tools. Open-source software such as Auto Cad, Stad Pro, Scilab, etc, are made available during teaching. Laboratory sessions are conducted using different simulation software like VisuAlgo , LabView, MATLAB, ETAP, AutoCAD, SolidWorks, and MasterCAM, etc. including Virtual laboratories.

Open Educational Resources (OERs) like YouTube channels and websites created by faculty members for effective curriculum delivery. Videos are uploaded on departmental YouTube channel and google class room to share e-resources with students. Digital Library resources are also being used for effective teaching.

Google classroom is used to manage and post course-related information, learning material, quizzes, lab submissions and assignments.

To increase the involvement of students in classrooms, internal assessment of students is carried out using Google Quiz, Edmodo, and Kahoot.

Students make use of Solid works for mechanical designing, Arduino- IDE, for microcontroller design, and Altium for PCB design to develop a product to participate in ROBOCON. Solid works and Ansys is used in developing products for competitions.

Institute has state-of-the-art infrastructure, ICT-enabled classrooms, smart boards, audio systems, web cameras, and a highspeed internet connection to create interactive class environments and enrich the blended teaching-learning process.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

2.3.3.1 - Number of mentors

208

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

208

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

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

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

36

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

879

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

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

The institution is affiliated to Rashtrasanta Tukdoji Maharaj Nagpur University (RTMNU) and adheres to the Examination Scheme of RTMNU.

Objectives of internal assessment:

- To understand the learning levels of students.
- To identify the slow and advanced learners to carry out special efforts / initiatives.
- To improve the performance in external examination and better attainment of course outcomes.
- Term work evaluation.

Various assessment tools for Continuous Internal Evaluation (CIE) and their frequency of conduction are decided as per need of the course for Theory, Practical, Project and Seminar.

To maintain transparency and robustness in internal assessment following points are considered:

1. Assessment rubrics are defined and are conveyed to students.
2. For Student Awareness, a question bank of oral questions, previous year university questions and MCQs is provided to the students in the Curriculum Booklet.
3. Verification of the question paper is carried out by the moderator.

4. For Assessment and Evaluation, the marking scheme and solution key are prepared by the course coordinator.
5. To maintain transparency, solutions and answer sheets are discussed with students for performance improvement in university examinations.
6. Mode of conduction will be online/offline, objective/subjective.

Internal assessment results in improving learning abilities, better academic results, more internships and placements.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-2/2.5.1.pdf |

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

The Institution conducts external examinations as per the schedule given by RTMNU and all internal assessments are planned and executed as per the Institution's academic planner.

The institution has a well-defined mechanism to deal with grievances related to the internal and external examinations.

Various internal assessment tools are considered for Continuous Internal Evaluation (CIE). Term work evaluation is based on CIE.

The grievances in internal examination are addressed by the Head of the Department, and course teachers. For external examination, grievances are communicated through the departmental examination coordinator to the controller of examination (COE). Then the COE communicates to the university authorities to resolve it at the earliest.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-2/2.5.2.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Guidelines followed for framing CO statements:

- CO statements provided by the affiliated university are revised for theory and practical courses, following the guidelines given by AICTE's Examination Reforms Policy and with respect to course contents; wherever required using only one verb.

Program outcomes and well-articulated CO statements are displayed on the institute website for ready reference to all stakeholders.

Communication of POs and COs to the Teachers:

- CO statements are revised in presence of Head of the Department, accreditation coordinators and course in-charges and shared with all faculty members.
- POs and COs are included in the course file and displayed on notice boards in faculty cabins and in the department for reference.

Communication of POs and COs to the Students:

- POs are communicated to students in the Induction and Orientation programs at the commencement of the academic year.
- POs are displayed in laboratories and all notice boards.
- Course in-charge communicates the COs during the theory and practical sessions.
- Curriculum Booklet, lab manual, project log book and various study material COs are stated.

Internal assessment question paper includes the respective course outcome along with Bloom's taxonomy level.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-2/2.6.1.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

Institute has a well-defined policy document for CO, PO and PSOs attainment.

CO Attainment process:

CO Attainment is computed for the entire theory, practical, seminar and project courses using internal and external assessment.

External Assessment: 80% weightage and based on University in semester, end-semester, oral/practical examination, term-work assessment.

Internal Assessment: 20% weightage and based on continuous

Assessment for theory, practical, seminar and project courses.

1. Theory courses: Assessment tools are unit test, MCQ test, assignments, tutorial, UT, MT and ET.
2. Practical/ oral/ term-work: Assessment tools are lab performance, mock practical / oral/seminar and project work presentation.

CO Attainment levels are defined as 1, 2 and 3.

For Example:

Attainment Level 1, 2 and 3: 50%, 60% and 70% students scoring more than University average percentage marks or set attainment level in the final examination respectively.

PO and PSO Attainment process:

- Direct-80% weightage and based on CO Attainment.
- In-direct-20% weightage and based on analysis of program exit survey, co-curricular and extra-curricular activities, employers' and alumni feedback.

Final PO and PSO attainment is computed by adding direct and indirect attainment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.tgp cet.com/assets/Academic Guidelines/TGPCET Engineering Assessment Manual-TEAM.pdf |

2.6.3 - Pass percentage of Students during the year

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

474

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgp cet.com/assets/AQAR-22-23/Criteria-2/2.6.3.pdf |

2.7 - Student Satisfaction Survey

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

<https://docs.google.com/forms/d/e/1FAIpQLSchpngOuRWPS8n88PjJedQsu jU93SYLO2VOW8mxsHsIISVHvQ/viewform?pli=1>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

Rs. 14.81 Lakhs

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

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

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

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

0

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

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institute has created an ecosystem for research and innovation which promotes novel research/product based ideas to patent/copyright publication and then promotes towards ventures/start-ups/prototypes.

- The credit based courses related with Innovation and Entrepreneurship are offered through the curriculum. This includes Project Based Learning (PBL) course offered at FE and SE level, Mini Project and Main Project at UG and PG level.
- Some of the innovative ideas are carried forward to Mini and Main Project leading to prototypes, quality publications, copyright and patent registration through the institutional research funding. Some short-term audit courses, expert talks, seminars, workshops, Hackathons, Exhibitions, field trips are organized by the Institute in collaboration with professional societies and industries for promotion of
- The infrastructure facilities which include Technical Clubs, Incubation Centre, ED cell, IPR cell and Research Centres are used for creation and transfer of knowledge.

Major Achievements:

- 15 copyrights and 5 Patents granted 14 Patents published.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://tgp cet.com/R&D_Cell.php |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

| File Description | Documents |
|--|---------------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

18

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

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

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

74

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

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

Social responsibility is one of the priorities of institute, imparting knowledge and skills in students and developing them as active members of social change.

The institute promotes various extension activities under National Service Scheme(NSS) and various social clubs established at the institute. The main aim is to identify challenges in rural area and propose appropriate solutions for accelerating sustainable growth.

Entrepreneurship Development(ED) Cell at the Institute aims to encourage students to consider self-employment as a career option. Institute has received awards in the I2I-Techno-Social competition for innovative projects. The main aim of the NSS-Unit is to develop a sense of social and civic responsibility in the students. Several activities are carried out such as vaccination_drive, gender sensitization, cleanliness, tree plantation, environmental awareness and blood donation camps. Other clubs organize activities for molding students into responsible citizens. Funding is

received under AICTE-SPICES scheme that provides financial support to students' club for techno-social development.

The participation in extension activities helps students in sensitizing towards social issues and encourages them to provide solutions. This leads towards holistic personality development of students.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/NSS.php |
| Upload any additional information | View File |

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

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

6

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

19

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

4581

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

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

333

| File Description | Documents |
|--|---------------------------|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate

houses etc. during the year

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

23

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institute features a self-contained campus spanning 5 acres, meeting AICTE standards. It offers modern infrastructure including academic and administrative wings, laboratories, workshops, a computer center, spacious classrooms, and a well-stocked library. With 31 classrooms equipped with modern teaching aids, students enjoy an enriching learning environment.

The campus fosters perpetual learning with 7 tutorial rooms and seminar halls, each catering to a department. An incubation center supports the growth of new ideas, while well-equipped facilities like the computer center, CAD/CAM/CNC/SOM/HV lab, and Entrepreneurship Development Cell promote personal and professional skill enrichment.

Maintained amenities encompass lawns, ramps, and gardens, along with CCTV surveillance, generator backup, and RO water purifiers. A cafeteria is available, and a dedicated housekeeping unit ensures cleanliness. Routine maintenance covers infrastructure, electrical systems, and gardens.

Safety measures include first aid facilities and fire extinguishers on each floor and department. The institute values feedback from students, alumni, and parents to maintain a

conducive learning environment. Overall, the Institute's infrastructure and facilities prioritize student welfare and academic excellence within a nurturing environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-4/4.1.1.pdf |

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

The Institute is proactively involved in overall development of the students. Due importance is given to groom students in sports and cultural activities. In order to create atmosphere conducive to sports a Sports Committee has been constituted. This committee monitors the sports activities. There are facilities for Indoor and outdoor games .As the college has a big play ground the students play Cricket, Volleyball, Football, Kabaddi, Kho-Kho, Tennis etc. There is spacious hall for Indoor games which is availed of by students for Table-tennis, Chess and Carrom etc. There is also a section in the hall for yoga and meditation. There is room for music and in this room there are musical instruments. The cultural activity is noteworthy. The students are trained in Indian classical dance and western dance. The students of the college evince their talents in cultural activities, competitions at University and State Level.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.tgp cet.com/Sports.php |

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

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-4/4.1.3.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

156.53 lakhs

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

4.2 - Library as a Learning Resource

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

The Institute boasts a well-equipped, expansive library spanning 830 square meters, housing a diverse collection of engineering books, national and international journals, periodicals, and magazines. Utilizing Sack Info 2.5 software, the library is fully automated, facilitating efficient book transactions and management. A dedicated reading room, covering 164 square meters, accommodates up to 250 students.

With 6451 titles, 21786 volumes, 10523 e-books, 100 national journals, and 10 magazines, along with 17 newspapers, the library caters comprehensively to academic needs. Books are barcoded, allowing for streamlined circulation processes via barcode laser scanners at the counter. Students can access the stack area

physically, with book transactions recorded through student login on Sack Info 2.5.

The library operates on a 1:12 books per student ratio, allowing each student to borrow up to 4 books at a time, with allocated library hours per week. Institutional memberships including DELNET for e-resources, National Digital Library, and a browsing center with 15 internet-connected computers enhance access to online resources and journals. The facility remains open to all students and faculty members, consistently updated with the latest materials and offering a book bank facility. The Institute is committed to providing students with the latest and most extensive resources for their academic pursuits.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://www.tgpcet.com/Library.php |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

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

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

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

9.005

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

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

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

300

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

4.3 - IT Infrastructure

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

Institute has always eagerly taken an initiative to upgrade itself in providing IT facilities to students and faculty. With 100 computers in the year of establishment, the Institute now possesses 484 computers. The latest configuration of computer available in the Institute is Core i3/i5 with RAM 4 GB, 250GB HDD, HP Intel Core i3/2100 CPU @ 3.10 GHZ processor. The institute has high end Apple MAC OS Deskstop Computer Laboratory. Each department has its own computing facility. Around 300 computers are LAN connected. The Institute has total 27 application software and 06 system software's.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | chrome-extension://efaidnbmnnnibpcajpcglcl_efindmkaj/https://www.tgpctet.com/assets/AQAR-22-23/Criteria-4/4.3.1.pdf |

4.3.2 - Number of Computers

600

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

97.35

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

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

The Institute encompasses essential infrastructure components such as classrooms, faculty rooms, girls' and boys' common rooms, laboratories, seminar halls, an auditorium, and a library. To optimize facility usage, specific time slots are allocated in the

regular timetable, overseen by faculty members to ensure student presence and activity conduction.

An in-house maintenance team manages all physical, academic, and support facilities, including building maintenance, electrical systems, plumbing, classrooms, laboratories, the sports complex, and the library. Electrical appliances undergo regular inspection, promptly addressed by the maintenance staff. Plumbing issues receive timely attention to prevent leakages and blockages, with infrastructure inspections identifying repair and paint needs.

The college operates its own diesel generator set during electricity disruptions and maintains fire extinguishers for safety measures. Emphasizing campus cleanliness, a dedicated team ensures hygiene across classrooms, staff rooms, seminar halls, and laboratories on a daily basis, overseen by a maintenance officer conducting periodic checks.

A centralized computer center team oversees software/hardware, CCTV, and IT infrastructure issues, with lab assistants maintaining college computers and accessories. Non-teaching staff are trained in laboratory and computer equipment maintenance. Parking facilities are efficiently organized, monitored through surveillance cameras, with annual stock verifications.

The central library and departmental libraries receive dedicated personnel attention, ensuring timely maintenance of equipment. Summer breaks facilitate extensive maintenance activities, overseen by department heads who regularly report repair and maintenance requirements to the administrative office.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://tgp cet.com/assets/PDF/Infrastructure-Maintenance-Policy-2019-20.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the

Government during the year

2737

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

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

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

0

| File Description | Documents |
|--|------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgp cet.com/assets/AOAR-22-23/Criteria-5/5.1.3.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

76

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

596

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

341

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

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

5.2.2.1 - Number of outgoing student progression to higher education

14

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

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

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

1

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

3

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The institute emphasizes the active involvement of students for its holistic progress. Students are encouraged to participate actively through nominations by Heads of Departments (HODs) and

the Principal. Coordinators from the student body are selected for the Cultural and Sports Committees.

In accordance with the Maharashtra Public Universities Act, 2016, a Students' Council is established, with its representatives also participating at the university level. Notably, the President and Secretary of the Students' Council also serve as members of the College Development Committee.

Beyond the Students' Council, the institute forms several academic and administrative committees, each with student representation:

- The Anti-ragging Committee ensures a ragging-free environment.
- The Women's Grievances Committee addresses female students' concerns.
- The Sports Committee coordinates sports tournaments and competitions at various levels.
- The Cultural Committee orchestrates cultural events and represents the college in inter-collegiate and national events.
- The NSS Committee organizes National Service Scheme activities.
- The E-Magazine Committee publishes electronic magazines detailing college activities.
- The Career Guidance Committee offers career advice to students.
- Departmental Student Forums organize co-curricular activities.
- The Canteen Committee ensures the provision of hygienic and appetizing food for students and staff.

Through these committees, student engagement and addresses various aspects of academic, and extracurricular alike.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/Committees.php |
| Upload any additional information | View File |

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

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

16

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

5.4 - Alumni Engagement

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

The College has established Alumni Association. The Alumni Association is registered under Societies Registration Act 1860 and bears number MAH 701/14. Alumni Association meetings with Management and staff are periodically conducted in the college and at other important places including Pune. It functions effectively. The Alumni who have acquired high positions in several fields of life , who have become industrialist, who have experience and expertise to their credit, who have placed significant role in society are invited to college to deliver lectures and motivate students and provide counselling to students for seeking career opportunities. Institute along with alumni discuss with other stake holders on various matters and academic performance and the alumni feedback is obtained for improvement in quality. On the basis of feedback obtained from alumni, the

college modifies and updates all the academic activities and all other programmes related to the current students. The financial assistance is contributed for the welfare of students such as gifts for rank holder students and achievers. Initiatives have been taken recently by Principal to attract Alumni to come forward to conduct campus interviews from corporate sectors, IT companies and other organizations for providing job opportunities and placement of current students

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgpcet.com/Alumni.php |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year E. <1Lakhs (INR in Lakhs)

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision of Institute

To emerge as a learning Center of Excellence in the National Ethos in domains of Science, Technology and Management.

Mission of Institute :

- To strive for rearing standard and stature of the students by practicing high standards of professional ethics , transparency and accountability.
- To provide facilities and services to meet the challenges of Industry and Society.
- To facilitate socially responsive research, innovation and entrepreneurship.
- To ascertain holistic development of the students and staff members by inculcating knowledge and profession as work practices.

The institution aligns its Vision and Mission statements with higher education, emphasizing technical, techno-social, and ethical values. These statements, crafted with input from stakeholders and internal committees, guide the institution's efforts. Ensuring compliance, the leadership monitors and enforces policy statements. The institution's multi-layered structure includes the Governing Board (GB) at the apex. The College Development Committee (CDC) establishes policies, with active teacher participation in GB, CDC, and IQAC. Various committees, coordinated by faculty members, oversee activities, reflecting effective governance aligned with the institution's Vision and Mission.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/vision-mission.php |
| Upload any additional information | View File |

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

The Institution promotes a culture of participative management where each unit is given fullest freedom to innovate, make a perspective development plan even though it operates through a structured organization. The Institution has formed various committees that are constituted by staff members to manage different institutional activities and to promote academic leadership. The decentralization in working helps to execute the academic and related activities of the institution, to organize the students, faculty development programs, and to visualize, formulate perspective plans for the development and growth of the institution.

TGPCET functions with perfect decentralized administration that has complete transparency in the decision making process. The motives of decentralized administration are:-

- To enhance democracy in decision making.
- To promote the effective and efficient use of resources in education
- To make public education more responsive to local needs

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/Governance_&_Organization/Governance_&_Organization.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

TGPCET's Vision shapes its perspective plan, particularly addressing the needs of students from rural backgrounds, who often face educational disparities compared to urban counterparts. The plan prioritizes:

1. Holistic student development
2. Inspiration and motivation
3. Dissemination of high-quality knowledge
4. Enhancing student employability and facilitating placements

Acknowledging the dynamic nature of knowledge, the college commits to staying current and anticipates shifts in technology fields. New technical branches will be introduced, and faculty will receive ongoing training through conferences, seminars, and workshops.

To combat unemployment, the college strengthens Industry-Institute relationships, providing students with hands-on industry experience and promoting entrepreneurship. "Entrepreneurship Awareness Programs" will inspire entrepreneurial endeavors.

Beyond degrees, education aims to instill cultural pride, values, ethics, and self-reliance. The college seeks to produce well-rounded, tolerant citizens. Through these efforts, TGPCET aligns its education with its Vision, catering to diverse student needs and fostering comprehensive development.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-6/6.2.1.pdf |
| Upload any additional information | View File |

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

The organizational structure delineates administrative decision-making, depicted in the attached organization chart:

1. **Governing Body:** The supreme authority for policy formulation, it convenes periodically to deliberate on college development, strategic planning, and financial allocation.
2. **Administrative Setup:** The Executive Director, reporting to the Secretary, oversees academic, administrative, and financial affairs. The Principal, a member-secretary, exercises reasonable autonomy in consultation with Directors and the Vice Principal for procurement, seminars, and workshops. The Vice Principal aids in academic and administrative smoothness.
3. **Head of the Department:** Decentralized decision-making empowers HODs to manage subjects, syllabus, seminars, workshops, and other academic activities autonomously.
4. **IQAC:** This body ensures quality benchmarks in academic and administrative functions, conducting audits, gathering curriculum feedback, and implementing suggestions.

Administrative office units include:

- **Admission and Scholarship:** Manages admissions and scholarships in compliance with university and government norms.
- **Examination:** Oversees the conduct of university exams, both theory and practical.

- **Registrar:** Facilitates faculty and staff recruitment and maintains employee records.
- **Accounts:** Ensures financial integrity, led by the Director of Finance, with the Accounts office assistant handling transactions.

The institution adheres to Human Resource and Academic policies aligned with statutory authorities' regulations. Additionally, a Grievance Redressal Committee addresses student concerns, ensuring transparency and fairness in technical education.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://tgp cet.com/Committees.php |
| Link to Organogram of the institution webpage | https://www.tgp cet.com/assets/Governance & Organization/Governance & Organization.pdf |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

Employees are undeniably crucial stakeholders who influence organisational effectiveness by stabilizing the tremor caused by adaptive environment. The management of TGPCET has implemented various monetary as well as non-monetary welfare measures for employees. Monetary welfare schemes are :-

1. Group insurance of staff members
2. Maternity Leave
3. Staff Loan
4. Staff Ward concession
5. Leave for higher education
6. Medical Policy
7. Bus facility

Apart from Monetary schemes various non-monetary welfare schemes are provided to employees for their professional development. The schemes are listed below:-

1. Technical workshops are conducted to keep pace with syllabus and new technologies.
2. Faculty development programs /STTP are conducted in the institute.
3. Faculty members are encouraged to attend seminars and conferences.
4. Experts from the industry and academia are invited for interaction with the staff.
5. The institute motivates the faculty and staff for arranging / attending industrial training programs/visits.
6. Faculty members are encouraged/ assisted to undertake professional body membership for active
7. Training programs are arranged for updating the knowledge of the non-teaching staff.
8. Faculty members are encouraged and benefited from qualification improvement programs such asPhD by providing adequate time to undertake course work and research work.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/assets/HR-Policy/HR-Policy.pdf |
| Upload any additional information | View File |

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

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

18

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

8

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

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

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

98

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

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

The college has adopted the system of Self Appraisal for the Academic Employees of the college. At the end of every Academic year the teachers are required to fill in Self Appraisal Forms. These Self Appraisal forms are enrooted to Principal through head

of the Department. In Self Appraisal form there is reflection of the merits and the demerits of the teacher concerned. These Self Appraisal forms enlighten the teachers concerned about what they have done and what they have not been able to do. This exercise enables the teachers to make necessary changes in their teaching methodology which in consequence improves their performance. The process is designed to foster individual development and identify opportunities for additional support wherever required.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/assets/HR-Policy/HR-Policy.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

Yes. The Institution conducts internal audit half yearly and external audit at the end of every financial year. Financial planning is exercised well in advance for the organization and efficient budgeting is done by involving the various Academic departments and Administrative sections of the Institution. Financial planning and review is done by Governing Body where Secretary and Treasurer are members. Internal audits are carried by internal audit committee (IAC) and external financial audits are regularly done by chartered accountants.

The institutional mechanisms for internal and external audit are given below:

The internal audit of accounts is carried out by Treasurer. The Internal auditor checks fee receipts and payment vouchers and necessary supporting documents. Final report is submitted to the Governing Body during GBM for validation. The External audit is conducted at the end of financial year. The audit is carried out by chartered accountant (CA).. Queries in the audit will be reported to the account section and compliance is effected within a months' time. He also give necessary guidance for improvement in account maintenance. These measures ensure no further discrepancies in the records that can be objected by the external auditors. Every Financial transaction is recorded through

software.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgp cet.com/assets/AOAR-22-23/Criteria-6/6.4.1.pdf |
| Upload any additional information | View File |

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

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

NIL

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

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

The institution has a well-defined mechanism to mobilize the funds, the main corpus of which comes from student's fees with additional support from the management, if needed. Head of the Departments/ section heads shall prepare the approximate annual budget and the same is submitted to the Principal well before the commencement of an academic year. Principal prepares the consolidated Institutional budget and presents the same before the Governing Body for approval. Approved budget is handed over to the respective department and section heads for implementation. Accounts makes necessary arrangement to mobilize the fund as per the budget requirement. The Treasurer keeps track of the budget through internal audit. In any unforeseen circumstances, non-budgeted amount is allotted depending on the merit of the case. After implementation by the departments/sections, Invoice and purchase order is reviewed by the Treasurer at the end of the

year.

Fund mobilization through following sources:

Fee collected from the students Term loan from Bank Consultancy fees

Mobilization of funds received through various sources are done for following

1.Salary of teaching and supporting staff

2.Purchase of equipment, machinery, software and furniture

3.Library books, e-subscriptions of journal and books

4.Electricity charges, telephone, internet bills, postage and other miscellaneous

5.Annual maintenance contract, consumables, repair and maintenance, sanitation-house keeping gardening

and security charges

6.Repayment of bank loan

7.Advertisement, printing & stationery

8.Infrastructure development facilities and Building construction works

9.Research and project activities

10.Seminars, Conferences and Faculty Development Programmes and other extra/co-curricular activities

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgp cet.com/assets/AOAR-22-23/Criteria-6/6.4.3.pdf |
| Upload any additional information | View File |

6.5 - Internal Quality Assurance System

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

The IQAC plays an important role in the implementation of quality assurance strategies and processes related to-

- Academics and other student-centric activities
- Research and development
- Extension and outreach activities
- Administrative and other support services.

Practice I: Skill development programs for faculty and students. Skill development programs are organized with objectives to improve the professional/employability skills of students and to enhance the teaching-learning skills of teachers.

1. Organize in-house technical hands-on workshops and expert talks in collaboration with industries.
2. Institutions tie up with training institutes for soft skill training.
3. Provide Audit courses.
4. Motivate faculty to attend Faculty development programs.
5. Training to teaching and non-teaching staff for quality enhancement.

Practice II: Micro Teachnig for Newly joined faculty members to enhance their teaching skills and prepare them for classroom instruction.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-6/6.5.1.pdf |
| Upload any additional information | View File |

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

The IQAC plays a vital role in ensuring the implementation of effective teaching-learning processes, conducting student-centric activities, and recording the learning outcomes as per the systematic processes defined. All the academic, co-curricular extra-curricular activities are organized considering the Program

Outcomes (POs) and Program Specific Outcomes(PSOs).

Example 1: Implementation of Outcome Based Education (OBE) The attainment of Course Outcomes (COs), POs, and PSOs are recorded through the designed Outcome Based Education (OBE) Policy document by IQAC considering the AICTE Examination Reforms Policy document. Suitable assessment tools are identified and executed for all courses. Attainment level is measured by considering student performance in internal assessments for Course Outcomes and performance in the University examination.

Example 2: Semester Internal and Annual External Academic Audit IQAC has also initiated Internal and External Academic Audit process to encourage the programmes to evaluate their quality processes and standards based on predetermined benchmarks. Internal Audit is conducted twice a year by each programme. The external Auditor is appointed from other NAAC A+ accredited colleges or university. The remarks and suggestions by the auditor for every programme are taken into consideration by the IQAC for further improvements.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-6/6.5.2.pdf |
| Upload any additional information | View File |

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

A. All of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://www.tgp cet.com/index.php |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institute ensures equal concern for girls and boys in all curricular, co-curricular activities. Institute has organized various activities like sessions on Creating a Safe and a Positive Workplace, Gender Equality awareness and Stress Management etc. Institute has the student council committee which has equal participation of girls and boys.

Following facilities are provided specially for women on campus:

Safety and security-24 hours working CCTV Surveillance system is available in campus. Overall security of the campus is ensured by external agency, duly appointed by the institute. Entry is permitted by verifying I-cards at security check. The institute has collaboration with various NGOs, which can provide necessary support to the girl students, whenever necessary.

Counselling -To address the issues of students, each department has mentor-mentee system. In addition to this Institute this Senior police officers and cyber security experts are invited for conducting sessions on self - defense, cyber security awareness etc.

Common Rooms-Institute has well-equipped girls' common room and boys' common facility.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.1.1.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.1.1.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

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

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

The institute prioritizes effective waste management to uphold the National mission of a "Clean and Green Environment." Initiatives include solid waste management, plastic bans, recycling used water, and e-waste management. The institution follows a policy of reduce, recycle, and reuse to combat waste issues, aiming for a plastic-free campus.

In e-waste management: the institute conducts periodic disposal of electronic items, with worn-out batteries discarded through scrap vendors and materials auctioned to recycling agents. Some items find use in labs or student projects, promoting sustainability.

For solid waste: the college ensures proper disposal, utilizing dustbins for biological waste and converting fallen leaves into compost. Food waste from the mess and canteen is repurposed as animal feed.

Liquid waste management: involves recycling treated sewage for watering lawns and trees, with well-maintained drainage systems and Effluent Treatment Plants in place. These efforts reflect the institution's commitment to environmental preservation and sustainable practices.

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

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

A. Any 4 or all of the above

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

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

A. Any 4 or all of the above

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

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

A. Any 4 or all of the above

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

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

The Institution takes various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The Institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination.

Different festivals are celebrated with zeal and enthusiasm. With great fervor the birth anniversaries and memorials of great regional and national personalities are celebrated and various motivational seminars, lectures and talks are organized to honor their contribution towards the nation and the society.

Students from diverse backgrounds participate in the annual cultural festival, 'Utkarsh' and various drama competitions and have won prizes. Institutional annual magazine includes articles from different languages to promote linguistic diversity.

For the promotion of unity in diversity, the National Service Scheme (NSS) Cell of the Institution organizes many programs which aim at strengthening the unity and integrity of India.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

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

The institute gives due consideration to inculcate values, rights, duties and responsibilities as per presumptions of the constitution of India. This is very well reflected in Vision and Mission statements of the parent body as well as of the institute. Curriculum includes courses like Introduction to Constitution, which lay a strong foundation for students to become better human beings. The institute has undertaken following activities to achieve this goal:

- Celebration of national days like Independence Day, Republic Day.
- NSS activities for community service, which include rural development, tree plantation programs.
- Expert lectures and webinars to guide the students about the professional ethics and moral values.
- The Student Grievance Redressal Committee is constituted in the Institution to address the grievances of the students.
- An Internal Complaints Cell ensures a safe working environment in the Institution.
- Activities under Institutional Social Responsibility (ISR) and students' forums as well as clubs.

Participation of students into various activities imparts ethical practices and develops moral values among them.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://tgp cet.com/NSS.php |
| Any other relevant information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-7/7.1.9.pdf |

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

A. All of the above

students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

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

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

The Institution celebrates all national festivals and days with great enthusiasm to inculcate a sense of patriotism and responsibility in the students. The resource persons from various fields are invited on the occasion of Independence Day and Republic Day to share their experience and to motivate young minds to contribute in building the nation.

The Institution commemorates the anniversaries of great Indian personalities namely Chatrapati Shivaji Maharaj, Swami Vivekananda, Mahatma Gandhi, Bharat Ratna Dr. Babasaheb Ambedkar, Dr. A.P.J. Abdul Kalam, Dr. Sarvepalli Radhakrishnan Sir Moksha Gundam Visvesvaraya Sir, C. V.Raman etc

On such occasions renowned speakers are invited who share the teachings of these eminent personalities through their speeches.

Various national festivals such as Dusshera, Holi, Diwali etc. are celebrated by the students and staff with great enthusiasm.

Women's day, International Yoga Day, Marathi Bhasha Din etc are celebrated to spread awareness in the society. The departments in the Institution organize various talks, seminars on national events and commemorative days.

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

7.2 - Best Practices

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

Title of the Practice: Integration of ICT Tools in Teaching-Learning

Objectives:

1. Facilitate effective content delivery online/offline.
2. Utilize digital resources like study material, virtual labs, and NPTEL video lectures.
3. Employ various online teaching-learning platforms such as Google Meet, Google Classroom, etc.
4. Implement continuous internal evaluation.

Context: ICT integration transforms education by creating interactive environments, catering to diverse learning styles, and promoting self-directed learning. It optimizes teaching efficacy, fosters global connectivity, and cultivates critical thinking and digital literacy.

Practice: Teachers transitioned to online teaching during lockdowns while utilizing ICT facilities for effective curriculum delivery offline.

Problems and Resources: No constraints encountered; the institute possesses all necessary facilities.

Title: Faculty Development Programs (FDP)

Objectives: Enhance teaching effectiveness, update subject knowledge, promote innovative pedagogies, foster research and scholarship, improve assessment practices, support diversity and inclusion, enhance communication skills, facilitate networking,

and promote career advancement.

Context: FDPs provide ongoing support to faculty, aiming to enhance teaching quality, foster professional growth, and create inclusive learning environments.

Practice: Faculty participate in online/offline FDPs by other institutes and AICTE, along with relevant NPTEL certification courses.

Problems and Resources: No constraints; necessary resources are available.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.2.1.pdf |
| Any other relevant information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.2.1.pdf |

7.3 - Institutional Distinctiveness

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

The institutional distinctiveness of our institute underscores a robust commitment to holistic student development, ensuring access to comprehensive resources and services. With a paramount focus on educational excellence and alignment with accreditation standards, our vision and mission statements reflect our dedication to student growth. A meticulously crafted strategic plan empowers faculty and students to enhance their technical acumen, foster innovation.

Our institution orchestrates activity-based training initiatives encompassing value-added courses, project development, and technology updates through Centers of Excellence. A dedicated time slot in the timetable facilitates premier placements in IT, core industries, and startup ventures. Faculty and students benefit from NPTEL and IIT Spoken tutorials, fostering proficiency in cutting-edge technologies.

Professional societies, clubs, and cells serve as incubators for graduates ready for industry, higher education, or

entrepreneurship. Government-endorsed schemes like the Incubation Center, Institution Innovation Council, Unna Bharat Abhiyan catalyze innovation, entrepreneurship, and intellectual property rights awareness.

Our institution facilitates internships, in-plant training, and industrial visits tailored to subjects, enriching industry-institute interactions.

The allure of our college lies in its disciplined environment, modern infrastructure, extensive library facilities. These factors synergistically attract outstanding students, reinforcing our institutional distinctiveness and fostering a vibrant academic community dedicated to excellence, innovation, and lifelong learning.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Tulsiramji Gaikward-Patil College of Engineering and Technology (TGPCET) is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), Nagpur and the curriculum and syllabi framed by the University is being followed for all UG and PG programs.

Academic Calendar:

- Institution calendar is prepared at the commencement of each semester including working days, government and local holidays, and schedule of Internal Assessment and University examinations.
- Department calendar is prepared and aligned with the Institution calendar and it includes activities of departments such as guest lectures, seminars, workshops, symposiums, conferences, activities of various forums and cells, industrial visits/training, value added courses, certificate courses etc.

Quality of Classroom teaching:

Quality of the class room teaching depends on content delivery, interaction, discussion, examples, applications and usage of modern ICT tools. The role of the teachers is significant not only with contents but also with inspirational engagement of the students through various instructional methods and pedagogical initiatives.

Monitoring system for curricular delivery:

HODs and, IQAC coordinator are regularly monitoring the delivery of curriculum. Formal and informal feedbacks have been taken from the students in a regular intervals to monitor course delivery and syllabus completion. The teaching faculty is entrusted with the task of mentoring 15-20 students on academic and personal issues. The teachers frequently meet the students and under Teacher-Guardian scheme contact the parents and endeavors to ascertain the problems the students are

confronted with OBE is adopted for the effective delivery of the curriculum,.

DQAC regularly monitors the quality in curricular delivery.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.tgp cet.com/assets/AQAR-22-23/Criteria-1/1.1.1.pdf |

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

In adherence to the RTMNU academic Calendar, the Institution prepares an academic calendar and planner for the effective conduct of Continuous Internal Evaluation (CIE).

The Institution follows the curriculum structure designed by the RTMNU which mainly consists of theory, practical, oral, seminar, project, tutorial etc.

As per Internal Quality Assurance Cell (IQAC) policy,:

- 20% weightage is given to internal assessment and 80% to external assessment (RTMNU examinations) for CBS curriculum.
- 30% weightage is given to internal assessment and 70% to external assessment (RTMNU examinations) for CBS curriculum.
- 40% weightage is given to internal assessment and 60% to external assessment for TGP CET autonomous batch.

To improve experiential learning and presentation skills, seminar and project work are evaluated continuously as a curricular activity.

The Continuous internal evaluation is done for:

Theory courses are evaluated through different Assessment tools like Unit Test, MCQ, OBT, Assignments etc.

Practical / Laboratory Courses are evaluated through continuous

assessment, term work and mock oral/practical examinations.

Tutorials are conducted for the courses which are mentioned in the curriculum and requires more practice for better results.

Projects / Seminar activities are planned and executed to improve experiential learning and presentation skills and evaluated continuously as a curricular activity in the following way:

1. Project Orientation session
2. Guide allotment
3. Project Planner
4. Project Review
5. Project exhibitions and competitions
6. Seminar and project term work assessment.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-1/1.1.2.pdf |

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

A. All of the above

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

1.2 - Academic Flexibility

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

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

17

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

14

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template) | View File |

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

918

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

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human

Values, Environment and Sustainability into the Curriculum

The Institution integrates Cross-Cutting issues through Regular/Elective courses in the curriculum, Projects, Audit courses, Value-Added/ Add on Courses, Co-curricular and extracurricular activities.

Final year projects selection is based on environmental sustainability, green energy, rural development, societal issues, health, safety issues. Institute conducts audit courses which enhances

Awareness about different issues impacting human lives

Skill sets to improve their employability

Students are encouraged to enroll in Value Added Courses like NPTEL and skill development courses to address cross-cutting issues. Gender Equality / Sensitization: The Institution follows co-education. An equal opportunity is given to both genders for organizing and participating in activities without gender discrimination. Environmental and Sustainability: It is inculcated among the students through regular awareness programs like -Tree plantation, blood donation camp etc.

The Institution participates in Unnat Bharat Abhiyan for different technological interventions. Human Values: Institute takes efforts for students to make them sensitive toward societal issues by organizing various activities. Professional Ethics are inculcated amongst students by making them aware about the importance of plagiarism, intellectual property rights (IPR) etc. The Institution maintains an environment in which students, teaching, and non-teaching faculty members can work together cohesively by taking care of social-moral issues

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

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

33

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Institutional Data in Prescribed Format | View File |

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

1315

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

1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-1/1.4.1.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-1/1.4.2.pdf |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1262

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

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

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

794

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

TGPCET recognizes the need to adapt to the different learning levels of students and therefore has framed many policies to give learning experience to each and every student. After the completion of Admission process, the learning levels of the students are assessed by their ranks and performance in 12th /Intermediate. After Induction Programs students are assessed and on basis of their performance, they are categorised into advanced and slow learners. The slow learners are paid special attention to improve their performance during Bridge course. After each Mid Term examination, the slow learners are identified on the basis of their performance in the tests. Remedial classes are arranged for all slow learners in the respective subjects. Remedial classes are conducted by subject experts beyond the college working hours and records are maintained. Their performance is further monitored through personal counselling.

Students having backlogs are identified and necessary support is provided to them by the teachers. To support the accelerated learners in their academic pursuit, depending upon their program of study, programs like finishing school, special training programs on C programming, campus specific training, online certification courses offered by NPTEL, Spoken tutorial and Skill development courses ignite the minds of the advanced learners.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-2/2.2.1.pdf |
| Upload any additional information | View File |

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

| | |
|--------------------|--------------------|
| Number of Students | Number of Teachers |
| 2918 | 208 |

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

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

- The institute takes efforts to ensure the use of student centric methodologies to enrich the learning experience.

Experiential learning.

- Experiential learning is imbibed using software tools, various professional societies, club activities, internships, industrial visits to help the students to enhance their conceptual knowledge.
- Professional Society Chapters and technical clubs encourage active learning of students and their participation in various competitions. The clubs conduct workshops, tutorials, and lectures to foster interest in various aspects.
- Community outreach programs, environmental consciousness drives are organized by NSS cell.

Participative learning.

- To develop leadership skills; students are motivated to participate in activities in collaboration with student associations, professional society chapters, industry, cultural fest, NSS, and NGOs.
- Peer learning, think-pair-share, role play; enable students to participate in the classroom.
- Students participate in teams for project development, competitions, and technical paper writing.
- NSS helps students to work in teams and learn the importance of social, environmental aspects.

Problem-solving.

- 'Unnat Bharat Abhiyan', 'Smart India Hackathon', 'UTKARSH' are platforms that provide opportunities for students to work on real-life problems.
- Institute has an Institution Innovation Council.
- An Incubation center under ED Cell has encouraged students to have innovative ideas, develop, and present.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-2/2.3.1.pdf |

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

In addition to the traditional classroom teaching; the institute encourages to use ICT-enabled tools. Open-source software such as Auto Cad, Stad Pro, Scilab, etc, are made available during teaching. Laboratory sessions are conducted using different simulation software like VisuAlgo , LabView, MATLAB, ETAP, AutoCAD, SolidWorks, and MasterCAM, etc. including Virtual laboratories.

Open Educational Resources (OERs) like YouTube channels and websites created by faculty members for effective curriculum delivery. Videos are uploaded on departmental YouTube channel and google class room to share e-resources with students. Digital Library resources are also being used for effective teaching.

Google classroom is used to manage and post course-related information, learning material, quizzes, lab submissions and assignments.

To increase the involvement of students in classrooms, internal assessment of students is carried out using Google Quiz, Edmodo, and Kahoot.

Students make use of Solid works for mechanical designing, Arduino- IDE, for microcontroller design, and Altium for PCB design to develop a product to participate in ROBOCON. Solid works and Ansys is used in developing products for competitions.

Institute has state-of-the-art infrastructure, ICT-enabled classrooms, smart boards, audio systems, web cameras, and a highspeed internet connection to create interactive class environments and enrich the blended teaching-learning process.

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

2.3.3.1 - Number of mentors

208

| File Description | Documents |
|--|---------------------------|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

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

208

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

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

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

36

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

879

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

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

The institution is affiliated to Rashtrasanta Tukdoji Maharaj Nagpur University (RTMNU) and adheres to the Examination Scheme of RTMNU.

Objectives of internal assessment:

- To understand the learning levels of students.
- To identify the slow and advanced learners to carry out special efforts / initiatives.
- To improve the performance in external examination and better attainment of course outcomes.

- Term work evaluation.

Various assessment tools for Continuous Internal Evaluation (CIE) and their frequency of conduction are decided as per need of the course for Theory, Practical, Project and Seminar.

To maintain transparency and robustness in internal assessment following points are considered:

1. Assessment rubrics are defined and are conveyed to students.
2. For Student Awareness, a question bank of oral questions, previous year university questions and MCQs is provided to the students in the Curriculum Booklet.
3. Verification of the question paper is carried out by the moderator.
4. For Assessment and Evaluation, the marking scheme and solution key are prepared by the course coordinator.
5. To maintain transparency, solutions and answer sheets are discussed with students for performance improvement in university examinations.
6. Mode of conduction will be online/offline, objective/subjective.

Internal assessment results in improving learning abilities, better academic results, more internships and placements.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-2/2.5.1.pdf |

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

The Institution conducts external examinations as per the schedule given by RTMNU and all internal assessments are planned and executed as per the Institution's academic planner.

The institution has a well-defined mechanism to deal with grievances related to the internal and external examinations.

Various internal assessment tools are considered for Continuous Internal Evaluation (CIE). Term work evaluation is based on CIE.

The grievances in internal examination are addressed by the Head of the Department, and course teachers. For external examination, grievances are communicated through the departmental examination coordinator to the controller of examination (COE). Then the COE communicates to the university authorities to resolve it at the earliest.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-2/2.5.2.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Guidelines followed for framing CO statements:

- CO statements provided by the affiliated university are revised for theory and practical courses, following the guidelines given by AICTE's Examination Reforms Policy and with respect to course contents; wherever required using only one verb.

Program outcomes and well-articulated CO statements are displayed on the institute website for ready reference to all stakeholders.

Communication of POs and COs to the Teachers:

- CO statements are revised in presence of Head of the Department, accreditation coordinators and course in-charges and shared with all faculty members.
- POs and COs are included in the course file and displayed on notice boards in faculty cabins and in the department for reference.

Communication of POs and COs to the Students:

- POs are communicated to students in the Induction and Orientation programs at the commencement of the academic year.
- POs are displayed in laboratories and all notice boards.
- Course in-charge communicates the COs during the theory and practical sessions.
- Curriculum Booklet, lab manual, project log book and various study material COs are stated.

Internal assessment question paper includes the respective course outcome along with Bloom's taxonomy level.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-2/2.6.1.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

Institute has a well-defined policy document for CO, PO and PSOs attainment.

CO Attainment process:

CO Attainment is computed for the entire theory, practical, seminar and project courses using internal and external assessment.

External Assessment: 80% weightage and based on University in semester, end-semester, oral/practical examination, term-work assessment.

Internal Assessment: 20% weightage and based on continuous

Assessment for theory, practical, seminar and project courses.

1. Theory courses: Assessment tools are unit test, MCQ test, assignments, tutorial, UT, MT and ET.
2. Practical/ oral/ term-work: Assessment tools are lab performance, mock practical / oral/seminar and project work presentation.

CO Attainment levels are defined as 1, 2 and 3.

For Example:

Attainment Level 1, 2 and 3: 50%, 60% and 70% students scoring more than University average percentage marks or set attainment level in the final examination respectively.

PO and PSO Attainment process:

- Direct-80% weightage and based on CO Attainment.
- In-direct-20% weightage and based on analysis of program exit survey, co-curricular and extra-curricular activities, employers' and alumni feedback.

Final PO and PSO attainment is computed by adding direct and indirect attainment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://www.tgpcet.com/assets/Academic_Guidelines/TGPCET_Engineering_Assessment_Manual-TEAM.pdf |

2.6.3 - Pass percentage of Students during the year

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

474

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgpcet.com/assets/AQAR-22-23/Criteria-2/2.6.3.pdf |

2.7 - Student Satisfaction Survey

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

<https://docs.google.com/forms/d/e/1FAIpQLSchpngQuRWPS8n88PjJedQsujuU93SYLO2VOW8mxsHsIISVHvO/viewform?pli=1>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

Rs. 14.81 Lakhs

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

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

1

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

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

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

0

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

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institute has created an ecosystem for research and innovation which promotes novel research/product based ideas to patent/copyright publication and then promotes towards ventures/start-ups/prototypes.

- The credit based courses related with Innovation and Entrepreneurship are offered through the curriculum. This includes Project Based Learning (PBL) course offered at FE and SE level, Mini Project and Main Project at UG and PG level.
- Some of the innovative ideas are carried forward to Mini and Main Project leading to prototypes, quality publications, copyright and patent registration through the institutional research funding. Some short-term audit courses, expert talks, seminars, workshops, Hackathons, Exhibitions, field trips are organized by the Institute

in collaboration with professional societies and industries for promotion of

- The infrastructure facilities which include Technical Clubs, Incubation Centre, ED cell, IPR cell and Research Centres are used for creation and transfer of knowledge.

Major Achievements:

- 15 copyrights and 5 Patents granted 14 Patents published.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://tgp cet.com/R&D_Cell.php |

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

| File Description | Documents |
|--|---------------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

18

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

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

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

74

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.4 - Extension Activities

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

Social responsibility is one of the priorities of institute, imparting knowledge and skills in students and developing them

as active members of social change.

The institute promotes various extension activities under National Service Scheme(NSS) and various social clubs established at the institute. The main aim is to identify challenges in rural area and propose appropriate solutions for accelerating sustainable growth.

Entrepreneurship Development(ED) Cell at the Institute aims to encourage students to consider self-employment as a career option. Institute has received awards in the I2I-Techno-Social competition for innovative projects. The main aim of the NSS-Unit is to develop a sense of social and civic responsibility in the students. Several activities are carried out such as vaccination drive, gender sensitization, cleanliness, tree plantation, environmental awareness and blood donation camps. Other clubs organize activities for molding students into responsible citizens. Funding is received under AICTE-SPICES scheme that provides financial support to students' club for techno-social development.

The participation in extension activities helps students in sensitizing towards social issues and encourages them to provide solutions. This leads towards holistic personality development of students.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgpcet.com/NSS.php |
| Upload any additional information | View File |

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

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

6

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

19

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

4581

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

| | |
|--|---------------------------|
| 3.5 - Collaboration | |
| 3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year | |
| 3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year | |
| 333 | |
| File Description | Documents |
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |
| 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year | |
| 3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year | |
| 23 | |
| File Description | Documents |
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |
| INFRASTRUCTURE AND LEARNING RESOURCES | |
| 4.1 - Physical Facilities | |
| 4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. | |
| The Institute features a self-contained campus spanning 5 acres, meeting AICTE standards. It offers modern infrastructure including academic and administrative wings, laboratories, | |

workshops, a computer center, spacious classrooms, and a well-stocked library. With 31 classrooms equipped with modern teaching aids, students enjoy an enriching learning environment.

The campus fosters perpetual learning with 7 tutorial rooms and seminar halls, each catering to a department. An incubation center supports the growth of new ideas, while well-equipped facilities like the computer center, CAD/CAM/CNC/SOM/HV lab, and Entrepreneurship Development Cell promote personal and professional skill enrichment.

Maintained amenities encompass lawns, ramps, and gardens, along with CCTV surveillance, generator backup, and RO water purifiers. A cafeteria is available, and a dedicated housekeeping unit ensures cleanliness. Routine maintenance covers infrastructure, electrical systems, and gardens.

Safety measures include first aid facilities and fire extinguishers on each floor and department. The institute values feedback from students, alumni, and parents to maintain a conducive learning environment. Overall, the Institute's infrastructure and facilities prioritize student welfare and academic excellence within a nurturing environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-4/4.1.1.pdf |

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

The Institute is proactively involved in overall development of the students. Due importance is given to groom students in sports and cultural activities. In order to create atmosphere conducive to sports a Sports Committee has been constituted. This committee monitors the sports activities. There are facilities for Indoor and outdoor games .As the college has a big play ground the students play Cricket, Volleyball, Football, Kabaddi, Kho-Kho, Tennis etc. There is spacious hall for Indoor games which is availed of by students for Table-tennis, Chess and Carrom etc. There is also a section in the

hall for yoga and meditation. There is room for music and in this room there are musical instruments. The cultural activity is noteworthy. The students are trained in Indian classical dance and western dance. The students of the college evince their talents in cultural activities, competitions at University and State Level.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.tgpcet.com/Sports.php |

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

38

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-4/4.1.3.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

156.53 lakhs

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

4.2 - Library as a Learning Resource

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

The Institute boasts a well-equipped, expansive library spanning 830 square meters, housing a diverse collection of engineering books, national and international journals, periodicals, and magazines. Utilizing Sack Info 2.5 software, the library is fully automated, facilitating efficient book transactions and management. A dedicated reading room, covering 164 square meters, accommodates up to 250 students.

With 6451 titles, 21786 volumes, 10523 e-books, 100 national journals, and 10 magazines, along with 17 newspapers, the library caters comprehensively to academic needs. Books are barcoded, allowing for streamlined circulation processes via barcode laser scanners at the counter. Students can access the stack area physically, with book transactions recorded through student login on Sack Info 2.5.

The library operates on a 1:12 books per student ratio, allowing each student to borrow up to 4 books at a time, with allocated library hours per week. Institutional memberships including DELNET for e-resources, National Digital Library, and a browsing center with 15 internet-connected computers enhance access to online resources and journals. The facility remains open to all students and faculty members, consistently updated with the latest materials and offering a book bank facility. The Institute is committed to providing students with the latest and most extensive resources for their academic pursuits.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional Information | https://www.tgp cet.com/Library.php |

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

A. Any 4 or more of the above

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

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

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

9.005

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

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

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

300

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

4.3 - IT Infrastructure

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

Institute has always eagerly taken an initiative to upgrade itself in providing IT facilities to students and faculty. With 100 computers in the year of establishment, the Institute now possesses 484 computers. The latest configuration of computer available in the Institute is Core i3/i5 with RAM 4 GB, 250GB HDD, HP Intel Core i3/2100 CPU @ 3.10 GHZ processor. The institute has high end Apple MAC OS Deskstop Computer Laboratory. Each department has its own computing facility. Around 300 computers are LAN connected. The Institute has total 27 application software and 06 system software's.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgpcet.com/assets/AQAR-22-23/Criteria-4/4.3.1.pdf |

4.3.2 - Number of Computers

600

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| List of Computers | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

97.35

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

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

The Institute encompasses essential infrastructure components such as classrooms, faculty rooms, girls' and boys' common rooms, laboratories, seminar halls, an auditorium, and a library. To optimize facility usage, specific time slots are allocated in the regular timetable, overseen by faculty members to ensure student presence and activity conduction.

An in-house maintenance team manages all physical, academic, and support facilities, including building maintenance, electrical systems, plumbing, classrooms, laboratories, the sports complex, and the library. Electrical appliances undergo regular inspection, promptly addressed by the maintenance staff. Plumbing issues receive timely attention to prevent leakages and blockages, with infrastructure inspections identifying repair and paint needs.

The college operates its own diesel generator set during electricity disruptions and maintains fire extinguishers for safety measures. Emphasizing campus cleanliness, a dedicated team ensures hygiene across classrooms, staff rooms, seminar halls, and laboratories on a daily basis, overseen by a maintenance officer conducting periodic checks.

A centralized computer center team oversees software/hardware, CCTV, and IT infrastructure issues, with lab assistants maintaining college computers and accessories. Non-teaching staff are trained in laboratory and computer equipment maintenance. Parking facilities are efficiently organized, monitored through surveillance cameras, with annual stock verifications.

The central library and departmental libraries receive dedicated personnel attention, ensuring timely maintenance of equipment. Summer breaks facilitate extensive maintenance activities, overseen by department heads who regularly report repair and maintenance requirements to the administrative office.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://tgp cet.com/assets/PDF/Infrastructure-Maintenance-Policy-2019-20.pdf |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

2737

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

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

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

0

| File Description | Documents |
|--|------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgpcet.com/assets/AQAR-22-23/Criteria-5/5.1.3.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

76

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

596

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

341

| File Description | Documents |
|--|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

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

5.2.2.1 - Number of outgoing student progression to higher education

14

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

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

government examinations)

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

1

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

3

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The institute emphasizes the active involvement of students for its holistic progress. Students are encouraged to participate

actively through nominations by Heads of Departments (HODs) and the Principal. Coordinators from the student body are selected for the Cultural and Sports Committees.

In accordance with the Maharashtra Public Universities Act, 2016, a Students' Council is established, with its representatives also participating at the university level. Notably, the President and Secretary of the Students' Council also serve as members of the College Development Committee.

Beyond the Students' Council, the institute forms several academic and administrative committees, each with student representation:

- The Anti-ragging Committee ensures a ragging-free environment.
- The Women's Grievances Committee addresses female students' concerns.
- The Sports Committee coordinates sports tournaments and competitions at various levels.
- The Cultural Committee orchestrates cultural events and represents the college in inter-collegiate and national events.
- The NSS Committee organizes National Service Scheme activities.
- The E-Magazine Committee publishes electronic magazines detailing college activities.
- The Career Guidance Committee offers career advice to students.
- Departmental Student Forums organize co-curricular activities.
- The Canteen Committee ensures the provision of hygienic and appetizing food for students and staff.

Through these committees, student engagement and addresses various aspects of academic, and extracurricular alike.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/Committees.php |
| Upload any additional information | View File |

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

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

16

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

5.4 - Alumni Engagement

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

The College has established Alumni Association. The Alumni Association is registered under Societies Registration Act 1860 and bears number MAH 701/14. Alumni Association meetings with Management and staff are periodically conducted in the college and at other important places including Pune. It functions effectively. The Alumni who have acquired high positions in several fields of life , who have become industrialist, who have experience and expertise to their credit, who have placed significant role in society are invited to college to deliver lectures and motivate students and provide counselling to students for seeking career opportunities. Institute along with alumni discuss with other stake holders on various matters and academic performance and the alumni feedback is obtained for improvement in quality. On the basis of feedback obtained from

alumni, the college modifies and updates all the academic activities and all other programmes related to the current students. The financial assistance is contributed for the welfare of students such as gifts for rank holder students and achievers. Initiatives have been taken recently by Principal to attract Alumni to come forward to conduct campus interviews from corporate sectors, IT companies and other organizations for providing job opportunities and placement of current students

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/Alumni.php |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision of Institute

To emerge as a learning Center of Excellence in the National Ethos in domains of Science, Technology and Management.

Mission of Institute :

- To strive for rearing standard and stature of the students by practicing high standards of professional ethics , transparency and accountability.
- To provide facilities and services to meet the challenges of Industry and Society.
- To facilitate socially responsive research, innovation and entrepreneurship.
- To ascertain holistic development of the students and staff members by inculcating knowledge and profession as

work practices.

The institution aligns its Vision and Mission statements with higher education, emphasizing technical, techno-social, and ethical values. These statements, crafted with input from stakeholders and internal committees, guide the institution's efforts. Ensuring compliance, the leadership monitors and enforces policy statements. The institution's multi-layered structure includes the Governing Board (GB) at the apex. The College Development Committee (CDC) establishes policies, with active teacher participation in GB, CDC, and IQAC. Various committees, coordinated by faculty members, oversee activities, reflecting effective governance aligned with the institution's Vision and Mission.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/vision-mission.php |
| Upload any additional information | View File |

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

The Institution promotes a culture of participative management where each unit is given fullest freedom to innovate, make a perspective development plan even though it operates through a structured organization. The Institution has formed various committees that are constituted by staff members to manage different institutional activities and to promote academic leadership. The decentralization in working helps to execute the academic and related activities of the institution, to organize the students, faculty development programs, and to visualize, formulate perspective plans for the development and growth of the institution.

TGPCET functions with perfect decentralized administration that has complete transparency in the decision making process. The motives of decentralized administration are:-

- To enhance democracy in decision making.
- To promote the effective and efficient use of resources in education
- To make public education more responsive to local needs

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/Governance_& Organization/Governance_& Organization.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

TGPCET's Vision shapes its perspective plan, particularly addressing the needs of students from rural backgrounds, who often face educational disparities compared to urban counterparts. The plan prioritizes:

1. Holistic student development
2. Inspiration and motivation
3. Dissemination of high-quality knowledge
4. Enhancing student employability and facilitating placements

Acknowledging the dynamic nature of knowledge, the college commits to staying current and anticipates shifts in technology fields. New technical branches will be introduced, and faculty will receive ongoing training through conferences, seminars, and workshops.

To combat unemployment, the college strengthens Industry-Institute relationships, providing students with hands-on industry experience and promoting entrepreneurship.

"Entrepreneurship Awareness Programs" will inspire entrepreneurial endeavors.

Beyond degrees, education aims to instill cultural pride, values, ethics, and self-reliance. The college seeks to produce well-rounded, tolerant citizens. Through these efforts, TGPCET aligns its education with its Vision, catering to diverse student needs and fostering comprehensive development.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-6/6.2.1.pdf |
| Upload any additional information | View File |

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

The organizational structure delineates administrative decision-making, depicted in the attached organization chart:

1. **Governing Body:** The supreme authority for policy formulation, it convenes periodically to deliberate on college development, strategic planning, and financial allocation.
2. **Administrative Setup:** The Executive Director, reporting to the Secretary, oversees academic, administrative, and financial affairs. The Principal, a member-secretary, exercises reasonable autonomy in consultation with Directors and the Vice Principal for procurement, seminars, and workshops. The Vice Principal aids in academic and administrative smoothness.
3. **Head of the Department:** Decentralized decision-making empowers HODs to manage subjects, syllabus, seminars, workshops, and other academic activities autonomously.
4. **IQAC:** This body ensures quality benchmarks in academic and administrative functions, conducting audits, gathering curriculum feedback, and implementing suggestions.

Administrative office units include:

- **Admission and Scholarship:** Manages admissions and scholarships in compliance with university and government norms.
- **Examination:** Oversees the conduct of university exams,

both theory and practical.

- **Registrar:** Facilitates faculty and staff recruitment and maintains employee records.
- **Accounts:** Ensures financial integrity, led by the Director of Finance, with the Accounts office assistant handling transactions.

The institution adheres to Human Resource and Academic policies aligned with statutory authorities' regulations. Additionally, a Grievance Redressal Committee addresses student concerns, ensuring transparency and fairness in technical education.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://tgp cet.com/Committees.php |
| Link to Organogram of the institution webpage | https://www.tgp cet.com/assets/Governance & Organization/Governance & Organization.pdf |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

Employees are undeniably crucial stakeholders who influence organisational effectiveness by stabilizing the tremor caused by adaptive environment. The management of TGPCET has implemented various monetary as well as non-monetary welfare measures for employees. Monetary welfare schemes are :-

1. Group insurance of staff members
2. Maternity Leave
3. Staff Loan
4. Staff Ward concession
5. Leave for higher education
6. Medical Policy
7. Bus facility

Apart from Monetary schemes various non-monetary welfare schemes are provided to employees for their professional development. The schemes are listed below:-

1. Technical workshops are conducted to keep pace with syllabus and new technologies.
2. Faculty development programs /STTP are conducted in the institute.
3. Faculty members are encouraged to attend seminars and conferences.
4. Experts from the industry and academia are invited for interaction with the staff.
5. The institute motivates the faculty and staff for arranging / attending industrial training programs/visits.
6. Faculty members are encouraged/ assisted to undertake professional body membership for active
7. Training programs are arranged for updating the knowledge of the non-teaching staff.
8. Faculty members are encouraged and benefited from qualification improvement programs such asPhD by providing adequate time to undertake course work and

research work.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgpcet.com/assets/HR-Policy/HR-Policy.pdf |
| Upload any additional information | View File |

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

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

18

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

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

8

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

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

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

98

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

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

The college has adopted the system of Self Appraisal for the Academic Employees of the college. At the end of every Academic year the teachers are required to fill in Self Appraisal Forms.

These Self Appraisal forms are enrooted to Principal through head of the Department. In Self Appraisal form there is reflection of the merits and the demerits of the teacher concerned. These Self Appraisal forms enlighten the teachers concerned about what they have done and what they have not been able to do. This exercise enables the teachers to make necessary changes in their teaching methodology which in consequence improves their performance. The process is designed to foster individual development and identify opportunities for additional support wherever required.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://tgp cet.com/assets/HR-Policy/HR-Policy.pdf |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

Yes. The Institution conducts internal audit half yearly and external audit at the end of every financial year. Financial planning is exercised well in advance for the organization and efficient budgeting is done by involving the various Academic departments and Administrative sections of the Institution. Financial planning and review is done by Governing Body where Secretary and Treasurer are members. Internal audits are carried by internal audit committee (IAC) and external financial audits are regularly done by chartered accountants.

The institutional mechanisms for internal and external audit are given below:

The internal audit of accounts is carried out by Treasurer. The Internal auditor checks fee receipts and payment vouchers and necessary supporting documents. Final report is submitted to the Governing Body during GBM for validation. The External audit is conducted at the end of financial year. The audit is carried out by chartered accountant (CA).. Queries in the audit will be reported to the account section and compliance is effected within a months' time. He also give necessary guidance for improvement in account maintenance. These measures ensure

no further discrepancies in the records that can be objected by the external auditors. Every Financial transaction is recorded through software.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/AOAR-22-23/Criteria-6/6.4.1.pdf |
| Upload any additional information | View File |

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

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

NIL

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

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

The institution has a well-defined mechanism to mobilize the funds, the main corpus of which comes from student's fees with additional support from the management, if needed. Head of the Departments/ section heads shall prepare the approximate annual budget and the same is submitted to the Principal well before the commencement of an academic year. Principal prepares the consolidated Institutional budget and presents the same before the Governing Body for approval. Approved budget is handed over to the respective department and section heads for implementation. Accounts makes necessary arrangement to mobilize the fund as per the budget requirement. The Treasurer keeps track of the budget through internal audit. In any

unforeseen circumstances, non-budgeted amount is allotted depending on the merit of the case. After implementation by the departments/sections, Invoice and purchase order is reviewed by the Treasurer at the end of the year.

Fund mobilization through following sources:

Fee collected from the students Term loan from Bank Consultancy fees

Mobilization of funds received through various sources are done for following

- 1.Salary of teaching and supporting staff
- 2.Purchase of equipment, machinery, software and furniture
- 3.Library books, e-subscriptions of journal and books
- 4.Electricity charges, telephone, internet bills, postage and other miscellaneous
- 5.Annual maintenance contract, consumables, repair and maintenance, sanitation-house keeping gardening and security charges
- 6.Repayment of bank loan
- 7.Advertisement, printing & stationery
- 8.Infrastructure development facilities and Building construction works
- 9.Research and project activities
- 10.Seminars, Conferences and Faculty Development Programmes and other extra/co-curricular activities

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tgp cet.com/assets/AQAR-22-23/Criteria-6/6.4.3.pdf |
| Upload any additional information | View File |

6.5 - Internal Quality Assurance System

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

The IQAC plays an important role in the implementation of quality assurance strategies and processes related to-

- Academics and other student-centric activities
- Research and development
- Extension and outreach activities
- Administrative and other support services.

Practice I: Skill development programs for faculty and students. Skill development programs are organized with objectives to improve the professional/employability skills of students and to enhance the teaching-learning skills of teachers.

1. Organize in-house technical hands-on workshops and expert talks in collaboration with industries.
2. Institutions tie up with training institutes for soft skill training.
3. Provide Audit courses.
4. Motivate faculty to attend Faculty development programs.
5. Training to teaching and non-teaching staff for quality enhancement.

Practice II: Micro Teachnig for Newly joined faculty members to enhance their teaching skills and prepare them for classroom instruction.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-6/6.5.1.pdf |
| Upload any additional information | View File |

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

The IQAC plays a vital role in ensuring the implementation of effective teaching-learning processes, conducting student-centric activities, and recording the learning outcomes as per the systematic processes defined. All the academic, co-curricular extra-curricular activities are organized considering the Program Outcomes (POs) and Program Specific Outcomes(PSOs).

Example 1: Implementation of Outcome Based Education (OBE) The attainment of Course Outcomes (COs), POs, and PSOs are recorded through the designed Outcome Based Education (OBE) Policy document by IQAC considering the AICTE Examination Reforms Policy document. Suitable assessment tools are identified and executed for all courses. Attainment level is measured by considering student performance in internal assessments for Course Outcomes and performance in the University examination.

Example 2: Semester Internal and Annual External Academic Audit IQAC has also initiated Internal and External Academic Audit process to encourage the programmes to evaluate their quality processes and standards based on predetermined benchmarks. Internal Audit is conducted twice a year by each programme. The external Auditor is appointed from other NAAC A+ accredited colleges or university. The remarks and suggestions by the auditor for every programme are taken into consideration by the IQAC for further improvements.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-6/6.5.2.pdf |
| Upload any additional information | View File |

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

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://www.tgpcet.com/index.php |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institute ensures equal concern for girls and boys in all curricular, co-curricular activities. Institute has organized various activities like sessions on Creating a Safe and a Positive Workplace, Gender Equality awareness and Stress Management etc. Institute has the student council committee which has equal participation of girls and boys.

Following facilities are provided specially for women on campus:

Safety and security-24 hours working CCTV Surveillance system is available in campus. Overall security of the campus is ensured by external agency, duly appointed by the institute. Entry is permitted by verifying I-cards at security check. The institute has collaboration with various NGOs, which can

provide necessary support to the girl students, whenever necessary.

Counselling -To address the issues of students, each department has mentor-mentee system. In addition to this Institute this Senior police officers and cyber security experts are invited for conducting sessions on self - defense, cyber security awareness etc.

Common Rooms-Institute has well-equipped girls' common room and boys' common facility.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.1.1.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.1.1.pdf |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

B. Any 3 of the above

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

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

The institute prioritizes effective waste management to uphold the National mission of a "Clean and Green Environment." Initiatives include solid waste management, plastic bans,

recycling used water, and e-waste management. The institution follows a policy of reduce, recycle, and reuse to combat waste issues, aiming for a plastic-free campus.

In e-waste management:the institute conducts periodic disposal of electronic items, with worn-out batteries discarded through scrap vendors and materials auctioned to recycling agents. Some items find use in labs or student projects, promoting sustainability.

For solid waste:the college ensures proper disposal, utilizing dustbins for biological waste and converting fallen leaves into compost. Food waste from the mess and canteen is repurposed as animal feed.

Liquid waste management: involves recycling treated sewage for watering lawns and trees, with well-maintained drainage systems and Effluent Treatment Plants in place. These efforts reflect the institution's commitment to environmental preservation and sustainable practices.

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

| | |
|--|-------------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above |
|--|-------------------------------------|

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

7.1.5 - Green campus initiatives include

| | |
|--|-------------------------------------|
| 7.1.5.1 - The institutional initiatives for | A. Any 4 or All of the above |
|--|-------------------------------------|

| | |
|--|--|
| greening the campus are as follows: | |
| <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | |

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

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

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

| | |
|--|-------------------------------------|
| 7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, | A. Any 4 or all of the above |
|--|-------------------------------------|

**lights, display boards and signposts
Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

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

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

The Institution takes various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The Institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination.

Different festivals are celebrated with zeal and enthusiasm. With great fervor the birth anniversaries and memorials of great regional and national personalities are celebrated and various motivational seminars, lectures and talks are organized to honor their contribution towards the nation and the society.

Students from diverse backgrounds participate in the annual cultural festival, 'Utkarsh' and various drama competitions and have won prizes. Institutional annual magazine includes articles from different languages to promote linguistic diversity.

For the promotion of unity in diversity, the National Service

Scheme (NSS) Cell of the Institution organizes many programs which aim at strengthening the unity and integrity of India.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | View File |

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

The institute gives due consideration to inculcate values, rights, duties and responsibilities as per presumptions of the constitution of India. This is very well reflected in Vision and Mission statements of the parent body as well as of the institute. Curriculum includes courses like Introduction to Constitution, which lay a strong foundation for students to become better human beings. The institute has undertaken following activities to achieve this goal:

- Celebration of national days like Independence Day, Republic Day.
- NSS activities for community service, which include rural development, tree plantation programs.
- Expert lectures and webinars to guide the students about the professional ethics and moral values.
- The Student Grievance Redressal Committee is constituted in the Institution to address the grievances of the students.
- An Internal Complaints Cell ensures a safe working environment in the Institution.
- Activities under Institutional Social Responsibility (ISR) and students' forums as well as clubs.

Participation of students into various activities imparts ethical practices and develops moral values among them.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://tgp cet.com/NSS.php |
| Any other relevant information | https://www.tgp cet.com/assets/AOAR-22-23/Criteria-7/7.1.9.pdf |

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

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

| | |
|--|---|
| <p>7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals</p> | <p>The Institution celebrates all national festivals and days with great enthusiasm to inculcate a sense of patriotism and responsibility in the students. The resource persons from various fields are invited on the occasion of Independence Day and Republic Day to share their experience and to motivate young minds</p> |
|--|---|

to contribute in building the nation.

The Institution commemorates the anniversaries of great Indian personalities namely Chatrapati Shivaji Maharaj, Swami Vivekananda, Mahatma Gandhi, Bharat Ratna Dr. Babasaheb Ambedkar, Dr. A.P.J. Abdul Kalam, Dr. Sarvepalli Radhakrishnan Sir Moksha Gundam Visvesvaraya Sir, C. V.Raman etc

On such occasions renowned speakers are invited who share the teachings of these eminent personalities through their speeches.

Various national festivals such as Dusshera, Holi, Diwali etc. are celebrated by the students and staff with great enthusiasm.

Women's day, International Yoga Day, Marathi Bhasha Din etc are celebrated to spread awareness in the society. The departments in the Institution organize various talks, seminars on national events and commemorative days.

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

7.2 - Best Practices

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

Title of the Practice: Integration of ICT Tools in Teaching-Learning

Objectives:

1. Facilitate effective content delivery online/offline.
2. Utilize digital resources like study material, virtual labs, and NPTEL video lectures.
3. Employ various online teaching-learning platforms such as Google Meet, Google Classroom, etc.
4. Implement continuous internal evaluation.

Context: ICT integration transforms education by creating interactive environments, catering to diverse learning styles, and promoting self-directed learning. It optimizes teaching efficacy, fosters global connectivity, and cultivates critical thinking and digital literacy.

Practice: Teachers transitioned to online teaching during lockdowns while utilizing ICT facilities for effective curriculum delivery offline.

Problems and Resources: No constraints encountered; the institute possesses all necessary facilities.

Title: Faculty Development Programs (FDP)

Objectives: Enhance teaching effectiveness, update subject knowledge, promote innovative pedagogies, foster research and scholarship, improve assessment practices, support diversity and inclusion, enhance communication skills, facilitate networking, and promote career advancement.

Context: FDPs provide ongoing support to faculty, aiming to enhance teaching quality, foster professional growth, and create inclusive learning environments.

Practice: Faculty participate in online/offline FDPs by other institutes and AICTE, along with relevant NPTEL certification courses.

Problems and Resources: No constraints; necessary resources are available.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.2.1.pdf |
| Any other relevant information | https://www.tgpcet.com/assets/AQAR-22-23/Criteria-7/7.2.1.pdf |

7.3 - Institutional Distinctiveness

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

The institutional distinctiveness of our institute underscores a robust commitment to holistic student development, ensuring access to comprehensive resources and services. With a paramount focus on educational excellence and alignment with accreditation standards, our vision and mission statements reflect our dedication to student growth. A meticulously crafted strategic plan empowers faculty and students to enhance their technical acumen, foster innovation.

Our institution orchestrates activity-based training initiatives encompassing value-added courses, project development, and technology updates through Centers of Excellence. A dedicated time slot in the timetable facilitates premier placements in IT, core industries, and startup ventures. Faculty and students benefit from NPTEL and IIT Spoken tutorials, fostering proficiency in cutting-edge technologies.

Professional societies, clubs, and cells serve as incubators for graduates ready for industry, higher education, or entrepreneurship. Government-endorsed schemes like the Incubation Center, Institution Innovation Council, Unna Bharat Abhiyan catalyze innovation, entrepreneurship, and intellectual property rights awareness.

Our institution facilitates internships, in-plant training, and industrial visits tailored to subjects, enriching industry-institute interactions.

The allure of our college lies in its disciplined environment, modern infrastructure, extensive library facilities. These factors synergistically attract outstanding students, reinforcing our institutional distinctiveness and fostering a vibrant academic community dedicated to excellence, innovation, and lifelong learning.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

NBA accreditation of Civil Engineering and Electronic and Communication Engineering Program.

To conduct a quality improvement program to create awareness about National Education Policy (NEP) and its implementation.

To conduct webinars and FDP's for awareness regarding autonomy of the institute.

To organize different quality improvement programs for students and faculty members.

To conduct technical workshops and seminars to understand the needs of Industry.

To encourage faculty members and students to participate in activities conducted in association with IIC and MHRD, Govt. of India and the institute EDC cell in order to promote the research environment and build entrepreneurial skills.

To inculcate social beliefs among students by organizing and executing events in association with NSS, ISR and Rotaract.

To inculcate an industrial environment by encouraging students to actively participate in placement related activities, complete internship programs and opt for sponsored projects.

To enhance the institute infrastructure and other facilities for supporting increased intake.

To conduct interdepartmental Internal Audits and External academic audits for quality improvement.