



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

EVEREST EDUCATIONAL SOCIETY'S GROUP OF INSTITUTIONS

**GUT NO. 187 AND 189 OHAR JATWADA ROAD MAHARASHTRA
AURANGABAD 431008**

431008

www.eescoet.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Invigorating Minds, Uplifting Communities: Everest College of Engineering & Technology

Driven by a passion for education and empowering marginalized communities, **Dr. Abdul Gaffar Quadri** established the **Everest Educational Society** in **1990**. Recognizing the transformative power of engineering, the society established the **Everest College of Engineering & Technology (ECOET)** in **2009**, becoming the only **Muslim Minority** engineering college in Marathwada.

Dedicated to serving underserved communities, **ECOET** offers undergraduate programs in **Mechanical, Civil, Computer Science, and Electrical Engineering**, along with postgraduate programs in **Manufacturing Engineering & Computer Science and Engineering**. Accredited by **AICTE** and affiliated with **Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU)**, the **ECOET** adheres to rigorous academic standards while upholding its social commitment.

Beyond just imparting knowledge, **ECOET** fosters an intellectually diverse environment where students from various backgrounds can thrive. State-of-the-art facilities, including well-equipped laboratories and a vibrant library, support their learning journey. A dedicated team of experienced faculty provides mentorship and guidance, ensuring each student receives the personalized attention needed to excel.

But **ECOET's** impact extends beyond academics. Recognizing the challenges faced by minority communities, the **ECOET** offers career counseling and placement assistance specifically tailored to their needs. This ensures graduates are well-equipped to navigate the job market and contribute meaningfully to society.

More than just an engineering college, **ECOET** is a catalyst for social change. It empowers students to become not only skilled professionals but also responsible citizens, who can leverage their knowledge and expertise to uplift their communities and build a brighter future.

Vision

To establish a premier knowledge center imparting quality education, research, and consultancy in order to contribute to national development

Mission

To provide a harmonious, stress-free, and conducive environment for students to explore their innate abilities

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Modern Campus:** Well-equipped labs, classrooms, and amenities provide a conducive learning environment.
- **Quality Management:** ISO certification ensures adherence to quality standards.
- **Comprehensive Infrastructure:** Facilities support both academic and extracurricular activities.
- **Student Support:** A dedicated mentoring system fosters individual growth and development.
- **Faculty Well-being:** Regular salary payments and opportunities for professional development benefit faculty.
- **Industry Relevance:** Workshops and seminars bridge the gap between academics and industry needs.
- **Knowledge Sharing:** Entrepreneurship development programs and SWAYAM NPTEL-Local Chapter offer valuable knowledge exchange.
- **Personal Development:** Class teacher system and personality development activities enhance well-roundedness.
- **Vibrant Campus Life:** Active participation in co-curricular and extracurricular activities promotes holistic growth.
- **Project-Based Learning:** Encourages innovative thinking and practical application of knowledge.
- **Industry Collaboration:** MoUs with reputed companies provide project opportunities for real-world experience.
- **Accredited Institution:** NAAC accreditation signifies quality education standards.
- **Sustainable Environment:** Clean and green campus promotes eco-consciousness.
- **Support for Diverse Learners:** Remedial coaching helps struggling students succeed.
- **Inclusivity:** Initiatives promote inclusivity and support for minority communities.

Institutional Weakness

- **Limited soft skills and computer literacy:** Many students lack essential soft skills and basic computer knowledge due to rural background.
- **Low parental education:** Majority of students come from families with limited educational background.
- **Curriculum mismatch with industry needs:** Current curriculum doesn't fully align with industry expectations.
- **Weak alumni engagement:** Alumni network needs strengthening for better support and involvement.
- **Limited research infrastructure:** Lack of dedicated research center hinders research activity.
- **Scarcity of funded projects:** Difficulty securing funding for research projects.
- **Inadequate industry collaboration:** Limited engagement with industries for research and consultancy.
- **Low placements:** Challenges placing students from engineering disciplines.
- **Limited community outreach:** Insufficient participation in community service activities.
- **Brand awareness and publicity:** Need to improve college branding and marketing efforts.

Institutional Opportunity

- **Solve rural challenges:** Leverage technology to address problems faced by artisans and farmers.
- **Enhanced placements:** Utilize alumni network for improved job opportunities.
- **Entrepreneurship potential:** Capitalize on government initiatives like Make in India to create start-up.
- **Interdisciplinary research:** Collaborate with faculty on research projects.
- **Value-added programs:** Participate in industry-oriented workshops and conferences.
- **Expand consultancy:** Partner with MNCs and industries for research and projects.
- **Strengthen research:** Utilize labs and infrastructure to boost faculty research output.
- **Knowledge exchange:** Collaborate with premier institutes and industries for knowledge sharing.
- **Industry interaction:** Maintain strong ties with local industries (DMIC project) for placements and partnerships.
- **Faculty development:** Encourage faculty research paper publications in reputed journals.
- **Improve alumni network:** Enhance engagement and support from alumni.

Institutional Challenge

- **Attract and retain high-performing students:** Increase enrollment of meritorious students and counter the trend of talented graduates moving to other cities.
- **Foster critical thinking and research passion:** Cultivate deeper analytical skills and encourage pursuit of higher education.
- **Develop versatile skillsets:** Bridge the gap between academic curriculum and industry needs, focusing on both hard and soft skills.
- **Enhance communication and soft skills:** Address the needs of students from rural and Urdu medium backgrounds.
- **Improve placements and remuneration:** Ensure competitive job opportunities with attractive salaries.
- **Secure funding:** Increase grants through government projects and consultancies.
- **Strengthen alumni network:** Build a strong support system for alumni engagement.
- **Motivate faculty research and innovation:** Encourage participation in research, consultation, and innovation.
- **Implement NEP 2020:** Adapt curriculum to align with the National Education Policy.
- **Attract diverse talent:** Increase representation of minority communities in technical education.
- **Resource mobilization:** Secure funding through consultancy and other activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Everest College of Engineering & Technology (ECOET) in Ohar, Aurangabad, affiliated with Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU), adheres to the university's curriculum. Recently transitioning to a Choice Based Credit System (CBCS), the ECOET now offers more elective subjects, assisting students in their course selection based on diverse cross-cutting issues while adhering to university guidelines.

Aligning its academic calendar with Dr. BAMU's, ECOET integrates curricular, co-curricular, and extra-curricular activities, introducing timely certificate programs and life skills courses. Through industry

internships and feedback loops involving students, alumni, faculty, parents, and employers, syllabi are reviewed for timely completion.

Empowering students to broaden their knowledge, the ECOE&T provides certificate courses and online platforms like MOOCs, SWAYAM, and NPTEL, facilitated by dedicated local chapters. Over the past five years, 826 students have completed such courses.

Cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability are integrated into the curriculum, promoting holistic education and societal development through various activities and initiatives.

Valuing stakeholder feedback, the ECOE&T engages in a robust feedback process, with action taken reports available on the institutional website. Strict adherence to Dr. BAMU's syllabi and meticulous curriculum delivery are ensured through activities planned before, during, and after each semester, including teaching load allocation, academic calendar preparation, attendance monitoring, examination conduct, and result analysis.

Teaching-learning and Evaluation

Teaching, Learning, and Evaluation at **Everest College of Engineering & Technology (ECOE&T)** in Maharashtra are focused on ensuring quality education and continuous improvement. Admissions are conducted through a centralized process, welcoming students from diverse backgrounds, particularly from rural areas and minority communities. The ECOE&T's affordable fees make education accessible, empowering students to pursue their dreams.

Experienced faculty members facilitate effective teaching and learning, supported by an academic committee that ensures continuous internal evaluation. Remedial classes, tutorials, and project-based learning enhance students' understanding and knowledge retention. Feedback mechanisms enable faculty improvement, while student-centric methods like experiential and participative learning promote active engagement.

Transparent evaluation mechanisms assess Program Outcomes (POs) and Course Outcomes (COs) using various methods, including direct assessments like exams and projects, as well as indirect assessments like surveys and feedback. Courses are meticulously designed to align with university standards, with POs and COs clearly communicated to all stakeholders.

Internal assessment at ECOE&T is comprehensive, incorporating continuous assessments, term work evaluations, active class participation, and laboratory assessments. Grievances related to internal examinations are handled through a structured process, ensuring fairness and efficiency.

The teaching-learning process emphasizes student-centered approaches such as experiential and participative learning, along with problem-solving methodologies. Utilization of ICT-enabled tools enhances course delivery, communication, and research, providing a dynamic learning environment that integrates traditional and online resources.

In summary, ECOE&T is committed to providing quality education through effective teaching, comprehensive evaluation, and student-centered approaches that prepare students for real-world challenges in the field of engineering and technology.

Research, Innovations and Extension

Our institution **Everest College of Engineering & Technology (ECOET)** in Ohar, Aurangabad, promotes a robust research culture among students and staff, supported by strong infrastructure and standards. Financial aid is provided for research activities, and faculty are encouraged to stay updated through workshops and conferences. We support patent filing and copyright through our Intellectual Property Rights (IPR) Cell and collaborate with organizations for industrial visits and research projects.

Community Engagement: ECOET is dedicated to community service, focusing on health, hygiene, and overall development. Our initiatives, like blood donation camps and COVID-19 awareness campaigns, have made a significant impact. We also prioritize digital literacy, AIDS awareness, and sustainable practices, contributing to community well-being.

Impacts of Extension Activities: Extension activities promote students' social awareness and holistic development, fostering community engagement, interdisciplinary learning, personal growth, and cultural sensitivity.

Community Outcomes: Over five years, ECOET's programs in the neighbourhood have led to positive outcomes in areas such as cleanliness, education, road safety, and healthcare awareness.

Innovation Ecosystem: ECOET supports innovation and research, providing facilities and guidance. We have an IPR Cell, access to digital resources, and offer practical experiences through projects and internships with industries.

Infrastructure and Learning Resources

At **Everest College of Engineering & Technology (ECOET)**, we foster academic excellence through a robust infrastructure and rich learning resources. Our dedicated floors house well-equipped classrooms, labs, workshops, and a modern computer center boasting high-speed internet and licensed software. Explore a vast central library filled with academic gems, rare books, and online resources. Unwind and engage in cultural activities or sports in our dedicated spaces, all backed by reliable power with a backup generator.

ECOET adheres to the highest standards, following guidelines set by AICTE, UGC, and the University itself. This ensures top-notch facilities like well-maintained labs, comfortable classrooms, and a well-stocked library. Each space, from rooms equipped for diverse purposes to our state-of-the-art labs with cutting-edge software, caters to your academic needs.

Our commitment extends beyond physical infrastructure. We prioritize a secure and efficient IT environment, featuring a leased line, upgraded Wi-Fi, licensed software, and regular maintenance. Our central library boasts an extensive collection of physical and digital resources, including textbooks, e-resources, competitive exam materials, and project reports. Explore our dedicated digital space with internet access and security, or benefit from constant library evolution and automated operations for seamless use. Access to legitimate e-resources and journals further empowers your learning journey.

In summary, ECOET provides a comprehensive and dynamic learning environment designed to nurture

academic success and personal growth. Come experience the difference!

Student Support and Progression

At Everest College of Engineering & Technology (ECOET) in Ohar, Aurangabad, student support and progression are paramount. As a minority institution, ECOET offers a variety of scholarships, including Central, State, EBC, GOI, TFWS, and more, benefiting a significant portion of its student body. Regular updates regarding facilities and notices are communicated through notice boards and the ECOET website. The Training & Placement (T&P) Cell provides extensive support, offering career guidance, counseling lectures, and organizing campus drives. Additionally, expert lectures, online assessments, bridge courses, group discussions, and personal counseling sessions contribute to enhancing students' skills and interview readiness. ECOET actively promotes co-curricular and extra-curricular activities, both internally and across other colleges, fostering student participation. Measures such as anti-ragging committees, grievance redressal committees, and initiatives for women's safety ensure a supportive and conducive learning environment. The establishment of a Central Student Alumni Association facilitates connections among former students, supporting career advancement and benefiting current students through industry insights and placement opportunities. Despite challenges, including those posed by the COVID-19 pandemic, ECOET remains dedicated to promoting sports and cultural activities within the college, aiming for future achievements and recognition.

Governance, Leadership and Management

At Everest College of Engineering & Technology (ECOET) in Ohar, Aurangabad, governance is led by Chairman overseeing management activities. The Principal guides internal decisions, fostering decentralized decision-making through Heads of Departments (HODs). Coordination for Post Graduate courses ensures smooth operations. Regular meetings ensure effective execution of planned activities.

Resource Allocation and Financial Management: ECOET ensures optimal resource allocation within budgetary provisions, with annual audits ensuring effective budget management. Staffs are incentivized with promotions and financial rewards. Faculty development programs are encouraged for continuous growth.

Quality Assurance and Academic Development: The Internal Quality Assurance Cell (IQAC) oversees teaching-learning methodologies, ICT integration, operational efficiency, and student achievement, ensuring academic excellence. This multi-faceted approach enhances quality across ECOET.

Industry Collaborations and Internship Opportunities: Collaborations with industries and internship opportunities prepare students for real-world challenges, enhancing their skillset and employability.

Decentralized Governance for Effective Leadership: Decentralized governance promotes accountability and collaboration, ensuring efficient operations and effective leadership.

Administrative Decentralization and Infrastructure Development: The Board of Governance oversees budgeting and development activities, addressing academic, administrative, and infrastructural needs comprehensively.

Faculty Welfare and Development: Faculty welfare measures include medical leaves, professional training, and support for conference/workshop attendance. Performance appraisal systems ensure continuous improvement and recognition.

Efficient Administration and Staff Development: Efficient administration utilizes financial software for record-keeping, while staff development is prioritized through training programs coordinated by the Training and Placement department.

Institutional Values and Best Practices

Everest College of Engineering & Technology (ECOET) in Ohar, Aurangabad, embodies a commitment to institutional values and best practices across various domains. Gender equity and inclusion are paramount, with initiatives focusing on integrating gender sensitivity into curricular and co-curricular activities, ensuring safe and supportive facilities for women on campus, and conducting workshops to cultivate awareness. Additionally, ECOET champions sustainability through its green campus and plastic-free policy, implementing measures such as energy conservation, waste management, and water conservation. This commitment extends to environmental and energy initiatives, including green audits and clean campus initiatives, alongside engagement in broader environmental promotion activities. Through diverse extension activities, the institution promotes social awareness, historical and cultural understanding, education, and skill development. Sensitization programs further educate students and staff on constitutional values, human rights, environmental awareness, and civic engagement. Fostering an inclusive campus culture, ECOET celebrates diversity through cultural events and initiatives. Notably, ECOET's Mentor-Mentee Scheme and Eco-Friendly Practices stand as twin pillars of progress, nurturing well-rounded individuals committed to academic excellence and environmental responsibility, thus scaling new heights in engineering education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	EVEREST EDUCATIONAL SOCIETY'S GROUP OF INSTITUTIONS
Address	Gut No. 187 and 189 Ohar Jatwada Road Maharashtra Aurangabad 431008
City	Aurangabad
State	Maharashtra
Pin	431008
Website	www.eescoet.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	D. K. Gupta	0091-8830216925	8830216925	0240-230014 1	dsqietcollege@gmail.com
Associate Professor	R. D. Shelke	0091-9225302880	7276571737	0240-230014 1	hodmechanical@eescoet.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 2.1.2 Proof Minority Status Certificate.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2018	12	
AICTE	View Document	10-04-2018	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gut No. 187 and 189 Ohar Jatwada Road Maharashtra Aurangabad 431008	Rural	10	13556.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,Civil Engineering	48	HSC or its equivalent	English	30	5
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	HSC or its equivalent	English	30	30
UG	BE,Electrical Engineering, Electrical Engineering	48	HSC or its equivalent	English	30	4
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC or its equivalent	English	30	5
PG	ME,Computer Science And Engineering,Computer Science and Engineering	24	BE or its equivalent	English	18	7
PG	ME,Mechanical Engineering,Manufacturing Engineering	24	BE or its equivalent	English	9	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				32			
Recruited	1	0	0	1	1	1	0	2	27	5	0	32
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	17	2	0	19
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	27	5	0	33
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	205	2	0	0	207
	Female	44	0	0	0	44
	Others	0	0	0	0	0
PG	Male	20	1	0	0	21
	Female	5	0	0	0	5
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	10	12	6	3	
	Female	6	6	10	4	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	1	1	0	0	
	Others	0	0	0	0	
OBC	Male	24	26	15	6	
	Female	6	6	4	1	
	Others	0	0	0	0	
General	Male	292	421	394	253	
	Female	45	36	36	16	
	Others	0	0	0	0	
Others	Male	20	16	11	0	
	Female	2	2	6	1	
	Others	0	0	0	0	
Total		406	526	482	284	

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institute aims for excellence as a knowledge hub, prioritizing education, research, and consultancy for national progress. Aligned with STEM and NEP 2020, we emphasize multidisciplinary learning, skill development, and preparing students for a dynamic world. Affiliated with Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU), our courses span Mechanical, Civil, Electrical Engineering, and Computer Science. Our curriculum includes BAMU-directed interdisciplinary subjects, enhanced by projects, seminars, and workshops for a comprehensive educational experience.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institute is affiliated with Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and is required to adhere to the instructions provided by the affiliating university regarding the implementation of the Academic Bank of Credits. The provisions outlined in the NEP 2020 for the Academic Bank of Credits are designed to facilitate multiple entry and exit points within academic programs. The institute ensures the provision of necessary data to the university for this purpose.</p>
<p>3. Skill development:</p>	<p>The institute facilitates the achievement of desired competency levels, ensuring a smooth transition into the job market. It offers outcome-based education through a BAMU-directed Curriculum under the Choice Based Credit & Grading System, which incorporates interdisciplinary subjects and is complemented by projects, seminars, and workshops, resulting in a comprehensive and enriching educational experience. The institution is dedicated to providing value-based education, cultivating positivity among learners. This involves nurturing humanistic, ethical, constitutional, and universal values, including truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills. This nurturing takes place through various avenues, including seminars, workshops, social work, and diverse outreach activities.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institution is affiliated with Dr. Babasaheb Ambedkar Marathwada University and follows the university's designed curriculum. While we anticipate the university's introduction of Indian language courses, we employ a bilingual mode of classroom delivery in both English and the vernacular. This</p>

	approach caters to our diverse student background, ensuring an enriched comprehension of subjects.
5. Focus on Outcome based education (OBE):	The institute has implemented Outcome-Based Education (OBE), which includes well-defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) aligned with the University Curriculum. All POs and COs have been effectively communicated to teachers and stakeholders. These outcomes for all programs and courses offered by the institution are prominently displayed on the institute's website, serving as a reference for all involved parties. Teachers undergo thorough training on Dr. BAMU's syllabus to comprehensively understand the POs and COs before delivering the courses to students. They diligently record the COs of their respective courses in the attendance registers and refer to them while executing their teaching plans.
6. Distance education/online education:	Students are encouraged to enroll in online courses offered by platforms such as SWAYAM and NPTEL. The institute has also established a Single Point of Contact (SPOC) for NPTEL courses. Furthermore, the institute organizes online lectures and webinars for students through virtual platforms. Additionally, students are provided with necessary manuals and course materials.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) is established with the objective of strengthening the culture of electoral participation among future voters. Its activities also aim to sensitize students about their electoral rights through engaging initiatives. The Electoral Literacy Club is on a mission to educate students about their democratic rights, including the right to vote. The institute has formed a group comprising students and faculty members to raise awareness about the ELC. An Electoral Literacy Club serves as a platform to involve students in compelling activities and hands-on experiences, with the goal of sensitizing them to their electoral rights and acquainting them with the electoral process, including registration and voting.
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, student coordinators and coordinating faculty members are appointed by the college, and the Electoral Literacy Clubs (ELCs) are functional. Additionally, ELCs are representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>We conduct mock polling for experiential learning and organize diverse programs like cartoon drawing, online webinars, debates, and voter registration camps to raise awareness about electoral procedures. Panchayat meetings and campus-based Voter Registration camps were conducted. Electoral Literacy Clubs (ELCs) drive initiatives encouraging voluntary student participation in the electoral process. Activities include voter registration drives, voter awareness campaigns through workshops and social media, promotion of ethical voting, and street plays to emphasize informed voting decisions based on candidates' qualifications and credibility.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The College has undertaken numerous socially relevant initiatives in electoral-related issues, focusing on activities such as 'Importance of Vote,' 'Electoral Awareness - Right to Vote,' 'No Vote for Note,' 'Importance of Casting Vote,' and 'Awareness of Voting.' These endeavors highlight the institution's commitment to advancing democratic values and promoting participation in electoral processes.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college actively encourages students above 18 years who are not yet enrolled as voters in the electoral roll. We motivate them through activities such as 'Importance of Vote,' 'Electoral Awareness - Right to Vote,' 'No Vote for Note,' 'Importance of Casting Vote,' and 'Awareness of Voting.' These initiatives underscore the institution's dedication to advancing democratic values and fostering participation in electoral processes. The college also supports students in getting enrolled in the voter list by guiding and assisting them in filling various forms.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
406	526	482	284	502

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

2 Teachers

2.1

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

Response: 76

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	35	35	36	50

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.73	44.40	8.92	16.86	48.59

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, is affiliated with **Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU)**, Aurangabad, and strictly follows its prescribed syllabi. To ensure optimal curriculum delivery, the following steps are implemented:

Activities before Commencement of Semester:

- Teaching load for the new semester is allocated at the end of the current semester based on specialization and faculty area of interest.
- The academic calendar for the semester is prepared according to the university calendar and communicated well in advance to students and faculty.

Activities during Semester:

- Theory and practical sessions commence according to the timetable.
- Regular mentor-mentee meetings are conducted.
- Student attendance is monitored regularly, and appropriate action is taken for those with poor attendance.
- The syllabus is periodically reviewed by the Head of Departments and incorporates student feedback.

Activities after Semester:

- Practical and oral examinations are conducted as per the university schedule.
- Term work, practical exam, and class test marks are submitted to Dr. BAMU.
- A comprehensive result analysis is conducted after the declaration of final exam results.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 00

File Description	Document
Institutional data in the prescribed format	View Document

Other Upload Files

1	View Document
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1.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad is an affiliated college of Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU), Aurangabad. The college integrates crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability

into the curriculum.

The syllabus for the college is decided by the university, but ECOE&T endeavors to address these important issues within the limitations of the syllabus. The college has taken several activities and initiatives in these areas include:

- **Professional Ethics:** Swachh Bharat Abhiyan (Clean India Campaign), Awareness on COVID -19 Vaccinations, Anti-Terrorism Day, National Anti-Terrorism Day, PUC Camp (Pollution Under Control Camp), Awareness on Power theft & Electrical Safety.
- **Gender:** World against Child Labour, International Women's Day, National Girl Child Day, Birth Anniversary of Savitribai Phule, Stop Child Labour.
- **Human Values:** Birth Anniversary of Dr. Babasaheb Ambedkar, Birth Anniversary of Mahatma Jyotiba Phule, Birth Anniversary of Chhatrapati Shivaji Maharaj, Birth Anniversary of Jijau Maa Saheb, Birth Anniversary of Sardar Vallabhbhai Patel (National Unity Day), Birth Anniversary of Maulana Abul Kalam Azad, Birth Anniversary of Swami Vivekananda, Birth Anniversary of Mahatma Gandhi, Birth Anniversary of Sir Mokshagundam Visvesvaraya, Birth Anniversary of Dr. Sarvepalli Radhakrishnan, Birth Anniversary of Mother Teresa.
- **Environment and Sustainability:** Tree Plantation Drive, World Environment Day, Awareness on Conservation of Energy, World Earth Day, Awareness on Renewable Energy Resources, Global Recycling Day, Save Water Mission, Awareness on Organic Farming, Constitution Day (promotes fundamental rights and environment protection), Awareness on Water Management, Awareness on Boost Immunity in Corona (includes environmental awareness for health), Swachh Bharat Abhiyan (Clean India Campaign), No Vehicle Day, Awareness on Use of Drip Irrigation System.
- **Others:** National Safety Day, International Mother Language Day, Awareness on Education, National Youth Day, Awareness on Road Safety, Awareness on Malnutrition, Armed Forces Flag Day, Awareness on Health Insurance, Children's Day, Awareness on Depression Suicide & Youths, Awareness on Health (Camp), Health Check-up Camp, Awareness on Importance of Hand Sanitizer, Guidelines for Pre and Post Covid19, Independence Day Celebration, Awareness on Blood Donation, Teacher's day, Awareness Program on Lowering National Flag, Awareness Program on Delta Variant COVID-19, Mask Distribution Program, Yoga Activity, Awareness on Helmet, Awareness on Mind & Meditation, Awareness on AIDS, Awareness on Digital India.

These initiatives reflect ECOE&T's commitment to holistic education and societal development. The college believes that it is important to prepare its students not only for their careers but also for their roles as responsible citizens.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 44.33

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

Response: 180

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 27.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	44	65	30	60

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
177	177	177	177	177

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 32.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	27	33	19	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	90	90	90	90

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio**2.2.1**

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

Response: 11.28

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad utilizes student-centered methods like experiential learning, participative learning, and problem-solving methodologies to enrich our students' learning experiences. These approaches are broadly employed in education to foster active engagement.

Experiential Learning

- Active participation in experiments, projects, and real-life scenarios.
- Encouragement for reflective thinking to connect theory and practice.
- Real or simulated problem-solving for critical thinking.
- Application of theoretical knowledge in practical situations.
- Diverse activities like field trips, internships, and role-playing.
- Enhanced motivation and real-world relevance.

- Active learning leading to better retention.
- Promotion of teamwork and communication skills.

Participative Learning

- Collaborative projects, discussions, and debates.
- Problem-solving activities and real-world applications.
- Active involvement in group work and presentations.
- Fostering critical thinking and higher-order skills.
- Peer teaching and valuable feedback.
- Emphasis on real-life examples and practicality.
- Utilization of various techniques like group projects.

Problem Solving Methodologies

- Structured problem breakdown and definition.
- Promotion of critical analysis and creativity.
- Real-world and scenario-based learning.
- Group work for brainstorming and communication.
- Data analysis and informed decision-making.
- Learning through trial and error.
- Continuous feedback and self-reflection.

ICT-enabled tools

- Learning Management Systems like Google Classroom, YouTube Videos, online courses (MOOCs), SWAYAM, NPTEL, etc., for course management, content delivery, assignments, and student communication.
- Presentation software such as Microsoft PowerPoint and Google Slides for creating dynamic multimedia presentations.
- Video conferencing platforms like Zoom, Microsoft Teams, and Google Meet for online classes, virtual meetings, and guest lectures.
- Online assessment tools like Google Forms for conducting quizzes and tests.
- Online research databases like Google Scholar and library resources (including J-Gate Science and Technology E-Journal – Paid Subscription) for research purposes.
- Educational use of social media platforms, such as WhatsApp, for sharing resources and fostering discussions.
- Collaboration tools like Google Docs and Google Drive for seamless document creation and sharing.
- Access to online encyclopaedias and references, like Wikipedia and Britannica Online, as valuable research and learning resources.
- Efficient class and appointment management through online calendars and scheduling tools like Google Calendar.
- E-books for easy access to textbooks and reading materials (including Biyani College management software system – Paid Subscription).
- Data analysis software, including Excel, for subjects requiring data analysis.

At ECOE&T, our educators frequently combine these tools to create comprehensive learning

environments that integrate traditional classroom methods with online resources, optimizing the teaching-learning process.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	35	35	36	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 2.6

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

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

File Description	Document
Institution data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

MECHANISM OF INTERNAL ASSESSMENT

At **Everest College of Engineering & Technology (ECOET)**, Ohar, Aurangabad, internal assessment plays a pivotal role in comprehensively evaluating students' performance and understanding, extending beyond traditional written exams. The institution meticulously adheres to the assessment procedures established by the affiliating university. Here's a structured overview of how this process typically operates:

- **Continuous Assessment:** Routine in-semester class assessments are administered for all subjects. This includes class tests; each assigned a value of 20 marks and lasting for one hour. The college schedules these tests in alignment with the academic calendar, conducting them twice during each semester.
- **Term Work Evaluation:** The evaluation process is crucial and prioritizes aspects such as theory attendance, quality performance, teacher assessment, and class test marks.
- **Active Class Participation:** Students at ECOET actively engage in class discussions, presentations, and group activities, fostering a dynamic learning environment.
- **Attendance as an Assessment Component:** Regular class attendance is a vital component of the internal assessment process, ensuring students attend classes consistently.
- **Continuous Assessment in Laboratory Courses:** Lab Course Assessment is based on experiments and journals, with marks allocated for lab work, attendance, participation, journal quality, and attitude.

This organized framework ensures a comprehensive internal evaluation of students' academic progress and fosters a well-rounded educational experience at ECOET.

MECHANISM TO DEAL WITH INTERNAL EXAMINATION

Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad, efficiently manages internal examination grievances through a structured process. Here's an overview:

- **Lodging a Grievance:** Students with concerns regarding internal examinations can conveniently

file their complaints in written or oral form with relevant authorities like the examination cell or the internal grievance committee, utilizing both the dedicated online link provided on the college website and physical drop-boxes located outside department heads' offices in various campus departments.

- **Initial Assessment:** A designated authority assesses the grievance's validity and seriousness.
- **Internal Grievance Committee:** If deemed valid, the matter goes to an Internal Grievance Committee, comprising faculty and staff with expertise in examinations.
- **Investigation:** The committee investigates the grievance by gathering relevant information, including examination records, question papers, and any other pertinent documents. Additionally, they may conduct interviews as needed.
- **Resolution:** After deliberation, the committee decides on actions may include re-evaluating the examination paper, rechecking marks, or addressing procedural concerns that contributed to the grievance.
- **Appeals:** Dissatisfied students may appeal. ECOE&T has an appeals process, where a higher authority reviews the case.

This systematic approach ensures fair and efficient handling of internal examination grievances at ECOE&T.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, offers a comprehensive range of undergraduate and postgraduate programs in various engineering disciplines. Each program has a set of well-defined Programme Outcomes (POs) and Course Outcomes (COs) that meticulously outline the knowledge, skills, and abilities that students are expected to develop upon graduation.

ECOE&T holds a strong affiliation with Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU), Aurangabad. In accordance with the University Curriculum, ECOE&T has meticulously defined its Program Outcomes (POs) and Course Outcomes (COs).

All teachers and stakeholders have been effectively communicated regarding these POs and COs. These documents are readily available on the institute's website for reference by all interested parties.

Before commencing instruction for their respective courses, teachers diligently review the Dr. BAMU syllabus to gain a comprehensive understanding of the POs and COs. Subsequently, teachers meticulously document the relevant COs in the attendance registers and utilize them as a reference

throughout their teaching activities.

Programme Outcome:

POs are broad statements that describe what graduates of a particular program should be able to do upon graduation. They are typically aligned with the expectations of industry and professional bodies. ECOE&T has defined the following POs for all of its programs:

- PO01. Engineering knowledge
- PO02. Problem analysis
- PO03. Design/development of solutions
- PO04. Conduct investigations of complex problems
- PO05. Modern tool usage
- PO06. The engineer and society
- PO07. Environment and sustainability
- PO08. Ethics
- PO09. Individual and team work
- PO10. Communication
- PO11. Project management and finance
- PO12. Life-long learning

Course Outcomes (COs):

COs are more specific statements that describe what students are expected to learn in a particular course. They are typically aligned with the POs for the program. ECOE&T has defined COs for all of its courses. The POs, COs, and learning outcomes are important for ensuring that ECOE&T's graduates have the knowledge, skills, and abilities that they need to succeed in their careers. They also help to ensure that ECOE&T is providing a high-quality education that meets the needs of its students and the expectations of industry and professional bodies.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, is committed to achieving institute-defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). An established procedure involves subject teachers recording relevant information in individual Course Diaries, which are reviewed by department heads and inspected by the Academic Dean. The Course Diaries encompass vital components for this assessment process as follows:

- Course Objectives and COs are stated separately for each subject.
- Mapping of COs with POs and PSOs.
- Mapping of COs with POs.
- Mapping of COs with PSOs.
- Attainment of COs through Home Assignments, Multiple Choice Questions (MCQs), and additional activities.
- Attainment of COs based on Class Tests (Offline).
- Attainment of COs based on observations and questions related to Seminars, Guest Lectures, Industrial Visits, etc.
- Attainment of COs based on University Semester End Examination Results.
- Summary of COs Attainment.
- Attainment of the remaining POs through In-reach and outreach activities.
- Attainment of PSOs through Final Year Projects.

To evaluate The attainment of POs and COs is evaluated using a variety of methods, including:

- Direct assessment: This involves measuring student learning outcomes directly, such as through exams, projects, and presentations.
- Indirect assessment: This involves collecting data from other sources, such as alumni surveys and employer feedback.
- Course assessment: This involves evaluating how well courses are meeting their COs.
- Program assessment: This involves evaluating how well the program is meeting its POs.

Programme Outcome:

POs are broad statements that describe what graduates of a particular program should be able to do upon graduation. They are typically aligned with the expectations of industry and professional bodies. ECOE&T has defined the following POs for all of its programs:

- PO01. Engineering knowledge
- PO02. Problem analysis
- PO03. Design/development of solutions
- PO04. Conduct investigations of complex problems
- PO05. Modern tool usage
- PO06. The engineer and society
- PO07. Environment and sustainability
- PO08. Ethics
- PO09. Individual and team work
- PO10. Communication
- PO11. Project management and finance
- PO12. Life-long learning

Course Outcomes (COs):

COs are more specific statements that describe what students are expected to learn in a particular course. They are typically aligned with the POs for the program. ECOE&T has defined COs for all of its courses. The POs, COs, and learning outcomes are important for ensuring that ECOE&T's graduates have the knowledge, skills, and abilities that they need to succeed in their careers. They also help to ensure that ECOE&T is providing a high-quality education that meets the needs of its students and the expectations of industry and professional bodies.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 64.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	59	111	107	113

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

2022-23	2021-22	2020-21	2019-20	2018-19
166	135	112	107	175

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.31

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Active Environment for Innovation and Research

Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad, fosters an active environment for promoting innovation and research. We provide all necessary facilities and guidance to encourage students and faculty members to actively engage in these fields.

Intellectual Property Rights Cell:

- Recognizing the crucial role of Intellectual Property (IP) in fostering innovation, ECOET established the Intellectual Property Rights Cell (IPR Cell) for the academic year 2022-23. The cell's mission is to support and guide students and faculty in protecting their intellectual creations and innovations.

Objectives:

- Create awareness about IPR among faculty and students.
- Conduct workshops, seminars, and training courses on IPR.
- Promote a deeper understanding of IPR concepts.
- Encourage faculty and students to pursue patentable projects.
- Frame and maintain an updated IPR Policy for the Institution.

National Digital Library:

- ECOE&T is registered as an NDLI Club under the National Digital Library of India, providing further access to valuable digital resources.

NPTEL Local Chapter and J-Gate Subscription:

- ECOE&T enriches its students and faculty through its NPTEL Local Chapter and J-Gate research paper subscription. This allows access to online courses on recent trends and a vast collection of research papers in engineering and science.

Raising Awareness:

- ECOE&T actively organizes seminars and workshops on topics related to IPR. Recent examples include:
- Seminar on Plagiarism under IPR for faculty and PG students (16/07/2021).
- Webinar on IPR: Patent Filing Procedure for Shaikh Sohail, HOD of Electrical Department (10/06/2020).
- Seminar on The Role of IPR in Engineering Research for faculty members (17/09/2019).
- Seminar on Awareness of IPR for BE Electrical Students by Shaikh Sohail (27/08/2018).

Project Sponsorship and Internships:

- We understand the importance of practical experience and actively encourage student participation in projects. ECOE&T collaborates with various industries through MOUs, some of which offer project sponsorship opportunities for final year students. Additionally, students are encouraged to undertake internships in different companies to enhance their knowledge and skills in research and practical fields.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 21**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	9	7	1

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0**

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Extension Activities: Sensitizing Students and Fostering Holistic Development

Extension activities play a crucial role in sensitizing students to social issues and promoting their holistic development. These activities go beyond the traditional classroom setting, providing them with practical experiences that deepen their understanding of social issues beyond theory. Here are some key impacts of extension activities:

- **Community Engagement and Civic Responsibility:** By engaging in community service activities, students directly contribute to addressing social issues. This fosters a sense of civic duty and responsibility while instilling values like empathy and compassion.
- **Interdisciplinary Learning and Holistic Approach:** Many extension activities are interdisciplinary, drawing upon aspects of various subjects and fields. This promotes a holistic approach to learning, helping students understand the interconnectedness and multidimensional nature of social issues.
- **Personal Growth and Skill Development:** Participating in extension activities provides opportunities for personal growth. Students develop interpersonal skills, leadership qualities, and a sense of teamwork, all essential for their holistic development.
- **Cultural Sensitivity and Open-mindedness:** Extension activities often expose students to diverse cultures, backgrounds, and perspectives. This helps cultivate cultural sensitivity and an appreciation for diversity, fostering an inclusive mind-set.

Outcomes in the Neighbourhood Community

To illustrate the impact of these activities and sensitize students to social issues for their holistic development, the college implemented various programs in the neighbourhood community over the past five years. Here are some examples:

- **Swachhata Abhiyan (Cleanliness Drive):** Promoting cleanliness and hygiene awareness.
- **Save Energy Awareness:** Educating students and the community about energy conservation.
- **Awareness on Education:** Emphasizing the importance of education and tackling dropout rates.
- **Road Safety Awareness:** Promoting safe road practices and reducing accidents.
- **Malnutrition Awareness:** Educating the community about the importance of proper nutrition and addressing malnutrition.
- **Tree Plantation:** Contributing to environmental sustainability and combating deforestation.
- **Blood Donation Camp:** Encouraging blood donation and saving lives.
- **Renewable Energy Resources:** Raising awareness about renewable energy sources and their benefits.
- **Power Theft and Electrical Safety Awareness:** Preventing power theft and educating about electrical safety practices.
- **Irrigation System Awareness:** Promoting efficient water management and irrigation techniques.
- **Digital India Awareness:** Bridging the digital divide and promoting technology adoption.
- **AIDS Awareness:** Educating the community about HIV/AIDS prevention and treatment.
- **Save Water Mission:** Raising awareness about water conservation and responsible water usage.
- **Stop Child Labour:** Advocating against child labour and promoting children's education.
- **Awareness on COVID-19:** Educating the community about COVID-19 prevention and safety measures.
- **Awareness on COVID-19 Vaccination:** Encouraging vaccination and dispelling myths about COVID-19 vaccines.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, is deeply committed to serving our community beyond academics. We actively engage in various extension activities focused on health, hygiene, and community development, earning recognition from diverse organizations for our efforts.

Health & Hygiene:

- **Blood Donation Camp:** Recognized by Lokmanya Blood Bank, Aurangabad, for facilitating over 40 life-saving donations.
- **Mask Distribution Program:** Partnered with the Sarpanch of Ohar Village to distribute 500 reusable masks, promoting public health during the pandemic.
- **COVID-19 Awareness Programs:** Collaborated with local authorities to educate villagers on the Delta variant and the importance of vaccination, receiving appreciation from the Sarpanch of Ohar Village.

Community Development:

- **Digital India Awareness Program:** In collaboration with the Gram Panchayat, Ohar Village, we provide awareness on basic digital literacy skills, empowering villagers to access government services and information online.
- **AIDS Awareness Drive:** Received appreciation from the Sarpanch of Ohar Village for organizing an interactive workshop on HIV prevention for youths, promoting responsible behaviour's.
- **Irrigation System Awareness Program:** Partnered with agricultural experts to educate farmers on sustainable irrigation practices, leading to a reduction in water usage in Ohar Village.
- **Save Water Mission:** Recognized by the Sarpanch of Ohar Village for organizing community clean-up drives and rainwater harvesting workshops, contributing to increased water conservation.

We remain committed to making a positive impact in our surrounding communities and actively contributing to their advancement.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	8

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 8

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad adheres to the guidelines set by AICTE, UGC and University. It is situated in a beautiful landscape and boasts excellent infrastructure with well-equipped laboratories, spacious classrooms, workshops, a central library, faculty offices, seminar halls, a training and placement office, an exam cell, an admin office with sufficient bandwidth, parking, divyanjan facilities, a cafeteria, a canteen, separate hostels for boys and girls, a playground, and facilities for drinking water.

Here are some specific details about the facilities:

- **Classrooms/Tutorial Rooms/Seminar Hall:** The ECOET has 14 classrooms and 4 tutorial rooms with required teaching aids and ICT facilities, along with 1 auditorium and 3 seminar halls with advanced technical facilities for presentations, workshops, and conferences.
- **Laboratories / computing equipment:** All laboratories are well-equipped with state-of-the-art equipment and facilities, adhering to AICTE norms. They are utilized for conducting practical classes as per the curriculum requirements. The labs have sufficient licensed software and are connected via a 100 MBPS leased line network.
- **Central Workshop:** The central workshop is well-equipped with conventional machines and tools for various sections like machine shop, fitting, sheet metal working, welding, carpentry, and foundry.
- **Drawing Hall:** The drawing hall is equipped with drawing boards, stools, chalk boards, etc.
- **Central Library:** The ECOET boasts a well-stocked central library with over 10,382 volumes, including 1,658 syllabus-based engineering books covering all departments. Additionally, the library features:
 - **Diverse Resources:** Beyond engineering, the library offers a selection of English and Marathi newspapers, catering to a broader range of interests.
 - **Automated Management:** Library management software streamlines all operations, making resource search and borrowing efficient.
 - **E-Journal Access:** Students and staff have access to a wealth of academic research through J-Gate, a comprehensive e-journals platform.
- **Wi-Fi:** The entire campus is Wi-Fi enabled with 24/7 internet access for students and staff. The bandwidth is 100 Mbps, and internet access is available in classrooms, the library, and offices of all departments.

- **Cultural Activities:** The ECOE&T organizes cultural events throughout the academic year, providing students with a platform to showcase their talents.
- **Sports & Games:** The ECOE&T offers excellent sports facilities, including a sports ground for outdoor activities. Indoor sports like badminton, carrom, mobile games, and chess are also well-supported. Popular outdoor sports include basketball, cricket, futsal, and football. The ECOE&T encourages participation in various individual sports as well.
- **Yoga:** The ECOE&T facilitates yoga and meditation sessions to improve the mental and physical health of both faculty and students.
- **Other Facilities:** The ECOE&T also offers a photocopier centre, a store, free Wi-Fi, and a canteen facility.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The **Everest College of Engineering & Technology (ECOE&T)**, Ohar, Aurangabad, had Central Library, a vibrant hub for learning and exploration. Located conveniently on the first floor of the main building, it welcomes everyone with open arms, offering a wealth of resources to fuel intellectual curiosity.

- **Accessibility and Convenience:**
 - **Opening Hours:** Monday to Friday, 10:00 AM to 5:00 PM (closed on weekends and holidays)
 - **Location:** First Floor, Main Building
 - **Open to all:** Students, faculty, staff, and the broader community
- **An Extensive Collection:**
 - **1,658 Book titles & 10,382 Book Volumes:** A diverse collection of books catering to various academic disciplines and interests.
 - **Integrated Library Management System (ILMS):** Efficient search and retrieval of library resources.
 - **E-resources and journals:** Access a vast online library of scholarly articles and databases.
- **Diverse Resources for Diverse Needs:**
 - **Textbooks and reference books:** Solid foundation for academic journey.
 - **Book bank:** Affordable access to essential textbooks for students in need.
 - **Competitive Exam Collection (GATE/UPSC/MPSC):** Prepare for dream career with dedicated resources.
 - **Back volumes of journals:** Explore historical research and insights.
 - **E-journals:** Convenient access to scholarly publications anywhere, anytime.
 - **Project reports:** Learn from the work of peers and gain valuable research insights.
 - **NPTEL video lectures:** Access high-quality educational videos from leading Indian institutions.
 - **Other learning materials:** CDs, DVDs, and more to support learning journey.
- **Dedicated Digital Space:** Separate digital library with 10 computers and internet access: Research, collaborate, and stay connected.
- **Comfort and Security:**
 - **Spacious reading area for 150 students:** Find perfect study spot in a peaceful and well-equipped environment.
 - **CCTV cameras:** Ensuring safety and the security of the library resources.
- **A Commitment to Excellence:** The Central Library is constantly evolving to meet the needs of its users. We are committed to providing a welcoming and inspiring space where can learn, grow, and achieve academic goals.
- **Library Software – Library Management:** Library functions are automated through the Library Management software, (Version 1.1), an Integrated Library Management Software.
- **E-resources and Journals:** Links to essential and legitimate free, open source, and public domain materials are also offered, in addition to subscribing e-resources such as NDLI and J-gate. To access resources, dedicated systems are accessible at the library and computer centre. Students may use their personal laptops and cell phones in the library for academic purposes.

The library is optimally utilized by faculty and students. The number of teachers and students using the library per day over the last year has consistently increased.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT Infrastructure and Facilities:

Everest Educational Society's Group of Institutions, College of Engineering & Technology, prioritizes IT infrastructure and regularly upgrades it to meet academic requirements and comply with AICTE norms. We actively maintain and monitor our systems, ensuring optimal performance and accessibility for all students and faculty.

Highlights:

- **50 Mbps leased line internet bandwidth:** Providing a reliable and high-speed connection for all online activities.
- **Robust LAN and Wi-Fi system upgraded regularly:** Guaranteeing seamless network access throughout the campus.
- **Licensed operating systems and essential software:** Ensuring security and compatibility for all academic needs.
- **LAN connections and Wi-Fi access points:** Enabling easy connectivity for desktops and mobile devices.
- **Regular maintenance and upgrades:** Maintaining optimal performance of servers, computers, network equipment, and printers.
- **ICT amenities in classrooms:** Enhancing the learning experience with technology-enabled classrooms.
- **Meticulous CCTV surveillance:** Ensuring safety and security for everyone on campus.

Recent Upgrades:

- **Computers:** In 2021, we partnered with Adventco Pvt. Ltd. to lease 350 computers and hardware for four years. Ownership will be determined after the lease period.
- **Printers and peripherals:** Regular upgrades to ensure efficient printing and other functionalities. Most recent update: Xerox machine (December 19, 2023).
- **Wi-Fi:** Full campus coverage with 100 Mbps bandwidth, further enhanced by Jio's In-building

solutions WIFI.

- **Operating Systems:** All systems upgraded to license Windows 8 in 2013.
- **Software:** Frequent updates of academic software, including MS Office (updated in 2013) and College Management Software (CMS) and Library Management Software (LMS) (updated in 2022).

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 0.82

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

Response: 495

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.86	7.67	0.16	1.21	1.27

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 91.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
334	494	455	264	460

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**Response:** 45.23**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
80	246	148	61	460

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 4.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	5	4	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	59	111	107	113

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

5.2.2

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	5	2	5

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Engagement

Everest College of Engineering & Technology (ECOET)

At Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad, An alumni association is an organization for graduates or, more broadly, former students. Alumni association provide a range of benefits and services that help alumni stay connected to educational institution and fellow graduates. Additionally, alumni association often support new alumni, and offer a platform for forming new friendships and business relationships with people who share similar backgrounds. Through connections with alumni relations staff and/or advisors, alumni can engage with current students through various opportunities, both on and off campus, or with campus.

The aim of an alumni association is to maintain continuous interaction with past graduates for their career advancement and to benefit current students. The college established a Central Student Alumni Association in 2018-19. This network of former students allows them to reconnect and reminisce about their college days. ECOET celebrates and shares the success and achievements of its students. The association regularly meets and interacts with the college management. The alumni also contribute to the institution by providing information about potential industries and agencies to secure placement opportunities for current students. The alumni association has grown and strengthened with new member enrolments. Alumni members participate in various activities and their suggestions are valued.

Each academic year, the ECOET's alumni association organizes alumni meets. We plan to register the alumni association officially in the next academic year.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Everest College of Engineering & Technology: Fostering Growth for Students and Teachers

Everest College of Engineering & Technology (ECOET) in Ohar, Aurangabad, is dedicated to both student and faculty development. The institute operates with a minority quota system, ensuring opportunities for diverse communities. Its mission statement clearly outlines its commitment to preparing students for success in a competitive technological world through holistic development.

- **Industry Collaborations and Internship Opportunities:** Students gain valuable experience through collaborations with various industries. Each department facilitates industry interactions and provides internship opportunities, preparing graduates for real-world challenges.
- **Collaborative Academic Decision-Making:** The Academic Committee, led by the Principal, spearheads academic initiatives with active participation from faculty members across committees such as IQAC, Anti-Ragging, Grievance Redressal, and more. Transparent documentation of meeting minutes ensures accountability and reference.
- **Decentralized Governance for Effective Leadership:** ECOET's decentralized governance system promotes effective leadership and efficient operations. Authority and responsibility are clearly delegated, ensuring clear accountability and fostering a collaborative environment.
- **Administrative Decentralization: Planning and Development:** The Board of Governance, comprising educationists and faculty members, oversees budgeting, academic progress, and development activities. The College Development Committee formulates comprehensive plans addressing academic, administrative, and infrastructural needs, ensuring a holistic approach to growth.
- **Academic Decentralization: Streamlined Operations:** A Vice Principal assists the Principal in managing academic activities, acting as a liaison between department heads and the Principal. The Vice Principal oversees key areas like the academic calendar, workload management, timetabling, and class conduct, ensuring smooth and efficient operations.
- **Institutional Preparedness for NEP**
 - **Multidisciplinary Approach:** Aligned with STEM and NEP 2020, our institute prioritizes multidisciplinary learning and skill development across Mechanical, Civil, Electrical Engineering, and Computer Science. We offer BAMU-directed interdisciplinary subjects, enriched by projects, seminars, and workshops.
 - **Academic Bank of Credits (ABC):** Adhering to NEP 2020, we facilitate multiple entry and exit points within academic programs through the Academic Bank of Credits, providing necessary data to Dr. Babasaheb Ambedkar Marathwada University.

- **Skill Development:** Our outcome-based education under the Choice Based Credit & Grading System ensures students achieve desired competency levels for the job market. We foster value-based education through various activities, nurturing humanistic, ethical, and universal values.
- **Integration of Indian Knowledge System:** While anticipating Indian language courses, we employ bilingual classroom delivery to cater to diverse student backgrounds.
- **Focus on Outcome-Based Education (OBE):** Implementing OBE, we align Program Outcomes (POs) and Course Outcomes (COs) with the University Curriculum, ensuring comprehensive understanding through teacher training and diligent record-keeping.
- **Distance and Online Education:** We encourage students to enrol in online courses, providing support through a Single Point of Contact for platforms like SWAYAM and NPTEL, and organizing online lectures and webinars.
- **Short-term goals:** ECOE&T aims to increase enrolment and graduation rates, secure accreditation, establish industry partnerships, launch new academic programs, boost research publications and funding, organize expert lectures and workshops, improve infrastructure, and provide more financial aid to students.
- **Long-term goals:** The vision for ECOE&T includes becoming a premier engineering college renowned for academic excellence, producing globally competitive graduates, fostering innovation and entrepreneurship, and contributing significantly to regional socio-economic development.

In essence, ECOE&T is committed to nurturing a dynamic learning environment that empowers students and faculty to thrive, innovate, and contribute meaningfully to society and the global workforce.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Enhanced Infrastructure and Academic Development at Everest College of Engineering & Technology (ECOE&T) in Ohar, Aurangabad

ECOE&T has implemented a strategic plan to improve both its infrastructure and academic development. This collaborative effort involved key stakeholders like the Management, Director, Heads of Departments (HODs), senior faculty, and the Internal Quality Assurance Cell (IQAC). The plan, designed specifically for the academic year 2022-23, addresses evolving student needs, changing

industry trends, and competitive market dynamics. It is publicly available on the institute's website for transparency.

- **Strengthening Industry Partnerships and Student Exposure:** Two key initiatives demonstrate ECOE&T's commitment to enhancing students' domain expertise:
 - **Industry Partnerships:** Regular expert talks and industrial visits bridge the gap between theoretical knowledge and practical applications. Industry experts engage with students, providing valuable insights into recent trends and technologies.
 - **Student Engagement:** Internships and industry projects offer hands-on experience. Since 2022-23, students have actively participated in various projects, gaining invaluable practical knowledge. Different departments coordinate these initiatives to enrich the learning experience.
- **Effective Governance and Administration:** ECOE&T adheres to regulatory norms through a well-structured administrative setup. A dedicated grievances redressal cell ensures prompt resolution of concerns. Important decisions regarding academic goals, finances, and recruitment involve collective stakeholder input. Committees with broad representation facilitate transparent decision-making aligned with the organizational hierarchy.
- **Faculty Welfare and Development:** ECOE&T provides various facilities and benefits for both teaching and non-teaching staff. Teaching staff enjoy medical emergency leave, paid leaves, on-duty leaves, compensatory-off, personal half-days, and advanced salary requests (when necessary). Flexible appreciation and increment policies reward staff based on performance.
- **Efficient Administration and Staff Development:** The institute utilizes financial and accounting software to manage student records efficiently. Staff skill development is prioritized through paid Faculty Development Programs (FDPs) with registration support. The Training and Placement department coordinates training and internship opportunities.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad, has a performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression.

- **Welfare Measures for Teaching Staff:**
 - In emergency (critical situation) Medical Paid Leaves.
 - Staff members are given advance salary for medical emergency.
 - Sabbatical leave will be sanctioned with full pay to the teaching staff for attending FDP, Workshops, Conferences, Seminars, Ph.D., etc.
 - Appreciation for the faculty member for good work.
 - Professional and life skills training are imparted.
 - Library facility is made available.
 - Sanction OD for presenting papers in Conferences and workshops in other establishments at least once in a semester.
 - Sanction C-off for working on holiday.
 - Sanction TA & DA for outstation FDP, Conferences and workshops in deserved cases.
- **Welfare Measures for Non-Teaching Staff**
 - In emergency (critical situation) Medical Paid Leaves are given.
 - Non-Teaching staff members are given advance salary for medical emergency.
 - Cash incentive for distinguished merit activities in the field of academics.
 - Administrative training is provided.
- **Performance Appraisal System of Teaching Staff:** The selection of suitable teaching and non-teaching personnel is a fundamental procedure that is vital to an academic institution's long-term

success. Our staff has an excellent performance appraisal system in place, with student input serving as the foundation for their evaluation system. The Institute features a professionally constructed "Appraisal System" in which faculty members are evaluated annually on four major areas of contribution: academics, research, administration, and personal conduct. Individual faculty members' contributions are recorded throughout the academic year, and each semester's result analysis for their subjects is checked, and the individual contribution is represented in the self-assessment. The management is constantly proactive when it comes to performance evaluations. Management implements annual increments and grade promotions based on individual performance.

- **Performance Appraisal System of Non-Teaching Staff:** Individual supporting staff appraisals are assessed by the Head of Department for technical employees and the work for administrative workers before being reviewed by the Administrative Officer. The evaluation of non-teaching staff is based on a variety of elements, including understanding the importance of personal responsibilities and their impact on other job roles, regular & time punctuality, teamwork, communications department activities, and among others responsibilities.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 25.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	09	09	23

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, employs effective strategies for resource and fund mobilization from various sources, including government grants, non-governmental organizations, and private donations. Additionally, regular financial audits (internal and external) ensure transparency and optimal utilization of funds.

Financial Management:

- ECOE&T operates as a self-financing private institute, adhering to a well-defined financial policy that directs funds toward academic, administrative, and research activities.
- The institute primarily relies on tuition fees and other in-house income for its financial self-sufficiency. However, for larger projects like building expansions or renovations, the management provides additional support.
- Department heads submit budget proposals, which are reviewed and approved by the management before the start of each academic year. This comprehensive budgeting process involves collaboration between academic departments and administrative divisions.
- Beyond tuition fees, fund mobilization occurs through bank interest, sponsorships, and research grants.
- A robust budgeting system governs income projection and utilization; ensuring purchases align with approved budgets. Departures from planned expenditures require justification from department heads for approval or rejection, minimizing unnecessary spending.
- Similar controls are in place for major expenses like salaries, operational costs, and construction, overseen by the management.

Auditing:

- **Internal Audit:** An annual internal audit helps identify and address potential issues before external audits, verifying accounts, bills, and renovation requirements. This audit report is submitted to the institute's Chairman, conducted annually by the Internal Quality Assurance Cell (IQAC).
- **External Audit:** A Chartered Accountant (CA) conducts an annual administrative audit. The management reviews the CA's report, and the Chairperson oversees cross-verification and budget allocation management. Notably, all relevant documents for the 2022-23 academic years have been submitted to the university's academic audit committee, and a response is pending.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance System

Everest College of Engineering & Technology (ECOE&T) stands firmly committed to academic excellence and nurturing student success. This unwavering dedication is embodied in the Internal Quality

Assurance Cell (IQAC), a cornerstone of the institution's quality framework. The IQAC serves as the driving force behind robust quality assurance systems and processes, meticulously examining and reviewing key aspects of the academic environment.

Enhancing Quality at ECOE&T: The IQAC's Multi-Faceted Approach

The IQAC employs a comprehensive and strategic approach to maintain and uplift the institution's overall quality. This multi-pronged framework focuses on various key areas:

Teaching-Learning Methodologies:

- **Alignment with best practices:** The IQAC rigorously audits pedagogical practices, ensuring they leverage evidence-based methods and cater to diverse learning styles.
- **Continuous improvement:** The IQAC actively promotes innovative teaching methods through workshops, peer observations, and faculty development programs.

ICT Integration:

- **Infrastructure development:** The IQAC prioritizes upgrading ICT infrastructure, recommending improvements to broadband, Wi-Fi, and ERP software to enhance connectivity and resource accessibility.
- **Staff proficiency:** Regular training sessions empower faculty with the necessary ICT skills for effective teaching and learning, covering Google Classroom, video conferencing, and email usage.

Operational Efficiency:

- **Process streamlining:** The IQAC scrutinizes the efficiency of institutional operations, identifying areas for process optimization and improved resource utilization.
- **Committee collaboration:** Periodic meetings foster collaboration between the IQAC and various committees and departments on matters like mentorship programs, student support initiatives, internships, and performance appraisal. Recognizing outstanding teachers further incentivizes continuous improvement in the teaching-learning environment.

Student Achievement:

- **Performance monitoring:** The IQAC closely monitors and analyzes student performance, identifying areas of strength and weakness.
- **Academic growth initiatives:** Data-driven insights inform the development of targeted interventions to address challenges and foster academic success for all students.
- **Enhanced Impact and Achievements:** Quantifying Excellence at ECOE&T

The IQAC's unwavering dedication has yielded tangible results, solidifying ECOE&T's reputation for academic excellence. Here are some quantifiable achievements that demonstrate the impact of its initiatives:

- **Soaring Engagement and Learning:** Implementing innovative pedagogical methods has led to:
 - Improved learning outcomes as reflected by higher exam scores, grade point averages, and

course completion rates.

- Higher student attendance and engagement in class.
- **Streamlined Processes, Maximized Impact:** Efficiency gains across administrative and academic processes have resulted in:
 - Cost savings and optimized resource allocation, enabling the institution to invest more in core academic activities.
 - Reduced processing times and improved turnaround rates.
- **Empowering Students, Boosting Success:** The IQAC's data-driven approach has led to:
 - Targeted interventions that effectively address student challenges, resulting in higher graduation rates.
 - Graduates better prepared for the workforce, boasting higher placement rates, positive employer feedback, and industry-specific awards.

Conclusion:

The IQAC plays a pivotal role in shaping ECOE&T's journey towards academic excellence. Its diligent efforts in ensuring quality assurance across all aspects of the institution have yielded significant successes, paving the way for continued growth and student development. With its unwavering commitment, the IQAC remains a vital force in propelling ECOE&T to even greater heights of academic achievement.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

GENDER EQUITY AND SENSITIZATION

Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad, is committed to fostering a gender-equitable and inclusive environment that empowers women and promotes their holistic development. This can be achieved through a comprehensive approach that integrates gender sensitivity into curricular and co-curricular activities, as well as providing supportive facilities and resources for women on campus. Our goal is to create an inclusive environment where all individuals can thrive.

1. Curricular Inclusivity

ECOET, affiliated with Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU), Aurangabad, prioritizes gender-neutral content in its curriculum. This approach safeguards against reinforcing gender stereotypes in textbooks, teaching materials, and course content.

Encouraging gender-sensitized teaching practices: Encourage faculty members to adopt gender-sensitive teaching methods, such as using inclusive language, promoting active participation from all students, and creating a respectful classroom environment.

2. Co-Curricular Activities

ECOET actively promote a balanced and inclusive co-curricular environment, ensuring equal participation in sports, providing equitable support, and hosting culturally diverse events free from gender stereotypes.

3. Facilities for Women on Campus

ECOET is committed to offering secure and gender-sensitive amenities across the campus, encompassing:

- Common Rooms
- Dedicated Washrooms
- Campus-wide Security Cameras
- Dedicated Space within the Library
- Specialized Helpline for Safety and Security Matters
- Women's Cell/Vishaka - Prevention, Prohibition, and Redressal Committee
- Security Barricade

These adequate and accessible facilities create a safe and supportive environment for women on campus.

4. Gender Sensitization

ECOE&T conducts workshops and training sessions, cultivating gender sensitivity, empathy, and awareness among students, faculty, and staff. We commemorate significant events such as National Girl Child Day, International Women's Day, and the birth anniversaries of pioneers like Savitribai Phule, Jijau Maa Saheb, and Mother Teresa. Additionally, we have established a Women's Cell/Vishaka - Prevention, Prohibition, and Redressal Committee to address gender-based issues and enforce policies promoting gender equity.

By implementing these strategies, ECOE&T can foster a more equitable and inclusive environment for all students, empowering women to reach their full potential and contribute meaningfully to society.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

EXTENSION ACTIVITIES

The Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, organizes numerous extension activities throughout the year to promote awareness and social consciousness among students and the wider community. These activities cover a wide range of topics, including:

- **Social Issues:** Anti-Terrorism Day, Armed Forces Flag Day, Awareness on AIDS, Awareness on Blood Donation, Awareness on Boost Immunity in Corona, Awareness on COVID-19 Vaccinations, Awareness on Depression Suicide & Youths, Awareness on Digital India, Awareness on Education, Awareness on Health (Camp), Awareness on Health Insurance, Awareness on Helmet, Awareness on Immunity Improvement, Awareness on Importance of Hand Sanitizer, Awareness on Malnutrition, Awareness on Meditation, Awareness on Mind & Meditation, Awareness on Road Safety, Awareness Program on Lowering National Flag, Awareness Program on Omicron Strain
- **Historical and Cultural Awareness:** Birth Anniversary of Chhatrapati Shivaji Maharaj, Birth Anniversary of Dr. APJ Abdul Kalam, Birth Anniversary of Dr. Babasaheb Ambedkar, Birth Anniversary of Dr. Sarvepalli Radhakrishnan, Birth Anniversary of Jijau Maa Saheb, Birth Anniversary of Mahatma Gandhi, Birth Anniversary of Mahatma Jyotiba Phule, Birth Anniversary of Maulana Abul Kalam Azad, Birth Anniversary of Mother Teresa, Birth Anniversary of Sardar Vallabhbhai Patel (National Unity Day), Birth Anniversary of Savitribai Phule, Birth Anniversary of Sir Mokshagundam Visvesvaraya, Birth Anniversary of Swami Vivekananda
- **Education and Skill Development:** Children's Day, Constitution Day, Engineers Day, Global Recycling Day, Guidelines for Pre and Post Covid19, Health Check-up Camp, Independence Day Celebration, International Mother Language Day, International Women's Day, National Anti-Terrorism Day, National Girl Child Day, National Safety Day, National Youth Day, Stop Child

Labour, Teacher's day, World against Child Labour, World Earth Day, World Environment Day, World Literacy Day, Yoga Activity

SENSITIZATION PROGRAMS

The ECOE&T regularly organizes sensitization programs to educate students and employees about their rights, duties, and responsibilities as citizens. These programs cover topics such as:

- **Constitutional Values and Ethics:** The ECOE&T organizes workshops and seminars on the Indian Constitution, its fundamental rights, and the importance of upholding constitutional values.
- **Human Rights and Social Justice:** The ECOE&T conducts workshops and awareness sessions on human rights, gender equality, and social justice issues.
- **Environmental Awareness and Sustainability:** The ECOE&T organizes seminars and campaigns on environmental protection, sustainable development, and climate change.
- **Civic Engagement and Community Service:** The ECOE&T encourages students and employees to participate in community service initiatives to promote civic engagement and social responsibility.

INCLUSIVE CAMPUS CULTURE

The ECOE&T fosters an inclusive campus culture by promoting diversity, respect, and understanding among students and staff. The ECOE&T students that represent different cultural, linguistic, and regional backgrounds. The ECOE&T also organizes cultural events and festivals to celebrate diversity and promote cross-cultural understanding.

ECOE&T is committed to creating an inclusive learning environment that values diversity, tolerance, and harmony. The ECOE&T's various initiatives and programs promote awareness, understanding, and respect among students and employees, fostering a sense of community and belonging.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

INSTITUTIONAL BEST PRACTICE #01

Title: Fostering Academic Excellence and Holistic Development through the Mentor-Mentee Scheme

Objectives:

The Mentor-Mentee Scheme at Everest College of Engineering & Technology (ECOE&T), Ohar, Aurangabad, aims to:

- Enhance academic performance and foster a culture of intellectual curiosity among students
- Nurture the overall personal and professional development of mentees
- Bridge the gap between classroom learning and practical experiences
- Cultivate a supportive and inclusive learning environment
- Empower mentees to become confident, responsible, and well-rounded individuals

Context:

The ECOE&T recognized the need for a structured and comprehensive mentoring program to address the challenges faced by students, particularly in their transition to higher education and the demands of engineering disciplines. The aim was to provide personalized guidance, support, and encouragement to help students navigate their academic journey successfully.

Practice:

The Mentor-Mentee Scheme pairs each mentee with a faculty member or experienced professional who serves as a mentor. Mentors are carefully selected based on their expertise, experience, and commitment to student success. The mentoring relationship is built on mutual respect, trust, and open communication.

The scheme follows a structured approach, with regular meetings, workshops, and activities designed to foster meaningful interactions between mentors and mentees. Mentees can seek guidance on academic matters, career planning, personal development, and any other challenges they may encounter.

The uniqueness of the practice lies in its emphasis on holistic development, extending beyond academic support to encompass personal and professional growth. The program also incorporates a peer mentoring component, where senior students mentor their juniors, creating a supportive network of peers.

Evidence of Success:

The Mentor-Mentee Scheme has demonstrated significant positive outcomes:

- Improved academic performance of mentees, as evidenced by higher grades and better retention rates
- Increased student engagement and participation in extracurricular activities
- Enhanced soft skills, such as communication, teamwork, and problem-solving, among mentees
- Strengthened alumni network through mentorship connections
- These results indicate the effectiveness of the program in fostering a supportive learning

environment and empowering students to achieve their full potential.

Problems Encountered and Resources Required:

Initial challenges included:

- Matching mentees with suitable mentors based on compatibility and expertise
- Ensuring regular and effective communication between mentors and mentees
- Allocating resources for mentor training and program activities

Resources required for successful implementation include:

- Dedicated coordinator to oversee the program and mentor-mentee pairings
- Training workshops for mentors to enhance their mentoring skills
- Budget for program activities and incentives

Notes:

- The Mentor-Mentee Scheme can be adapted to different institutional contexts and disciplines by customizing the objectives, structure, and activities.
- Regular evaluation and feedback mechanisms are crucial for continuous improvement of the program.
- Strong institutional support and commitment are essential for the long-term success of the mentoring program.

INSTITUTIONAL BEST PRACTICE #02

Title: Implementing Eco-Friendly Practices for a Sustainable Future

Objectives:

The Everest College of Engineering & Technology (ECOET), Ohar, Aurangabad, is committed to environmental conservation and has implemented a number of best practices to reduce its environmental impact and promote sustainability. The objectives of these practices are to:

- Raise awareness among students, staff, and the community about environmental issues
- Encourage sustainable practices on campus
- Reduce the college's environmental footprint
- Promote environmental stewardship
- To conserve natural resources such as energy, water, and paper

Context:

India is facing a number of environmental challenges, including climate change, water scarcity, and air pollution. These challenges are exacerbated by rapid population growth and urbanization. The growing environmental concerns and the need for sustainable practices have prompted the ECOET to implement various environmental conservation initiatives. The institution is committed to reducing its

environmental impact and promoting a culture of sustainability among its stakeholders.

Practice:

The ECOE&T has implemented a comprehensive environmental conservation program that encompasses various initiatives, including:

- **Awareness campaigns:** Regular awareness campaigns are conducted on various environmental issues such as energy conservation, water conservation, waste management, and renewable energy. These campaigns involve workshops, seminars, guest lectures, and competitions to educate the campus community about the importance of environmental protection.
- **Sustainable practices:** The institution has adopted a number of sustainable practices to reduce its environmental footprint. These practices include:
 - **Energy conservation:** Implementing energy-efficient lighting systems, using renewable energy sources, and promoting energy-saving habits among students and staff
 - **Water conservation:** Installing water-efficient fixtures, rainwater harvesting systems, and promoting water conservation practices
 - **Waste management:** Implementing waste segregation and recycling programs, composting degradable waste, and minimizing the use of single-use plastics
 - **Biodiversity conservation:** The institution has taken several measures to protect and enhance biodiversity on campus. These measures include:
 - **Planting trees:** Organizing regular tree plantation drives to increase green cover on campus
 - **Creating eco-friendly spaces:** Establishing green spaces, gardens, and ponds to attract wildlife
 - **Promoting sustainable landscaping:** Using native plants and landscaping techniques that support biodiversity

Evidence of Success:

The ECOE&T environmental conservation efforts have yielded significant positive outcomes. The college has reduced its energy consumption, water consumption, and increased waste diversion and enhanced biodiversity. These results demonstrate the effectiveness of the institution's environmental conservation program in promoting sustainability and protecting the environment.

Problems Encountered and Resources Required:

The implementation of the environmental conservation program has faced some challenges, including:

- **Behavioural change:** Changing the ingrained habits of students and staff towards environmental sustainability requires ongoing efforts and awareness campaigns.
- **Financial constraints:** Implementing sustainable infrastructure and technologies can be expensive, requiring careful financial planning and resource allocation.
- **Technical expertise:** Integrating environmental considerations into the institution's operations and curriculum requires specialized knowledge and expertise.

To overcome these challenges, the institution has invested in training and capacity building programs for

its staff and faculty. It has also established partnerships with environmental organizations and experts to gain access to technical expertise and financial support.

Notes:

The ECOE&T's environmental conservation best practices can be adopted by other institutions by:

- Establishing a clear environmental policy and incorporating environmental sustainability into the institution's strategic plan.
- Creating a dedicated environmental management team to oversee the implementation and monitoring of environmental initiatives.
- Engaging students, faculty, and staff in environmental activities and decision-making processes.
- Collaborating with external stakeholders such as environmental organizations, government agencies, and industry partners.

By adopting these measures, other institutions can effectively integrate environmental conservation into their operations and contribute to a more sustainable future.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

**Everest College of Engineering & Technology (ECOET)
A Beacon of Excellence in Innovation and Research**

Nestled in the vibrant city of Aurangabad, Maharashtra, Everest College of Engineering & Technology (ECOET) stands as a testament to academic excellence, innovation, and research prowess. Since its inception, ECOET has been steadfast in its commitment to providing quality education while fostering a culture of innovation and research. Among its myriad areas of focus, one particular domain where ECOET has distinguished itself is in its relentless pursuit of innovation in sustainable engineering practices.

Introduction to ECOET:

Established with the vision of nurturing future-ready engineers and technocrats, ECOE&T has emerged as a premier institution in the region, known for its academic rigor and industry-aligned curriculum. The college offers a diverse range of undergraduate and postgraduate programs in engineering and technology, catering to the evolving needs of the industry.

Key Focus:

ECOE&T has placed special emphasis on integrating sustainable engineering principles across its academic and research activities. Recognizing the global imperative for sustainable development and environmental conservation, the college prioritizes the incorporation of sustainable principles into various engineering and technology disciplines.

Distinctive Performance in Sustainable Engineering:

ECOE&T's commitment to sustainable engineering is evident through its multifaceted approach encompassing education, research, and community engagement. Here's a closer look at how the college has excelled in this domain:

- **Curriculum Integration:** ECOE&T has integrated sustainable engineering principles into its curriculum across all programs. From foundational courses highlighting the importance of sustainability to specialized electives focusing on renewable energy, green technologies, and eco-friendly design principles, students are exposed to a comprehensive understanding of sustainable engineering practices from the outset.
- **Research and Innovation:** The college has established dedicated research centers and laboratories focusing on sustainable engineering. Faculty members and research scholars are actively engaged in cutting-edge research projects aimed at developing innovative solutions to address environmental challenges. Whether it's in the development of efficient renewable energy systems, sustainable materials, or waste management technologies, ECOE&T's research endeavors are making significant contributions to the field of sustainable engineering.
- **Industry Partnerships:** ECOE&T has forged strong partnerships with industry players working in the realm of sustainable engineering. Collaborative research projects, internships, and industry-sponsored initiatives provide students with real-world exposure and hands-on experience in implementing sustainable practices in various industrial settings. These industry linkages also facilitate knowledge exchange and technological transfer, enriching both academic and industrial landscapes.
- **Student Initiatives and Outreach:** The college encourages student-led initiatives and projects focusing on sustainability. Student clubs and organizations actively organize awareness campaigns, workshops, and community outreach programs aimed at promoting sustainable practices both within the campus and in the wider community. These initiatives not only raise awareness but also empower students to become agents of change in promoting sustainability.
- **Green Campus Initiatives:** ECOE&T has undertaken several initiatives to transform its campus into a model of sustainability. From adopting renewable energy sources such as solar power to implementing water conservation measures and promoting waste segregation and recycling, the college is committed to reducing its ecological footprint and setting an example for sustainable campus management.
- **Awareness Programs:** ECOE&T conducts a wide range of awareness programs covering various social, environmental, and health issues. This demonstrates a commitment to keeping students informed and engaged in critical societal concerns. Programs like "Anti-Terrorism Day,"

"Awareness on AIDS," and "Awareness on COVID-19 Vaccinations" highlight a focus on national security, public health, and responsible citizenship. Initiatives like "Awareness on Conservation of Energy," "Awareness on Save Water Mission," and "World Environment Day" showcase environmental consciousness and a commitment to sustainability. Programs like "Awareness on Digital India," "Awareness on Education," and "International Mother Language Day" promote social development and inclusivity.

- **Health & Wellness:** Health camps, blood donation drives, and awareness programs on immunity and mental health indicate a focus on student well-being and community health initiatives. Programs like "Mask Distribution Program" and "Guidelines for Pre and Post Covid19" demonstrate proactive measures taken during the pandemic.
- **Skill Development Workshops:** Workshops on topics like "Civil Software," "CNC Programming," "E-Vehicle," and "Python Programming" provide students with additional skills beyond their academic curriculum, enhancing their employability. Workshops on "Machine Learning" and "Artificial Intelligence" expose students to emerging technologies, preparing them for future careers.
- **Celebrating National & International Days:** Observances of national and international days like "Engineers Day," "International Women's Day," and "World Earth Day" promote cultural awareness and social responsibility among students. Celebrating the birth anniversaries of national heroes and historical figures instills a sense of national pride and respect for history.

Conclusion:

In conclusion, Everest College of Engineering & Technology (ECOET) has emerged as a pioneer in promoting sustainable engineering practices. Through its holistic approach encompassing curriculum integration, research excellence, industry partnerships, student initiatives, and green campus initiatives, the college is not only preparing the next generation of engineers but also actively contributing towards building a sustainable future. ECOET's distinctive performance in this area not only sets it apart but also serves as a beacon of inspiration for other institutions and stakeholders committed to fostering innovation and sustainability in engineering education and practice. The activities provide a positive impression of ECOET's commitment to social responsibility and community engagement. While a deeper analysis of individual program outcomes and student participation would be beneficial, the breadth and variety of initiatives suggest a well-rounded approach to educating future engineers who are not only technically skilled but also socially conscious and responsible citizens.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- **Student-Centric Initiatives:** ECOE&T prioritizes student welfare with various scholarships, career guidance, and counseling sessions.
- **Community Engagement:** Actively involved in community welfare through initiatives like blood donation camps and awareness campaigns.
- **Innovation and Research Culture:** Encourages research with financial aid, faculty development, and collaborations with industries.
- **Infrastructure:** Modern campus with well-equipped facilities, including classrooms, labs, and a central library.
- **Institutional Values:** Emphasizes gender equity, inclusion, and sustainability through various initiatives.
- **SWOT Analysis:** Highlights strengths, weaknesses, opportunities, and challenges for strategic planning and improvement.

Concluding Remarks :

In conclusion, **Everest College of Engineering & Technology (ECOE&T)** stands as a beacon of empowerment and progress in Ohar, Aurangabad. Founded on the principles of education and community upliftment by Dr. Abdul Gaffar Quadri, ECOE&T has continually evolved to meet the needs of its diverse student body and the surrounding communities.

Through its commitment to quality education and social responsibility, ECOE&T has become a pioneer in engineering education, offering a range of undergraduate and postgraduate programs accredited by AICTE and affiliated with Dr. Babasaheb Ambedkar Marathwada University. The college's curricular aspects, teaching methodologies, research culture, and infrastructure are all designed to provide a holistic learning experience, preparing students not just for professional success but also for societal contribution.

ECOE&T's emphasis on inclusivity and support for minority communities is reflected in its scholarship programs, career counseling, and placement assistance tailored to the needs of underserved groups. The institution's dedication to community engagement, sustainability, and social awareness further underscores its commitment to holistic development.

Despite challenges such as curriculum alignment with industry needs and limited research infrastructure, ECOE&T continues to explore opportunities for growth and improvement. Leveraging its strengths in modern infrastructure, faculty expertise, and industry collaborations, the college is poised to address these challenges and enhance its impact in the field of engineering education.

In essence, Everest College of Engineering & Technology epitomizes the transformative power of education in uplifting individuals and communities. With its vision for excellence and its unwavering commitment to societal advancement, ECOE&T remains a catalyst for positive change in the region, shaping the engineers and leaders of tomorrow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :00</p> <p>Remark : DVV had excluded the courses which comes under regular university curriculum.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>139</td> <td>200</td> <td>133</td> <td>195</td> <td>160</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	139	200	133	195	160	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
139	200	133	195	160																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>44</td> <td>65</td> <td>30</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>44</td> <td>65</td> <td>30</td> <td>60</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	46	44	65	30	60	2022-23	2021-22	2020-21	2019-20	2018-19	46	44	65	30	60
2022-23	2021-22	2020-21	2019-20	2018-19																	
46	44	65	30	60																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
46	44	65	30	60																	

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
177	177	177	177	177

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
.8	.54	.16	.45	.15

Answer After DVV Verification :

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

Remark : DVV has considered value 0 as the grants are received to students for their final year projects

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	3	6	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	1	8

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

3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :8 Remark : DVV has considered the functional MOUs only.</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 748 1046 884"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11.67</td> <td>12.47</td> <td>1.23</td> <td>4.38</td> <td>7.6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 965 1046 1102"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5.86</td> <td>7.67</td> <td>0.16</td> <td>1.21</td> <td>1.27</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11.67	12.47	1.23	4.38	7.6	2022-23	2021-22	2020-21	2019-20	2018-19	5.86	7.67	0.16	1.21	1.27
2022-23	2021-22	2020-21	2019-20	2018-19																	
11.67	12.47	1.23	4.38	7.6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5.86	7.67	0.16	1.21	1.27																	
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the document received by the HEI</p>																				
5.3.2	<p><i>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</i></p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1935 1046 2072"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>7</td> <td>2</td> <td>1</td> <td>12</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	17	7	2	1	12										
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	7	2	1	12																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	5	2	5

Remark : DVV has considered the events undertaken on relatively closer dates under one single event.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	36	37	33	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	09	09	23

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>63.83</td> <td>51.02</td> <td>19.14</td> <td>29.05</td> <td>35.98</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	63.83	51.02	19.14	29.05	35.98
2022-23	2021-22	2020-21	2019-20	2018-19							
63.83	51.02	19.14	29.05	35.98							

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50.73	44.40	8.92	16.86	48.59