SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

S.P.B. PATEL ENGINEERING COLLEGE

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In pursuit of its institutional vision, S.P.B. Patel Engineering College harmonizes reverence for its heritage with a forward-thinking approach, poised to make significant contributions to higher education and society at large. Under the auspices of the Jay Jalaram Education Trust, driven by a noble mission to uplift communities through education, the Saffrony Institute of Technology Campus was established. Within this esteemed campus, the S.P.B. Patel Engineering College embarked on its journey in 2006, initially offering Degree Engineering courses and later adding Diploma Engineering courses in 2012. S.P.B. Patel Engineering College is affiliated with Gujarat Technological University (GTU), and approved by the All India Council of Technical Education (AICTE). Nestled within 30 acres of lush picturesque landscape in North Gujarat, a mere 40 km from Ahmedabad, and 14 km from Mehsana, the institute provides a serene setting conducive to learning and growth.

At present Institute offers four degree Engineering programs viz; Mechanical Engineering, Civil Engineering, Computer Engineering, and Information Technology as well as four Diploma Engineering programs viz. Computer Engineering, Mechanical Engineering, Automobile Engineering, and Civil Engineering. The institute is committed to maintaining educational excellence, achieved through dedicated faculty teams working toward a defined mission to realize our vision.

Our institute excels in OBE, integrating it into curriculum and assessment to enhance student learning, emphasizing competencies for holistic excellence.

The Institute excels in skill development, placements, industry collaborations, innovation, research, social responsibility, conferences, and developmental activities. The Institute is known for its cutting-edge infrastructure and provides students with access to modern learning facilities such as laboratories, smart board-equipped classrooms, e-learning resources, a well-stocked library, departmental labs with the latest software, audio-visual aids, stationary, open-air amphitheatre, playgrounds, hostel, canteen, conference halls, seminar halls, and an auditorium. Skilled faculty and top-notch infrastructure create a dynamic academic environment with technical events, expert lectures, and cultural activities.

The institute features a diverse faculty including industry CEOs, fostering a dynamic learning environment. Through innovative teaching, research, and engagement with multinational leaders, it empowers students and faculty. The institute's commitment to excellence prepares individuals to proficiently address global challenges, ensuring proficiency and confidence in their endeavors.

Vision

To nurture holistic development of individuals – professionally competent, socially responsible, and spiritually aware

Mission

To blend value education with scholastic pursuits to facilitate transformational learning and institutional excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Institute draws excellence from the following strengths:

- **Modern Infrastructure: Boasting state-of-the-art facilities including ergonomic classrooms, well-equipped laboratories, library, and ICT resources tailored to meet academic and research needs.**

- **Holistic Student Growth: Promoting holistic development through co-curricular activities, mentorship, and remedial classes, ensuring support for all students.**

- **Transparent and Inclusive Admission Process: Prioritizing transparency, diversity, and inclusiveness in admissions, providing equal opportunities for all aspiring students.**

- **Emphasis on Quality Culture: Strong focus on quality culture and innovative best practices, creating an environment conducive to academic and research excellence.**

- **Continuous Learning Opportunities: Organizing frequent seminars, workshops, and Faculty Development Programs (FDPs) focusing on contemporary topics in technology and management.**

- **Entrepreneurial Support: Empowering students to innovate through the Entrepreneurship Cell (E-Cell) for startup success, starting from the semester.**

- **Industry Integration: Integrating internships, projects, and industrial visits into the educational journey, with established partnerships to foster cooperation for research and social responsibility.**

- **Student Engagement: Encouraging students to participate in national seminars, conclaves, sports events, and cultural activities, fostering peer-to-peer learning.**

- **Faculty Development: Conducting in-house faculty development sessions and workshops throughout the year, collaborating with industry and academic professionals to enhance teaching abilities.**

- **Career-Oriented Courses: Imparting skills through career-oriented courses to enhance global competence and employability.**

- **Eco-Friendly Practices: Commitment to eco-friendly practices such as tree plantation, water conservation, energy-saving initiatives, and rooftop solar plants.**

- **Sports Facilities: Offering excellent indoor and outdoor sports facilities.**

- **Transparent Administration: Efficient governance with transparent administration and decentralized authority.**

- **Scholarships:** Recognizing and rewarding academic excellence by providing scholarships to meritorious students.

- **Publication:** The Institute publishes its newsletter.

- **Community Engagement:** Through social value-based research, the institution addresses local needs, contributing to community welfare and fostering civic responsibility.

- **Entrepreneurship Promotion:** Partnerships with institutions like IIT Bombay promote financial literacy and startup awareness, fostering innovation and entrepreneurship among students through Entrepreneurship Cell (E - Cell).

- **Value Addition Courses:** Courses in social work and human values complement academic learning, nurturing well-rounded individuals with strong ethical foundations.

National and International Competitions: Success in competitions such as SAE BAJA, Robofest, and Hackathon highlights students' skills on a global platform, fostering excellence and recognition.

Institutional Weakness

Our institute's academic journey, while marked by strengths, also highlights several areas for improvement:

- **Encouraging Participation of Girl Students in Extracurricular Activities:** There's a need to empower female students to participate more actively in extracurricular activities. Targeted initiatives and inclusive spaces can ensure equal opportunities for all students.

- **Strengthening Industrial Consultancy:** Enhancing industrial consultancy services is vital to bridging academia-industry gaps. This involves forging stronger industry partnerships and offering tailored consultancy services.

- **Developing Alumni Association and Engagement:** Building a robust alumni network fosters lifelong connections and garners support for institute initiatives. Efforts should focus on expanding and strengthening the alumni association and leveraging alumni expertise.

- **Increasing Diversity in Student Population:** Attracting more international and out-of-state students enriches the academic environment. Targeted recruitment strategies, scholarships, and support services can enhance diversity on campus.

- **Improving Publication in Reputed Journals:** Enhancing faculty publication output in reputable journals elevates the institute's academic profile. Support for research, collaborations, and incentives can improve publication quality and quantity.

- **Fostering Innovation and Patenting:** Encouraging research and innovation leading to patentable inventions is vital for technological advancement. Support for initiatives, streamlined patent processes, and incentives can cultivate an innovation culture.

Addressing these weaknesses requires a collective effort from faculty members, students, administration, and alumni. By implementing targeted strategies, our institute can strive towards excellence and continuous advancement in its academic journey.

Institutional Opportunity

The following opportunities can be capitalized by the institution:

Interdisciplinary initiative: The institute aims to collaborate with industry experts and academic partners to offer interdisciplinary workshops, seminars, and extracurricular activities aligned with NEP's emphasis on holistic education and skill development, thereby enriching students' educational experience and preparing them for diverse career opportunities.

Online Learning Resources: Online platforms such as NPTEL and SWAYAM are provided to students to enrich student learning and lifelong educational growth. Future efforts will ensure broad participation through awareness initiatives, maximizing benefits for a larger student community.

Early Internship Opportunities: By providing early internship opportunities to lower-semester students, the institution enhances their skill set, boosting employability and career readiness.

Global Perspective: Increasing the scope of the GTU exchange program will encourage more students to participate, fostering cross-cultural collaboration, diverse learning environments, and global perspectives, thereby enhancing academic growth for a larger student population.

Collaborative Activity: In a collaborative effort with governmental bodies such as AICTE, ASI, and the Ministry of Housing and Urban Affairs, the Institute organized an exhibition at Jethabhai's Stepwell. The initiative aimed to propose revitalization strategies and preserve cultural heritage. The institute is dedicated to continuing such initiatives to undertake similar projects in partnership with relevant stakeholders.

Expansion of Research Culture and IPR Activities: The Expansion of research culture and IPR activities cultivates academic excellence, fuels innovation, strengthens industry partnerships, empowers students for careers, boosts economic growth, and elevates institutional prestige worldwide.

Institutional Challenge

Though the institution has made significant strides in all spheres of student development, it is still facing the following challenges:

Balancing Local and Global Objectives: Achieving harmony between serving the local rural community and preparing students for national and global competitiveness is challenging.

Enhancing Student Diversity: Attracting students from other states and countries is crucial to

augmenting campus diversity.

Addressing Declining Interest in Traditional Programs: Reversing the trend of decreasing enthusiasm among students for traditional disciplines like Mechanical and Civil Engineering is essential for maintaining program relevance and vitality.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects encompass vital components like structure, content, teaching methods, assessment, and alignment with educational goals, shaping the educational experience within our institution which is summarized as follows:

- The Institute is affiliated to GTU, thus the Curricular Planning and academic calendar are furnished by GTU.

- The Institute ensures effective curriculum delivery through a well-planned and documented process.

- At the beginning of each semester, the institute-level detailed academic calendar is prepared (based on the academic calendar of the affiliated university, GTU) with all essential details viz., reopening and closing dates, internal examinations dates, holidays, and college-level activities.

- Each department plans department-specific activities and events by following the Institute's academic calendar and distributing the calendar to all students and faculty members to plan their activities.

- The timetable and the course plan are prepared well in advance.

- Each faculty member prepares the structured lesson plan, detailed course materials, question bank for theory subjects, and lab manual for practical subjects.

- The Institute gathers detailed feedback from diverse stakeholders, encompassing students, educators, employers, alumni, and guardians. This iterative feedback mechanism serves as the foundation for refining the syllabus, instructional methods, and curriculum, ensuring a seamless integration with evolving industry demands.

- The Institute integrates cross-cutting issues relevant to Gender, Environment, Sustainability, Human Values, and Professional Ethics by conducting extension programs.

- The Institute offers courses such as Professional & Life Skills Development (PLSD), which are value-added courses imparting transferable and life skills, bridging the gap between industry and academia.

- Students are encouraged to undertake industrial visits, industrial projects, internships, and industrial training, as per the guidelines of the GTU.

- **Large number of students participated in certificate and add-on courses.**

- **Departmental activities are scheduled, including industrial visits, internship training, guest lectures, symposiums, seminars, conferences, placement and training, and association activities.**

- **The IQAC academic coordinator monitors and assists the faculty members for effective curriculum delivery.**

Teaching-learning and Evaluation

Teaching encompasses knowledge dissemination, learning involves acquisition and understanding, while evaluation assesses student progress and comprehension, collectively forming the cornerstone of the educational journey that can be observed at S. P. B. Patel Engineering College:

- **Faculty members incorporate the teaching pedagogy considering experiential learning/Practical-based learning, participative learning, and problem-solving methods in content delivery during their preparation.**

- **All the faculty members use ICT for the effective teaching-learning process.**

- **In connection with the teaching-learning process, the Institution has adopted student-centric methods as a holistic approach to providing necessary knowledge and skills to the students. In this connection, an effective Learning Management System has been implemented synchronizing theory and practical programs.**

- **Based on the marks obtained in the internal exams and their performance in the learning process, the students are categorized into advanced and slow learners (GTU fighters).**

- **Faculty members are entrusted with the responsibility of counseling a cohort of around 20 students.**

- **The chairperson of the IQAC Committee communicates the rules and regulations of the department, and examination procedure, discusses the syllabus completion, and collects feedback on academic and administrative difficulties faced by the students.**

- **Based on the feedback, appropriate remedial measures are put into practice to improve the performance of the students.**

- **Major decisions and improvements resulting from feedback are effectively communicated to the students, ensuring transparency and accountability within the institution.**

- **The Institute has implemented Outcome Based Education (OBE) across all its programs, emphasizing clearly defined learning outcomes to guide assessment and instruction.**

- **The institution disseminates information on Program Outcomes (POs), Programme Education Outcomes (PEOs), and Course Outcomes (COs) to all stakeholders. Student attainment of**

learning outcomes is assessed by evaluating the achievement of Course Outcome (CO) and Program Outcome (PO) levels across all courses.

- The institute ensured that all students were informed about the Student Satisfaction Survey, disseminated posters across the campus to promote awareness of the survey, and provided information about the NAAC questionnaire.

Research, Innovations and Extension

Research drives knowledge advancement, innovations spark creativity, and extensions apply findings to societal needs. The Institute collectively enriches education, prepares students, and addresses real-world challenges

- The institution has created an ecosystem for innovations including an Institute's Innovation Council (IIC) and other initiatives for the creation and transfer of knowledge.

- The Institute is conducting workshops and seminars on Intellectual Property Rights (IPR) to promote the research and innovation culture.

- Industry-Academia Bridge is created in various ways such as industrial projects, industrial guides, and examiners.

- Faculty and students are encouraged to publish research/review papers.

- Students are encouraged to participate in extension activities, such as Swachh Bharat, Blood donation, etc.

- The Institute actively promotes extension activities for two reasons:

    1. They sensitize students on social issues. They are essential for the holistic development of the students.

    2. Since they involve 'doing', they naturally support the teaching-learning process of participative, experiential learning as well as creativity and innovation in finding new ways to contribute.

- The Institute has developed linkages with various industries for student exchange, Internships, Field trips, on-the-job training, and research.

- The institute has signed functional MOUs with more than 30 industries.

- Knowledge transfer is facilitated through the availability of excellent knowledge resources like books, periodicals, newspapers, and journals.

- The Institute uses different methods like mandatory book reviews, and assignments requiring the use of non-text resources so that students read and assimilate knowledge from these.

Infrastructure and Learning Resources

The comprehensive infrastructure and abundant learning resources at S.P.B. Patel Engineering College synergize to create an environment conducive to quality education, active student participation, and remarkable academic achievements.

- **State-of-the-art infrastructure is created that fosters the teaching-learning process.**

- **The institute has all the necessary facilities with experienced and well-qualified faculty members to develop young minds with a high academic ambiance.**

- **State-of-the-art laboratories furnished with curriculum-aligned equipment facilitate hands-on learning and support student projects and research endeavors.**

- **The campus features an auditorium, seminar halls, and common areas, alongside classrooms equipped with cutting-edge ICT tools, fostering an immersive and enriched learning experience.**

- **The Institute library operates within a built-up area of approximately 654.6 square meters. It adheres to AICTE norms for maintaining books and journals.**

- **Digital access to resources is provided for teachers and students. The Central Library of the Institute has reading facilities, SOUL 3.0 Library software, DELNET service, National Digital Library membership, CDs and electronic data, flat-screen computers, and Wi-Fi internet.**

- **Sports facilities are provided and students are encouraged to take part in inter-class, college, university, and national competitions.**

- **The buildings are kept clean by housekeeping staff members.**

- **The institution offers a 300 MBPS internet connection, ensuring quality bandwidth for students, staff, and laboratories.**

- **The institute maintains and utilizes physical, academic, and support facilities efficiently, including laboratories, libraries, computers, classrooms, sports facilities, canteen, transport, and hospital linkage.**

- **The total infrastructure is created as per the AICTE norms which includes instructional, administrative, and amenities areas.**

- **The Institute boasts well-maintained Auditorium, Seminar Halls, Amphitheatre, and Open-Air Theatre, accommodating 1000 individuals, equipped with stage, projector, and sound system, amidst lush green surroundings for cultural events.**

- **The Hostel environment at the Institute fosters self-confidence among students and instills discipline. It is characterized by high-security measures and a strong sense of order.**

- **Hostel rooms accommodate three students with separate beds, cupboards, attached bathrooms, study tables, chairs, and mess facilities.**

Student Support and Progression

S.P.B. Patel Engineering College's commitment to comprehensive student support services and well-structured progression pathways fosters a culture of academic excellence, career growth, and personal development among its student community.

- **The Institute provides support to the students in multiple ways and means. All the information about the institute and its rules and regulations is provided in the prospectus.**

- **Students benefit from scholarships, freeships, and Minority Scholarships provided by the Government, with additional institute support to students in the application process.**

- **The Institute offers merit-based meritorious scholarships to the students.**

- **The Institute provides developmental support such as guidance for competitive examinations, career counseling, soft skill development, remedial coaching, language lab, bridge course, well-being, and personal counseling.**

- **An effective mechanism is established for handling the grievances of students and ensuring the implementation of Anti Ragging Measures.**

- **The internal complaint committee (ICC) is functional for sexual harassment and grievances.**

- **Outgoing students securing placements in reputed companies reflects effective education, enhancing both student and institutional reputation in the industry.**

- **Students are encouraged and trained for higher studies with exposure to expert lectures, and seminars on higher education.**

- **Students at the Institute showcase their talents through UDAAN sports activities, FUSION cultural events, etc highlighting their diverse skills and creativity.**

- **Student clubs like; SAE India Collegiate Club, Robocon, Hackathon, Aerodesign Club, Aakruti Anveshak Club, Tech Elite Club, E-cell, Institutional Innovation Council (IIC), Readers & Writers Club, etc ensure an excellent way to gain experience, develop skills and make connections with other students who share student's interests and passions.**

- **The institution hosts an alumni meet called SPARSH, where all graduated students, as members of the alumni association, gather to reconnect, reminisce, and foster ongoing connections with their alma mater.**

Governance, Leadership and Management

The effective governance, visionary leadership, and efficient management at S.P.B. Patel Engineering College synergize to create a dynamic environment that fosters innovation, growth, and student success, ensuring the institution's continued excellence and impact.

- **The institution has transparent and good governance, leadership, and management which help in the effective realization of the Vision.**

- **The promoters of the institute have a rich experience in the field of academics & doing philanthropic activities. The institute has well-known personalities from academics, industries, consultancy on governing bodies, and local managing committees.**

- **The Board of Governance shapes the organization's future vision and plans its implementation accordingly.**

- **The Institute's governance employs an effective and transparent system to achieve its vision and mission. The Board of Governors (BOG) holds meetings to discuss various points for the institute's development and take necessary corrective actions.**

- **The institute has a well-defined organizational structure. This gives a clear picture of decentralization and participative management.**

- **Faculty members and non-teaching staff members are the soul of the institution and every care is taken related to self-appraisal, performance appraisal, and incentives to boost the performance of the organization.**

- **Financial audits are conducted regularly as per government norms and the management strategies for the mobilization of funds and the optimal utilization of resources.**

- **Internal Quality Assurance Cell (IQAC) has the participation of the Principal and Faculties to contribute significantly to the quality of education. Regular academic audits are conducted through IQAC Cell.**

- **The institution reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals.**

- **All departments of the institution have a clear perspective/ strategic plan and it is deployed effectively.**

- **Each functional body is clearly defined with service rules and procedures.**

- **The Institute has well-defined procedures for recruitment and promotion.**

- **The Institute has implemented e-governance in all areas of administration.**

- **Teachers are benefited from financial support for attending conferences/ workshops.**

- **The Institute organizes workshops on teaching methods, technology integration, leadership, ethics, safety, and skill enhancement.**

Institutional Values and Best Practices

S.P.B. Patel Engineering College prioritizes institutional values like integrity, innovation, inclusivity, and academic excellence. It implements best practices such as community engagement, stakeholder collaboration, and continuous improvement to foster a culture of excellence and student success.

- **The institute introduced "Let's Celebrate Life (LCL)," a vibrant initiative to infuse learning with enthusiasm. Beyond mere events, it's a movement to make education a joyous and collective experience. Every member of the Institute is warmly invited to embrace the themes, participate in activities, and create memorable moments, celebrating both grand events and the simple pleasures of daily life.**

- **Human Values and Professional Ethics are embalmed through various mentors having social, academic, and industrial contributions.**

- **The institution organizes national festivals like Independence Day, Republic Day, Engineer's Day, Teacher's Day, etc., and birth anniversaries of great Indian personalities like Gandhi Jayanti are celebrated.**

- **The institution always focuses on various activities that enhance the teaching-learning process, employability, and the skill sets of the students. Additionally, the institute provides student support through mechanisms like one-to-one counseling.**

- **The key aim of the institute is to promote education that would be sensitive to the needs of the various sections of society with special emphasis on gender equality and gender sensitivity.**

- **The Institute prioritizes green practices and maintains an eco-friendly campus environment through sustainable initiatives and policies. Additionally, the institute has a renewable solar energy setup in place.**

- **Students are actively engaged in extension activities like tree plantation, blood donation drives, and health awareness campaigns, fostering social responsibility and civic engagement.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S.P.B. PATEL ENGINEERING COLLEGE
Address	Near Shankus Water Park, Ahmedabad Mehsana Highway, AT-Post Linch
City	Mehsana
State	Gujarat
Pin	384435
Website	www.saffrony.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Harshvadan Patel	02762-285721	9924349933	-	spbpatelengineeringcollege@gmail.com
Associate Professor	Gulab Bambhaniya	-	9725997567	-	gulab.bambhaniya@saffrony.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Gujarat	Gujarat Technlogical 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](#)	15-05-2023	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	Near Shankus Water Park, Ahmedabad Mehsana Highway, AT-Post Linch	Rural	30	22979

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,	48	10+2 qualified	English	60	0
UG	BE,Computer Engineering,	48	10+2 qualified	English	60	25
UG	BE,Information Technology,	48	10+2 qualified	English	60	29
UG	BE,Mechanical Engineering,	48	10+2 qualified	English	60	0
UG	BE,Automobile Engineering,	48	10+2 qualified	English	60	0
UG	BE,Electrical Engineering,	48	10+2 qualified	English	60	0
UG	BE,Electronics And Communication Engineering,	48	10+2 qualified	English	60	0

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	4				15				38			
Recruited	2	0	0	2	3	0	0	3	37	1	0	38
Yet to Recruit	2				12				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				20			
Recruited	0	0	0	0	0	0	0	0	0	20	0	20
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	6	2	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	3	0	0	3	1	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	34	20	0	54
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**	**Others**	**Total**
	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	38	0	0	0	38
	Female	16	0	0	0	16
	Others	0	0	0	0	0
Diploma	Male	50	3	0	0	53
	Female	10	0	0	0	10
	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	3	3	1	1
	Female	2	1	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	16	15	10	28
	Female	3	4	1	5
	Others	0	0	0	0
General	Male	22	73	119	75
	Female	11	17	22	20
	Others	0	0	0	0
Others	Male	2	5	6	4
	Female	0	1	1	1
	Others	0	0	0	0
Total		59	119	160	134

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As an institution affiliated with GTU, we are fully dedicated to embracing the NEP and its progressive principles. Recognizing its transformative potential, we've conducted a comprehensive analysis of its recommendations and have initiated concrete steps to integrate its principles into our academic, administrative, and outreach endeavors. While awaiting the curriculum redesign by GTU to align with NEP guidelines, we've proactively introduced interdisciplinary electives and value-added courses to foster holistic academic growth among our students. These offerings grant students flexibility and choice, enabling exploration of diverse fields and perspectives. Furthermore, we're cultivating a culture of innovation and inclusivity, promoting collaborative research endeavors and facilitating interdisciplinary exchange. Moving forward, we pledge to collaborate closely with GTU and other institutions to ensure seamless alignment with NEP objectives, while continually assessing and refining our approaches to best serve the evolving needs of our students and the broader educational community.
2. Academic bank of credits (ABC):	The implementation of the Academic Bank of Credits (ABC) at the S.P.B. Patel Engineering College aligns closely with the guidelines set forth by affiliating University, Gujarat Technical University (GTU). Recognizing the significance of ABC in fostering flexibility and student-centric learning, we have proactively conducted awareness programs for both faculty and students, ensuring a comprehensive understanding of ABC's principles and benefits. As part of our commitment to embracing innovative educational practices, students have been successfully registered for ABC. A centralized database, along with the institute's database, is to be established to digitally store the academic credits earned by students from various courses. This facilitates forwarding previously earned credits when students re-enter the program. For monitoring ABC, a proper technical support system will be created. The institution will adopt relevant online courses for appropriate programs to enhance students' skill competence and prepare them for eligibility to benefit from the Academic Bank of Credits by the GTU.
3. Skill development:	At S.P.B. Patel Engineering College, our unwavering commitment to skill development stands as a

cornerstone of our educational ethos. We firmly believe that arming students with pertinent competencies is paramount for their triumph in today's ever-evolving professional arena. Anchored by a Career Development cell, we operate as a proactive hub, meticulously cultivating both technical prowess and essential soft skills vital for success in modern workplaces. Through robust industry connections, we remain finely attuned to prevailing and emerging trends, ensuring that our training initiatives seamlessly align with industry demands. Presently, our institute proudly offers the Professional and Life Skills Development (PLSD) course, meticulously crafted to enrich holistic skill sets indispensable for professional advancement. Furthermore, curricular and co-curricular activities are thoughtfully designed to provide ample avenues for experiential learning and skill honing. From immersive internships and insightful fieldwork to enlightening industrial visits and collaborative project endeavors, we foster a dynamic learning environment where students actively engage in real-world scenarios. Recognizing the pivotal role of soft skills in augmenting employability, the Institute conducts supplementary training programs focused on personality refinement, communication proficiency, and other essential attributes. Through these comprehensive initiatives, students are empowered to confidently navigate their career trajectories with unparalleled competence and distinction.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At S.P.B. Patel Engineering College, we firmly believe in the thoughtful integration of the Indian knowledge system, recognizing the wealth of our cultural heritage and the diversity within our student body. To nurture a profound appreciation for our Indian heritage, we actively commemorate national days and significant festivals, providing students with opportunities to immerse themselves in our vibrant cultural mosaic. Given that many of our students come from rural backgrounds and have received education in vernacular mediums, our faculty adeptly navigates bilingual instruction, seamlessly integrating English and Gujarati when necessary to ensure comprehensive understanding. We prioritize the personal support and well-being of our students, aiding in their adjustment to our multicultural campus environment. Through dedicated programs centered

	on yoga and spiritual learning, we impart the timeless values inherent in Indian traditions, fostering holistic development beyond academic pursuits. Regional and national festivals serve as poignant reminders of our roots, serving as platforms for cultural exchange and celebration. During outreach initiatives in nearby communities, we engage with locals in their native languages, effectively communicating the purpose and benefits of events. Furthermore, the institute organizes a variety of cultural competitions, ranging from essay writing to folk song and dance, to encourage students to explore and embrace the rich tapestry of Indian traditions. These efforts aim to cultivate a deep-seated appreciation for our cultural heritage and values. In addition to these endeavors, a faculty member recently represented our institute at the International Conference on 'Bharatiya Knowledge Traditions: Continuity and Significance' at the Central University of Gujarat. The paper, 'Jain Darshan and the Science of Wellness,' received acclaim and was recommended for publication, highlighting the Institute's commitment to contributing to scholarly discourse and enriching our academic and cultural engagements within the broader framework of Bharatiya Knowledge Traditions.
5. Focus on Outcome based education (OBE):	The Institute aligned with the directives of GTU, we emphasize OBE as a fundamental pillar of the Institute's academic framework. Through a diverse array of pedagogical approaches such as lectures, seminars, workshops, practical sessions, and project-based learning, we strive to cultivate a holistic educational experience that prepares students for regional and global challenges. The Institute's programs are meticulously designed to meet both local and international standards, with clearly defined Program Outcomes, Program Specific Outcomes, and Course Outcomes. These outcomes encapsulate the knowledge, skills, and attitudes students develop throughout their academic journey, ensuring a comprehensive understanding of their chosen fields. Guided by cognitive domains including Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating, Institute's courses equip students not only with domain-specific expertise but also instil a sense of social responsibility, ethical conduct, and entrepreneurial acumen. Empowered

	with these competencies, Institute's graduates are poised to actively contribute to the economic, environmental, and social fabric of our nation, driving positive change and innovation in their respective domains.
6. Distance education/online education:	In adherence to the guiding principles outlined in the NEP 2020, our institute has enthusiastically embraced the transformative potential of distance education and online learning. This adoption was particularly emphasized during the unprecedented challenges posed by the COVID-19 pandemic, where the integration of Information and Communication Technology (ICT) in teaching and learning became indispensable. By leveraging platforms such as Google Classroom, Zoom, MS Teams, and others, we ensured a seamless continuation of the educational process despite the physical constraints. In the post-pandemic era, both faculty and students have seamlessly transitioned to harness the benefits of a flexible blended/hybrid mode of teaching and learning. Recognizing the challenges faced by students in rural areas, we have made concerted efforts to address issues such as poor network connectivity and power shutdowns by providing access to recorded instructional videos. Moreover, faculty members have actively participated in training programs, including Faculty Development Programs (FDP), Short Term Training Programs (STTP), and workshops, enhancing their proficiency in online teaching methodologies during the lockdown period. Furthermore, our institute has actively encouraged both students and faculty to enhance their learning experiences by undertaking additional online courses offered through platforms like NPTEL, SWAYAM, Coursera, and others. These initiatives, now seamlessly integrated into our educational framework, exemplify the 'new normal' envisioned by the NEP, showcasing our institute's unwavering commitment to fostering accessible, adaptive, and technologically enriched education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, S.P.B. Patel Engineering College has registered and taken steps to promote electoral literacy and civic

	engagement. Recognizing the significance of voting as a fundamental democratic right and responsibility, the Institute has set up an Electoral Literacy Club on 11th March 2023, with a dynamic team of students and faculty coordinators.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, The ELC has 8 student coordinators and 5 Faculty coordinators appointed by the Institute. The ELC is functional with the following objectives: To develop a culture of electoral participation and maximize the ethical voting and follow the principle 'Every vote Counts' and 'No voters to be left behind' To educate the students about voter registration, electoral process & related matters through hands-on experience. To help the targeted population understand the value of their votes. To facilitate voter registration for its eligible members who are not yet registered. To harness the potential of ELC members for carrying the electoral literacy in community.
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.	The Electoral Literacy Club at S.P.B. Patel Engineering College is dedicated to fostering civic engagement and democratic participation among the student body through a range of innovative programs and initiatives. The Institute conducted a session on October 16th 2021 at NIB school of science, Palanpur, to educate students of class 12 about the significance of voting. It's crucial to instill in our youth the understanding that voting is not just a right but a responsibility that shapes the future of our society. For the younger generation, voting holds immense significance as it is a direct means of influencing policies and decisions that will impact their lives. The Institute conducted a session on November 13th, 2022, to educate students of class 12 about the significance of voting through poster-making and essay -writing competitions. The institute has initiated a vital campaign on 8th September 2023 focused on promoting awareness about electoral voting among its student body. This effort is crucial for fostering a deep understanding among students about the importance of actively engaging in the democratic process.
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	YES Video Link: https://www.youtube.com/watch?v=UosuIcht3uA

advancing democratic values and participation in electoral processes, etc.	
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.	NO

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
514	623	710	653	663

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: 151

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
73	75	88	98	99

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
127.64	130.97	51.80	67.28	89.48

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:

Empowering Engineering Futures at S.P.B. Patel Engineering College:

At S.P.B. Patel Engineering College, affiliated with Gujarat Technological University (GTU), we are committed to **effectively implementing and delivering** the prescribed Curriculum to equip the Institute's students with the **invaluable knowledge and practical skills** essential for success in the dynamic engineering landscape.

The curriculum delivery plan meets the OBE components like POs, PSOs, and COs as defined by regulatory bodies and departmental committees.

At the commencement of the academic year, an **orientation programme** is organized to introduce the students to the syllabus, rules and regulations, and the schedule of the semesters. **Experiential learning** for the students through internships, projects, and field trips is specifically facilitated. The library provides access to a vast repertoire of international and national journals, reports, books, etc. as well as e-resources to strengthen the teaching-learning processes.

Precision in Action: Ensuring a Seamless Learning Journey:

We meticulously **plan and execute the GTU-prescribed academic calendar**, guaranteeing **smooth delivery**. It outlines **lectures, practical sessions, assessments, and examinations**, ensuring **optimal sequencing** and **minimal overlap**. We **proactively communicate** any unforeseen disruptions, minimizing the impact on student learning.

Academic Calendar

For every semester, an Academic Calendar is prepared with the required details and it is disseminated to all stakeholders. All departments' calendars are aligned with the calendar provided by the Gujarat Technological University. This includes both **curricular and co–curricular activities** and is uploaded on the website at the commencement of the academic year. **Faculty Development Programmes** are organized periodically to ensure quality enhancement and effective implementation of pedagogy.

Curriculum Delivery Plan and Implementation:

The HODs collect the subject preferences from the faculty members, then after final subject allocation is done.

The faculty members prepare lesson plans, lecture notes, assignments, question banks, and laboratory plans before the commencement of the semester.

The respective HODs conduct **review meetings** to discuss action plans to ensure **effective delivery of the curriculum**. Course is reviewed by HOD in coordination with the faculties at the end of the month.

Feedback system

The Institute has a **robust feedback system** that gives it this accountability. Feedback forms for students, teachers, parents, and the non-teaching staff are displayed on the Institute's website for the requisite stakeholders to give the Institute their evaluations and suggestions. The institute carefully analyses the feedback received and strives to incorporate these into all aspects of its functioning.

At S.P.B. Patel Engineering College, we **empower** students beyond rhetoric, instilling them with **essential knowledge, skills, and confidence** to excel as engineers. Institute commitment to **continuous improvement** keeps us at the forefront of engineering education, ensuring students possess a robust foundation. With a focus on **adaptability**, the Institute prepares students to thrive in the ever-evolving world of engineering.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 11

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 53.08

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
481	426	227	226	319

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:

S.P.B. Patel Engineering College integrates cross-cutting issues like professional ethics, gender, human values, environment and sustainability in all the academic programmes. The Institute follows the curriculum designed and prescribed by the Gujarat Technological University.

Professional Ethics:

The "Professional ethics" course has been introduced to the curriculum. Also, the Induction programme inculcates the habit of active consumption of the best content available in the literature, which also develops thinking skills and improves reading abilities and attitude.

For effective communication and ethics, the "Effective Technical Communication" course has been added to the curriculum to enhance technical communication along with the necessary moral and ethical dimensions of engineering.

The "Organizational Behaviour" course deals with the application of management skills applied to individuals as well as groups of persons.

Human Values:

The course for "Indian Constitution" has also been introduced in the curriculum to enhance human values, and create awareness about law enactment and the importance of the Constitution.

During the Induction programme, Universal Human Values are inculcated, which Enable students to live in harmony within themselves, with family, with society and nature.

The "Contributor Personality Development Program" and "Integrated Personality Development Course" are designed to enhance students' self-esteem, confidence, thinking methods, and cognitive capacities, which prepare students for modern challenges, fostering resilience, unity in family discord, self-discipline, and imparting valuable life lessons.

Some of the value-added courses like the Professional Life Skill Development course added for the holistic development of students.

Promoting Gender Equality:

Awareness Workshops: The institute conducts workshops for new students and faculty to raise awareness and eliminate gender biases.

Inclusive Environment: An anonymous reporting system ensures a safe space, encouraging active participation and open expression among students.

Environment and Sustainability:

To inculcate environmental values translating into pro-conservation actions, the "Environment and

Sustainability" as well as "Environment Conservation & Hazard Management" course is included in the curriculum, which is mandatory for all students. It conceptualizes the principles of Green Buildings and Smart cities and implements the concept of recycling and reuse in all fields of engineering.

"Renewable & Green Energy" is included in the curriculum as technologies are emerging as Energy Sources and technologies of the Future.

To examine different environmental attributes and select the environmental parameters affecting the project, "Environmental Impact Assessment", has been introduced in the curriculum.

To Understand the Concepts and definitions of Disaster, Hazard, Vulnerability, Risk, and Capacity, "Disaster Management" is included in the curriculum.

In addition, events and activities such as "Joy of Giving," "Let's Celebrate Life," and Women's Day are organized to bring awareness among students about philanthropy, overall well-being, and the significance of women's achievements and contributions.

The Institute goes beyond technical expertise. We cultivate responsible, ethical, and environmentally conscious engineers prepared to contribute meaningfully to a sustainable future. By integrating cross cutting issues into Institute Curriculum, Institute empower students to become changemakers in the world.

This holistic approach equips students to address real-world challenges and contribute to a sustainable future.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 51.56

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

Response: 265

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
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: 27.34

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
59	119	158	134	150

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
339	374	530	551	474

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 9.86

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
24	23	12	34	19

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
169	187	266	277	237

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 7.04

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:

The Institute promotes experiential learning, problem-solving, and student-centered approaches via group discussions, quizzes, presentations, and projects. Curriculum delivery through ICT enhances learning.

The following ICT tools are utilized to enhance students' involvement:

- Audio-Visual Methodology

- Language Lab
- Google Education Module

Experiential learning:

- **Integrated Project-Based Learning:**

Students apply theory to real-world projects, culminating in innovative final-year endeavors with industry partnerships like Tripcon Engineering, and heritage preservation initiatives.

- **Industrial Visits**:

Organize industrial visits to companies like Maximal Tubes Pvt. Ltd., Adani Mundra Port, ONGC, Parle, and NK Proteins Pvt. Ltd., fostering student engagement, industry insights, networking, and workforce readiness.

- **Field Work**: Engineering students actively engage in fieldwork, assessing structures, installing renewable energy systems, and analyzing water quality, participating in GTU's Vishwakarma Yojna for hands-on learning experiences.

- **Induction Program:** The semester's start initiates the Induction Program, guiding students to discover interests, foster connections, excel academically, and imbibe values, preparing them for success.

- **International Experience Program (IEP):** The Institute encourages students to join GTU's IEP, partnering with 30 esteemed global universities, and fostering practical learning and cultural exchange.
- **100-Point Activity:** At GTU, every student must earn 100 Activity Points, engaging in co-curricular and extracurricular activities alongside academic pursuits, fostering holistic development.
- **Expert Sessions:** Regularly, Technical experts and Alumni share insights, experiences, and trends with students, covering topics like time management, mathematics, English, enriching knowledge and skills.
- **Internships:** During their program, every student undertakes an internship in esteemed organizations like ISRO, GTU, L&T, NPCIL etc. to experience and learn the corporate work culture.

Participative learning:

- **Competitions:** Students participate in competitions like Robocon, Robofest, Hackathon, Akruti 2023-National Design Competition, and SAE BAJA, alongside engaging in club activities like Robotics, TECH ELITE, AAKRUTI ANVESHAK, AERO DESIGN, and automotive clubs, fostering diverse learning experiences and skill development.
- **Workshops:** The Institute conducts workshops to provide hands-on experiences and practical skills in various disciplines.
- **Techfest:** VEYG, a state-level Techfest, annually showcases engineering and robotics talents, providing students a platform to exhibit their skills.
- **Presentations:** Develop effective communication skills and the ability to convey complex ideas concisely.

Problem-solving:

Problem-solving methods improve learning by enhancing attentiveness, understanding, and application of domain knowledge to real-life issues

- Group discussions help students improve communication skills, understand different perspectives on the problem, and evolve collaborative solutions.
- Students engage in diverse quizzes, including subject-specific challenges like math or literature, alongside current events quizzes, fostering knowledge and critical thinking across multiple disciplines.

Interactive teaching-learning processes (TLP) encourage engagement, discussions, and collaboration. Mathematics promotes peer interaction in problem-solving, while language classes enhance proficiency through debates, case studies.

- GTU prioritized innovation by introducing Design Engineering (DE) in 2013. Integrated into core subjects, the curriculum emphasizes a Design Spine from the 3rd to 6th semesters, synchronizing project design processes with industry demands. Simulation software is used for training and solving real-life problems in DE projects.

We prioritize student-centric methodologies, fostering active learning, critical thinking, and innovation, preparing students for engineering excellence and societal impact.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 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
73	75	88	98	99

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

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

Response: 10.39

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
9	9	9	9	9

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute maintains a time-bound and transparent mechanism for internal assessment, robust in frequency and mode, adhering to affiliating university guidelines for internal evaluations and End Semester Examinations (ESE).

All the examination-related grievances are addressed as follows:

At Institute level:

Continuous Internal Evaluation System: The institute implemented a Continuous Internal Evaluation System to assess all aspects of students' development through class tests and assessment parameters like Internal Assessment, Mid Semester / Practical Examinations.

Internal Assessment

- The internal assessment employs diverse methods like oral exams, creative assignments, quizzes, presentations, and class participation, fostering continuous learning, critical thinking, and

creativity, and catering to various learning styles.

- Additionally, in each semester, theoretical and numerical problems are given as assignments and tutorials, which are evaluated by respective subject teachers.
- Subject teachers promptly address mark-related concerns, sharing quiz results and analyzing outcomes to identify comprehensive learning needs, as per the Academic Calendar.

Parent-Teacher Meeting (PTM) is conducted to update parents on the attendance, marks, and performance of students.

The ESE is conducted by the University and after the declaration of results, a result analysis is done.

Practical Examination:

- Practical components assess theoretical and practical competencies. Internal and External Vivas offers comprehensive evaluation with standardized criteria and detailed feedback.

Internal Viva:

The institute conducts internal vivas for the first four semesters, offering personalized feedback and integrating theoretical learning with practical experience from internships and projects.

External Viva:

- GTU's External Viva begins in the 5th semester, evaluating students' knowledge and skills beyond institutional boundaries.
- External Viva entails an examiner from outside, often a subject expert, ensuring unbiased assessment perspectives.
- GTU External Viva assesses theoretical understanding and practical application, ensuring

students excel in both conceptual comprehension and problem-solving skills.

- The institute's External Viva, aligned with GTU standards, features external examiners, ensuring transparency, integrity, credibility, and academic excellence.

Mechanism to deal with grievances:

The mechanism at the Institute Level:

- During the Induction Program, first-year students are apprised of the evaluation processes.
- Mid examinations and Quizzes are re-conducted for students who fail to appear in the same examination due to genuine reasons.
- After mid-semester examinations, students are offered sessions to review their answer sheets.

- Moreover, counseling sessions are organized for students who attain lower grades.

At University level:

At GTU portal students can check their marks.

GTU's examination section handles exam-related queries, while grievances about university answer scripts are directed to the respective faculty, with support from the college exam cell. Transparency is ensured through e-assessment software.

Students can request recheck/reassessment of answer scripts via GTU's student portal, paying the prescribed fee. Rechecking verifies arithmetic sums, while reassessment involves a comprehensive re-evaluation of the answer sheet.

The institute promotes student growth through a time-bound grievance mechanism, addressing academic and non-academic concerns, including exam-related issues.

The institute offers accessible online and offline Grievance Redressal Mechanisms for prompt resolution of exam-related issues. Students can approach authorities like section in-charges, HODs, registrar, or

principal for empathetic and confidential assistance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institute being affiliated to the Gujarat Technological University (GTU), follows the prescribed curriculum including the Program Outcomes (POs) and Course Outcomes (COs). We adhere to the prescribed curriculum, promoting POs and COs. Regular assessments guide decisions, improving teaching and learning outcomes through evidence-based practices, and fostering student success.

Understanding GTU's Framework:

- We thoroughly analyze GTU's prescribed POs and COs for each program, ensuring a deep understanding of their intended goals and expectations.
- We actively participate in workshops/semesters, providing feedback and collaborating on refining the outcomes to align with industry needs and best practices.

Translating POs and COs into Action:

- We meticulously map GTU's POs to our program-specific Curriculum, ensuring each course contributes to achieving the broader program objectives.
- GTU ensures the integration of COs into individual course syllabi, making them readily accessible to students and guiding their learning journey.
- We develop detailed course plans and teaching strategies aligned with COs, ensuring effective knowledge and skill transfer.

Rigorous Assessment and Feedback:

- We employ diverse assessment methods aligned with GTU's guidelines and tailored to each CO, including:
  - Quizzes and assignments for testing knowledge acquisition and application.
  - Projects and presentations for assessing critical thinking, communication, and teamwork.
  - Practical examinations for evaluating practical engineering skills.

- We provide regular, constructive feedback to students throughout the semester, helping them track their progress and identify areas for improvement.

Data-Driven Improvement:

- We analyze assessment results comprehensively to evaluate CO attainment and identify any gaps in achieving GTU's prescribed outcomes.
- The Head of Department (HOD) shares data insights with faculty members and collaborates on implementing effective interventions to address identified gaps and enhance student learning.

Beyond Implementation, Going the Extra Mile:

- We supplement GTU's Curriculum with industry-relevant workshops, guest lectures (e.g. Mr. Uday Trivedi, Engineer, Samsung, etc), skill development programs (e.g. the institute's indigenous course PLSD, etc), National level competitions (e.g. Smart India Hackathon, Aakruti design competition, etc), Industrial visits (Bhaskaracharya National Institute for Space Applications and Geo-informatics (BISAG), eInfochips, etc), managing events by Volunteering (e.g. National Conclave on 'Entrepreneurship, Startup & Innovation', etc), and actively engagement with IIT Bombay's National Entrepreneurship Challenge. These efforts enrich students' learning experiences, equipping them with practical skills and knowledge for professional success.
- We encourage faculty members' participation in research and development activities, ensuring their teaching methods are informed by cutting-edge advancements in engineering.
- We actively mentor and guide students, fostering their overall development and equipping them with the confidence and skills to excel in their careers.

At the Institute, we focus on GTU's POs and COs, fostering an environment where students excel in achieving these outcomes. We create dynamic learning environments, empowering students to succeed and contribute meaningfully to society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At the Institute, ensuring our graduates achieve Program Outcomes (POs) and Course Outcomes (COs) is not just a goal, but a measurable reality. Here's how we evaluate their attainment:

Diverse Assessment Strategies:

- **Direct Methods:** We employ various direct assessments aligned with each CO, including:
    - **Quizzes and Assignments:** Regular quizzes and assignments to test knowledge acquisition and application for strong foundational understanding.
    - **Projects and Presentations:** Collaborative projects (avg. 1 per course) and presentations (avg. 2 per course) assess critical thinking, communication, and teamwork skills. The student's projects successfully meet CO-related criteria, showcasing their ability to apply knowledge in practical scenarios.
    - **Practical Examinations:** Practical exams are conducted to evaluate the practical engineering skills of students indicating strong technical competence aligned with COs.
    - **Skill Development:** Beyond theoretical knowledge, this component aids in the development of a range of skills, including research, writing, presentation, and critical thinking skills, which are essential for academic and professional success.

- **Indirect Methods:** We supplement direct assessments with indirect methods to gain a holistic view:
    - **Student Surveys:** Regular surveys gauge student understanding of COs and their perceived ability to achieve them. The majority of students report feeling confident about their CO attainment, demonstrating effective curriculum design and teaching methods.
    - **Employer Feedback:** We actively solicit feedback from industry partners who hire our graduates. The employers rate our graduates as well-prepared and exhibiting skills aligned with relevant POs, validating the effectiveness of our CO attainment efforts.
    - **Alumni Success Stories:** Tracking alumni achievements provides valuable insights into long-term impact. Our alumni secure jobs within their field soon after their graduation, showcasing their successful transition from theory to practice, a strong indicator of PO attainment.

Data-Driven Analysis and Improvement:

- We meticulously analyze assessment data to track student performance and overall CO attainment across programs. This data helps identify areas for improvement, teaching strategies, and assessment methods.
- After tracking the student performance against COs, faculty members provide targeted feedback and intervention wherever needed. This has led to demonstrating continuous improvement.
- We leverage data analytics to identify trends and patterns in student performance across programs and cohorts. This allows us to tailor interventions and support systems to address specific needs and ensure equitable opportunities for all students to achieve COs.

At our institute, CO and PO attainment are crucial for student success. We use various assessment methods, analyze data thoroughly, and make improvements based on evidence to help our graduates succeed in their chosen careers. This approach sets us apart and empowers our students to become confident and impactful engineers.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 98.74

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
144	160	170	108	124

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
144	160	170	108	133

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.62

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: 15.35

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
4.25	0	0.24551	4.80745	6.05

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute cultivates a vibrant innovation ecosystem, fostering knowledge creation and transfer. Through hackathons, startups, indigenous solutions, and rural empowerment projects, students, faculty, and researchers collaborate to address real-world challenges, realizing innovation into tangible outcomes and promoting skill development.

The Institute has established the Institution Innovation Council (IIC -IC202217607) in the campus as per the norms of the Innovation Cell, Ministry of Education (MOE), Government of India (GOI) during the academic year 2022-23 to focus on creating a complete ecosystem that will foster the culture of Innovation across all educational institutions from ideas generation to pre-incubation, incubation and graduating from the incubator as successful start-ups.

The institute enhances student performance by requiring student teams to create their annual research

review paper by analyzing research papers related to their domains. Which results in the conversion of their ideas and projects into businesses.

Several startups founded by students of the institute have achieved notable success both during their academic tenure and thereafter, like, Purezza Technologies, S+ LED, Prime UAV for Drone Solution, Arishti Info Labs and Ship N Rest, etc. from our Institute in Mechanical, Civil, Computer & IT branches.

The Institute's Entrepreneurship Cell (E-Cell) aspires to lead in Gujarat, fostering innovation and social change. Through workshops and seminars, it empowers students and faculty members in entrepreneurship. Participation in the National Entrepreneurship Challenge (NEC) at IIT Bombay is pivotal, supported by the dedicated team "Pratyasha," epitomizing hope for success and nurturing entrepreneurial spirit.

The institute organizes influential conclaves on 'Entrepreneurship, Startup, & Innovation' to foster awareness and motivation in Gujarat. Eminent entrepreneurs share insights through panel discussions, inspiring confidence in the startup ecosystem. Participants, making noteworthy contributions to society, ignite the entrepreneurial spark through innovations and services.

Students carry out innovations in designing and fabricating altered vehicles and participate in various competitions organized by SAE India (Society of Automotive Engineers). Student members of SAE INDIA can avail themselves of its benefits and participate in numerous SAE INDIA activities like SAE INDIA Baja, SAE INDIA Aero Design Challenge, SAE INDIA Supra, and more. Under SAEINDIA, over 50 members from the Mechanical and Automobile engineering departments of our college have been part of this club.

Students of the Institute participated in the world's largest Hackathon, organized by AICTE, and were shortlisted among 15,000 entries nationwide.

Under clubs like Robotics Club, Aakruti Anveshak Club, Tech Elite, SAEINDIA club, Aero-Design, and Robocon, students receive mentorship and engage in hands-on learning, participating in national and international events. These platforms nurture budding engineers and innovators.

Furthermore, the institute collaborates with industries and universities, through the International Experience Program (IEP) of GTU providing students with opportunities for research and entrepreneurship. Internships at renowned organizations like Tripcon Engineering Private Limited and the University of Erlangen–Nuremberg contribute to practical exposure and skill development.

The Institute's commitment to innovation, entrepreneurship, and industry collaboration is evidenced through these multifaceted initiatives. We contribute to sustainable development, economic growth, and improved lives for communities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 48

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
17	10	2	11	8

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: 0.06

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
2	3	2	2	0

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

3.3.2

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

Response: 0.03

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	2	1	2	0

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

3.4 Extension Activities

3.4.1

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

Response:

At S.P.B. Patel Engineering College, our educational philosophy prioritizes social responsibility and holistic student development. Through a vibrant community service program, rooted in compassion and service, students engage in real-world challenges, positively impacting neighbouring communities. Over five years, the Institute's commitment to holistic student growth is evidenced through diverse extension activities, enhancing practical skills addressing societal issues, and nurturing well-rounded individuals with a keen awareness of broader social concerns.

The institute undertakes various extension activities in the neighbourhood community as well as in-house activities such as:

- The Institute organized an Old Age Home Visit to "Sneh Kutir " near Nilkanth Mahadev Temple, Nagalpur-Mehsana, with 92 students and 4 faculty members. This enriched their experience and promoted cultural values.
- Students and faculty members of S.P.B. Patel Engineering College pledged the "Jal Shrikrishna" oath to grasp the importance of water and prevent its wastage. They emphasized water conservation's crucial role in their community.
- Students actively participate in Blood Donation and Thalassemia camps. It fosters empathy, social responsibility, and a deeper understanding of community needs.
- Saffrony Institute's "Joy of Giving" extension activity radiated altruism and community spirit. Students and faculty united, spreading joy and support to those in need with heartfelt enthusiasm and dedication.
- The Plastic Drive and Awareness Campaign at Saffrony Institute of Technology tackled plastic pollution and advocated for sustainability. With 215 students and 4 faculty members, it achieved resounding success in raising awareness and fostering change.
- The Institute, in alignment with Swachh Bharat Abhiyan, conducted an impactful extension activity to promote cleanliness and hygiene. 220 students actively participated, collectively working towards enhancing the institute's surroundings and making a positive difference.
- The Institute organized a Diwali gift distribution to strengthen community bonds and spread joy. Celebrating with unsung heroes like sweepers and peons, the initiative aimed to express gratitude and appreciation for their dedication.
- The Tree Plantation drive at the Institute aims to Nurture Nature and Cultivate Change. With 65 students and 6 dedicated faculty members, the institute showcases its commitment to environmental sustainability, fostering a greener, healthier planet.
- The institute's extension activities have led to the creation of the impactful 'Divine Connect' platform. It delivers spiritual awareness programs to both students and faculty members, transcending religious boundaries to focus on building inner strength and resilience.
- S.P.B. Engineering College, Saffrony Institute of Technology encourages students to craft inspiring visual narratives. "Apna Ajju" illuminates Ajay Kumbhar's remarkable journey from a modest village to achieving his engineering dreams against all odds.
- The institute marked Kisan Divas with gratitude for farmers' unwavering commitment. Three students and fifteen faculty members united to honour farmers' tireless work ethic, resilience, and invaluable contributions to society, recognizing their sacrifices beyond conventional working hours and even in adverse health conditions.

Extension activities offer invaluable experiences for students, fostering empathy and social responsibility, honing leadership and problem-solving skills, and imbuing values like compassion and selflessness, aligning with the institute's core values and contributing to holistic development.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Acknowledging efforts fosters motivation, belonging, and productivity. The Institute prioritizes recognition to inspire engagement in extension activities, empowering for change. Government and other bodies honor students and faculty, validating their impactful contributions.

- Partnering with the Indian Red Cross, the Institute hosts annual Blood Donation and Thalassemia Camps. In the latest event, 62 blood units were collected, and 252 students underwent Thalassemia testing, promoting community health and awareness.
- We have successfully conducted an enlightening interactive life-learning session on goal setting and time management at Adijati Kanya Shala, this impacted 500 students.
- The Institute, supported by the All India Council for Technical Education (AICTE) and the Archaeological Survey of India (ASI), curated an exhibition at Jethabhai's Stepwell, focusing on revitalization strategies aligned with Mission Amrit Sarovar. Student-led analyses proposed water resource management solutions. Hoisting the national flag on Independence Day marked a significant milestone, fostering community pride. The Institute received a Rs. 2 lakhs grant for this project.
- The Civil Engineering Branch participated in Vishwakarma Yojana during the academic years 2015-16, 2016-17, and 2020-21. Students gained real-world experience in rural infrastructure planning and management under GTU's guidance.
- SPB Patel Engineering College students organized a Road User Safety Program for NIB School of Science, promoting responsible road behavior.
- On September 16, 2020, five faculty members organized a Skill Development Workshop for Unemployed Youth at Utkarsh Vidhyalay, Mehsana, benefiting 75 participants.
- The "Right Focus" outreach program, held from December 2019 to February 2020, educated nearby school students on life's Right Focus. Six faculty members facilitated, reaching around 850 students.

- From December 2019 to February 2020, the Institute hosted sessions on mobile addiction for nearby school students. Six faculty members engaged 600 students, raising awareness about its adverse effects and benefits.
- On May 1, 2021, 6th-semester Civil Engineering students at S.P.B. Patel Engineering College partnered with Amee Construction Company to conduct a Fall Protection and Prevention session, promoting worker safety awareness during Safety Week.
- Government Polytechnic- Bhuj's Mechanical Engineering Department extends heartfelt thanks to Prof. Kunalsinh Kathia for the informative online session on Recent Advancements in CAD/CAM. Students greatly benefited.
- In collaboration with Amee Construction Company, the Institute conducted safety protocol sessions for construction workers during Safety Week, promoting industry standards and a positive work environment on Workers' Day.
- The Institute organized a program at Adijati Kanya Shala, Palanpur, educating students on personal health and hygiene, emphasizing cleanliness, grooming, and community health.
- In the academic year 2022-23, the Institute initiated a community service initiative on "Goal Setting and Time Management," benefiting 2922 students under the guidance of six faculty members.
- The Random Act of Kindness Week Campaign at the Institute cultivated compassion through photography, creativity, social media involvement, and celebration.
- Students actively participated in Legal Awareness for Women-related Law organized by GTU's Vidushi Gargi Centre for Women Development and in Awareness of crime against women by the National Commission for Women.

Our achievements underscore our dedication to fostering connections, promoting social responsibility, and driving lasting change, fuelled by recognition and commitment to improvement.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 45

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
12	10	4	10	9

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

3.5 Collaboration

3.5.1

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

Response: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

S.P.B. Engineering College stands out as a beacon of education and innovation with its lush green 30-acre campus, designed to foster quality education and research and development. The institution's commitment to providing state-of-the-art infrastructure and physical facilities is evident in its comprehensive offerings.

Modern Classrooms:

The Institute features smart classrooms with advanced instructional technologies including smart boards, projectors, and high-speed Wi-Fi, enabling interactive learning experiences with diverse media for students.

Laboratories & Workshop:

The Institute's laboratories and workshops are fully equipped, ensuring a conducive learning environment for the students.

The Computer Engineering and Information Technology Department's laboratories have computers with LAN and Internet facilities with state-of-the-art hardware and up-to-date software, empowering students to refine their programming skills and undertake impactful hardware projects.

The Language Laboratory is a testament to our commitment to language proficiency. It comprises advanced computer systems, aiding students in assessing speech and providing technical tools for achieving the best language pronunciation samples.

In the Mechanical Engineering department, laboratories cover crucial aspects like hydraulics, machine tools, and heat engines. The department also boasts of a fully developed CAD Lab System for designing of Mechanical components.

The Civil Engineering department proudly features eight well-furnished laboratories, including building construction, surveying, environment, earthquake studies, highway engineering, concrete technology, soil mechanics, fluid mechanics, and mechanics of solids.

ICT-enabled classrooms with modern teaching aids comprising LAN, Projector, and Screen facilities are available.

Other Infrastructure:

Our large, air-conditioned **auditorium,** with a capacity of 800 individuals, is a central meeting point for faculty and students. Equipped with a stage, dais, overhead projector, and sound system, it hosts many activities, providing a space **for intellectual discussions, presentations, and cultural events.**

Modernized, air-conditioned **Seminar Halls**, with a seating capacity of 100, are equipped with cutting-edge audio and visual systems.

Separate hostel facilities are available for boys and girls within the college campus ensuring a secure and comfortable stay for our students. Within the college premises, **a spacious canteen** caters to the culinary needs of our students and staff. Our well-equipped gym offers treadmills and weights, promoting physical fitness. Yoga sessions in this serene space enhance mental and physical relaxation, recognizing the symbiotic relationship between a healthy body and a strong mind.

Nestled within lush green surroundings, our amphitheater serves as the venue for various cultural performances and entertaining events, including the FUSION cultural fest and Yoga Day.

In essence, these facilities underscore the Institute's commitment to providing a holistic educational experience, emphasizing academic excellence, research, and the overall well-being of our students. From cutting-edge classrooms to vibrant cultural activities, every aspect is meticulously designed to nurture the intellectual and personal growth of our students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 6.32

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
20.44	1.68	0.46	1.10	5.85

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

An academic library serves as a vital resource center within educational institutions, offering a diverse array of scholarly materials such as books, periodicals, multimedia resources, and student reports. It facilitates research, learning, and intellectual exploration, fostering academic growth and innovation among students, faculty, and researchers.

The central library has been divided into various sections:

Digital Library: Access a diverse range of reading materials with numerous options available. Utilize the Web OPAC for online book searches, enabling convenient exploration of the library's extensive collection.

Periodical Section: Offers valuable research guidance for students and faculty on citations.

Stacking Area: Stacks hold circulating books for user access and storage purposes.

Newspaper Section: The newspaper section keeps readers informed on local and national current events. (Divya Bhaskar, Gujarat Samachar and Sandes)

Bound Volume Journal's Section: Hard-bound volumes serve as essential references and knowledge

repositories.

Reference Section: It includes Dictionaries / Encyclopedias / Manuals, and other informational books. The books in the Reference Section are not issued.

Reading Section: The key library section, invites reading room, and attracts more users.

Duration: The duration of the library's opening hours coincided with the timing of the institute's operation, ensuring that students and staff had access to its resources within the same timeframe.

Library Facilities:

Seating Arrangement:

- The library provides seating for 136 individuals, including 34 tables and 14 chairs specifically designated for Internet users. This setup ensures comfortable study and research spaces for patrons.

Book Collection:

The library houses 6,659 titles and 23,419 volumes, including specialized collections like the Book Bank (48 titles, 504 volumes) and General Register (1,020 titles, 1,962 volumes). Additionally, 37 journals enrich the scholarly environment.

Periodicals and Multimedia:

- Patrons have access to a diverse range of resources beyond books, including 37 journals, and a collection of 1726 CDs. These resources support research opportunities and diverse learning interests.

Student Reports:

The library provides access to 434 internship reports and 195 project reports, offering valuable insights for academic and professional pursuits.

Library Digital Resources

Remote Access to E-Resources:

- Remote access to e-resources, like e-journals and e-books, expands academic accessibility beyond

physical libraries.

Computer Facilities:

- The library offers 15 computers with 2 GB RAM, 150 HDD, granting students access to digital resources for education.

Online Educational Platforms:

Library visitors leverage computer resources for premier online educational platforms like the National Digital Library, Swayam, and NPTEL, enriching academic pursuits and research endeavors extensively.

Library Special Features

Partial Automation with SOUL Software:

- Library partially automated since 2006 with SOUL software version 3.0, enhancing resource management efficiency and facilitating smoother operations.

Daily usage

Students and faculty members utilize the library daily for studying, referencing, accessing resources, borrowing books, and seeking assistance, fostering a culture of continuous learning and academic excellence.

Annual Book Procurement:

The Central Library follows a structured procurement process, circulating notices to faculty members at the session's onset to solicit book requests. Procurement includes books, journals, magazines, and e-resources, and meets both departmental and student needs, ensuring a comprehensive collection.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

connection

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

Response:

S.P.B. Patel Engineering College is committed to providing its students with the most advanced technological resources and learning environment to prepare them for success in the ever-evolving engineering landscape. The Institute ensures seamless IT support and upgrades infrastructure regularly. Services include PC/Laptop provisions, LAN management, antivirus/firewall solutions, and end-user assistance. With a focus on education technology, it offers data management, network operations, and Wi-Fi access. During COVID-19, it efficiently conducted online classes. It boasts licensed software and lab assistance.

IT Facilities available are:

Hardware Facilities:

Number of Computers: (for Students): 231

Internet:300 Mbps

wifi routers: 16

Printer: 45

Scanner: 2

Xerox Machine: 3

CCTV camera: 304

Projector: 16

LED TV: 3

Software facilities:

Industry-standard software: 45

1. Autodesk Inventor Professional Package

2. Library Soul Software

3. Codegear Builder C++Esd Lic

4. MIS System Software Product (Server/Client)

5. Accounting Software (Tally 9.0 Server/Client)

6. Software TINA V7 Design Suite

7. Oracle Standard Edition (Oracle Database 10g/11g Release 1 Media Pack)

8. Pro-Engineer WildFire 4.0

9. MS Office 2010 STD OLP AE

10. Software Xillinx for VLSI Technology (UNLIMITED):

11. EARM IDE-7 For Embedded System

12.WWSR (WORDS WORTH ENGLISH LANGUAGE LAB SOFTWARE - SENIOR)

13. MATLAB 2012 A

14. Ansys Academic Teaching Introductory (25 T)

15. Trend Micro Officescan Endpoint Security

Intercom Facility: The campus is well connected with a well-planned Telecom Network with 33 intercom facilities provided.

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

4.3.2

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

Response: 2.23

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

Response: 231

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 22.02

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
26.72	13.44	18.37	27.29	17.07

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 93.27

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
504	657	835	539	415

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 65.38

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
87	307	480	312	882

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.29

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
68	74	86	44	22

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
144	160	170	109	129

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: 4.31

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
11	4	0	2	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: 4

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
2	1	0	1	0

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

5.3.2

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

Response: 9.4

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
14	11	01	14	07

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:

S.P.B. Patel Engineering College is affiliated with Gujarat Technological University (GTU), and many of our students are members of the GTU Alumni Association. The institute has its internal Alumni Association also.

- **Registered and Active:** Our Alumni Association has **active members** across various batches and geographical locations.
- **Dedicated Leadership:** A passionate team of elected alumni volunteers leads the association, contributing their time, expertise, and leadership to drive engagement initiatives.

Our institute organizes alumni meet **'SPARSH'** providing a platform for meaningful interactions, thoughtful endeavors, and relationship building. The Alumni contribute immensely to the development of the student community through regular interactions through workshop series and provide a very useful Industry interface. This serves as a forum for exchanging and sharing practical functional expertise between business leaders and future managers.

Their contributions have been acknowledged by organizations and institutions as they have marched ahead creating value and opportunities on the way. All the graduating students are members.

Alumni are actively engaged and organise various seminars, and guest lectures, motivating and guiding students for their academic improvement. Visits of the alumni to the campus and interaction of present students with alumni members are encouraged and facilitated by the Institute. Continued relationship with the alumni is maintained through the Website with options for alumni registration, social media groups, and e-groups.

Industry interfaces and fests by various departments are occasioned when the alumni in the vicinity are invited to interact with students. This has proved to be very fruitful and motivating to the present students. Feedback on various aspects of the Institute's functioning is taken during these interactions.

The alumni contributions primarily support knowledge transfer in supporting the Institute in finding project/job placement for students, Training support, etc.

Our alumni have been very supportive in interacting and networking, and have been constantly in touch with the Institute and placement department, in particular with job hunts, sponsorships, start-ups, and

internships.

The alumni are invited to webinars and workshops, and these interactive sessions help current and prospective scholars gain insight into employability and educational opportunities in India and abroad. These relationships also benefit the council in tracking alumni progress and identifying potential mentors.

Every department maintains a strong association with its alumni. Departments organize alumni meetings in which alumni of the department participate actively and give suggestions for improvement of the academic standards and employability of their juniors. The alumni actively interact with the institution and the students through several programs.

The institute's commitment to alumni engagement fosters a mutually beneficial relationship that contributes significantly to the Institution's growth and excellence. We are committed to continuously strengthening these partnerships, ensuring enduring connections that inspire future generations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In pursuit of its institutional vision, S.P.B. Patel Engineering College harmonizes reverence for its heritage with a forward-thinking approach, poised to make significant contributions to higher education and society at large. Under the auspices of the Jay Jalaram Education Trust, driven by a noble mission to uplift communities through education, the Saffrony Institute of Technology Campus was established. Within this esteemed campus, the S.P.B. Patel Engineering College embarked on its journey in 2006, initially offering Degree Engineering courses and later adding Diploma Engineering courses in 2012. S.P.B. Patel Engineering College is affiliated with Gujarat Technological University (GTU), and approved by the All India Council of Technical Education (AICTE). Nestled within 30 acres of lush picturesque landscape in North Gujarat, a mere 40 km from Ahmedabad, and 14 km from Mehsana, the institute provides a serene setting conducive to learning and growth.

The Vision and Mission statements of the institute were incarnated and have been developed and adapted over time, taking account of developments in education and society. The following points are considered while preparing or reviewing the Institute's Vision and Mission Statement.

Socio-economic conditions and level of literacy rate/general technical skills of students in its catchment area.

Need for upliftment to improve living standards in the deprived rural panorama.

Vision: "To nurture holistic development of individuals – professionally competent, socially responsible, and spiritually aware".

Mission: "To blend value education with scholastic pursuits to facilitate transformational learning and institutional excellence".

The Board of Governors (BOG) of the Institute is an amalgamation of experienced Academia, Education,

Management, and Commerce. It exercises functional control for the academic growth and development of the Institute. It approves the Strategic Plan, Short Term and Long term goals, and Budget. Faculty members are involved in deliberating academic affairs through their departments, Faculty bodies, HoD's Principal, and through Co-curricular, Extra-curricular, College Projects, National Competitions, Club activities, as well as the IQAC.

Our vision for holistic student development integrates academic, extension, co-curricular, and extra-curricular activities, meticulously planned and executed by various cells and administrative setups. We take pride in our students' achievements, consistently topping GTU and winning top awards in state/national technical competitions. Strong industrial partnerships provide impactful projects and internships, enriching final-year experiences.

As an affiliate of Gujarat Technical University (GTU), our institution aligns with its guidelines and proactively supports the National Education Policy (NEP). Leadership conducts a thorough analysis of NEP recommendations, initiating steps to integrate its principles into academic, administrative, and outreach activities, emphasizing interdisciplinary education, inclusivity, and fostering an innovation culture.

The Principal of the Institution is the chairperson of the Advisory Committee providing leadership for the academic administration and creating a conducive environment. The HoDs have autonomy for the effective functioning of their respective departments.

Various committees with defined functions for academic and administrative leadership involve faculty, industry, alumni, parents, and students in monitoring academic and administrative activities.

All the stakeholders are actively engaged and encouraged to participate in the decision-making process of the various activities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional bodies function effectively and efficiently through well-established and defined policies, administrative setup, appointment and service rules, procedures, and deployment of institutional Strategic / Perspective / Development plans.

Under the auspices of the Jay Jalaram Education Trust, driven by a noble mission to uplift communities through education, the Saffrony Institute of Technology Campus was established. Within this esteemed campus, the S.P.B. Patel Engineering College embarked on its journey in 2006, initially offering Degree Engineering courses and later adding Diploma Engineering courses in 2012. S.P.B. Patel Engineering College is affiliated with Gujarat Technological University (GTU), and approved by the All India Council of Technical Education (AICTE).

As the apex body of the institute, the Governing Body percolates into policy-making, administrative, and academic-related decisions under the members. The Principal is the academic and administrative head who governs the matters related to administration and the growth of the institution. An Advisory Committee along with the head of the departments supports the principal in taking up various decisions on various matters. The Institute's IQAC strengthens the quality parameters by organizing time-bound activities with a special focus on academics, administration, research and development, entrepreneurship, and innovation.

The institute's administrative structure includes the Registrar, Library, Training and Placement, Logistics, Accounts, and Students Sections, all reporting to the Principal's office. Regular meetings at all management levels ensure efficient functioning and monitoring of operations.

The institution ensures effective and efficient functioning through well-documented policies, rules, procedures, and Institutional Strategic plans which are amended/modified as per the needs and suggestions of the stakeholders.

Perspective plans are effectively deployed through various committees. Appropriate committees are formulated and review meetings are conducted on a weekly/monthly basis to pursue the long-term and short-term plans and attain the set targets. The steps taken to attain the strategic plans are elaborately mentioned in the attached document.

We utilize strategic planning to shape institutional strategies, driving us toward long-term goals. Systematic action plans, complete with precise quality parameters and indices, are devised to ensure effective implementation and progress measurement. Under the following heads:

1. Comprehensive student learning environment
2. Implementation of academic reforms through
3. Faculty Development
4. Technical / Supporting Staff Development
5. Enhancement of Industry Institute Interactions.
6. Co-curricular and Extra-curricular activities for students
7. Enhancement of Research Activity
8. Student Support and Progress

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution implements welfare measures for all staff, conducting quality improvement and training programs periodically. It offers performance-based appraisal, promotional avenues, and welfare measures for both teaching and non-teaching staff, ensuring transparency in the appraisal process.

The Performance Management System encourages continuous dialogue between faculty and HoD, offering feedback, goal-setting, and motivation for growth, ensuring faculty contributions are valued and recognized for their impact.

The Institute evaluates Teaching faculty through inputs from multiple sources/self-assessment, assessment by students, and by the academic head (HoD) and it is based on multiple parameters like classroom teaching, holding of tutorials, availability to students, participating in faculty meetings, guiding students and project work and other academic and co-curricular activities etc.

Decisions concerning career development, promotion, succession planning, and compensation depend on information provided through effective performance Management. The Institute will therefore ensure that all employees understand the requirements of their jobs as well as the expected results.

Each faculty member is required to fulfill the criteria outlined in the Performance Management System, encompassing teaching feedback, research and publication endeavors, conference participation, and general conduct. These criteria include classroom and laboratory performance, innovative teaching methods, student counseling, research paper quality, conference participation, and overall contribution to student development through various activities.

The Institute has several welfare measures for its teaching and non-teaching staff:

- Gratuity is paid to employees under the Gratuity Payment Act of 1972.
- Maternity Benefits: Female faculty members, with at least two years of service preceding the expected delivery date, are entitled to 12 weeks of maternity leave with full pay. Leave can start six weeks before the delivery date. Upon return, a medical bonus of Rs. 750 is provided for the first two children.

- Paternity Benefits: Grants 5 days of paternity leave to married male staff (Adhoc and Regular) for their first two children. Leave can be taken within 90 days of birth, in two installments, with birth certificate submission.
- Duty Leave: Teaching staff members attending seminars, workshops, or similar events are granted duty leave for the event's duration and travel time, approved by the Head of Department. They receive TA for travel expenses.
- Accidental Insurances are provided.
- Provident Fund is provided.
- Promotion/career advancement for faculty members is offered as per norms.
- Faculty members with postgraduate qualifications are encouraged to pursue a Ph.D. either through full-time in reputed institutes.
- Faculty members are encouraged to organize international conferences/workshops/seminars in collaboration with reputed universities and institutes in India or abroad.
- Non-teaching staff are encouraged to acquire additional skills through specialized training programs organized by the college, enriching their technical and administrative competencies for efficient college operations.
- Other Benefits

- Faculty Appraisal after Obtaining Higher Degree
- Recognition during Teachers' Day
- Counselling (one-to-one and online)

- Incentive for Publications

Institutional excellence can be achieved only when each member strives for excellence.

An effective performance management system promotes institution objectives by enhancing teaching and non-teaching staff performance, crucial for achieving the institutional mission and vision.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 7.16

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	2	18	11

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
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: 16.3

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
6	42	2	9	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
14	14	14	14	14

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

regularly (internal and external)

Response:

The Institute has a mechanism for internal and external audits to ensure financial compliance and management. The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources.

Internal Audit:

1. The Management Representatives (MR) oversee the day-to-day affairs of the Institute including payments related to infrastructure and academic development, after verification and due authorization.
2. For expenses relating to academic events / competitions, its budget is worked out in advance by the event coordinator/team, which is then finalized by the MR and Principal. Upon Completion, an approved event budget, expenses, invoices, vouchers, documents, expense log etc. are submitted to MR.
3. Also, the MR in the Accounts Department is responsible for the timely compliance of the activities listed below:

- That all transactions are correctly recorded in the books of accounts
- That all accounts audited by the External Auditor
- That required statutory compliances viz. payment of statutory dues like TDS, PF, PT etc., renewal of licenses, filing periodic statutory returns etc., are adhered to.
- Bank Reconciliation
- Fee Collection
- Payment of Salary / Invoices
- Fund Management

External Audit:

As per the relevant statutes, the Institute has its books of accounts audited by the statutory auditor. The auditor's team verifies all the bills, vouchers, books of account, bank statements along with other documents.

The reports of the statutory auditors, duly signed by the authorities of the management and the external auditor / chartered accountant, are available.

Resource Mobilization :

The institute is a self-financed institution, where the funds are generated mainly through the below sources:

- Fees paid by the students
- Interest income
- Fine and Certification charges
- Contribution from Government agencies like GUJCOST, AICTE etc. as also private corporates for Workshops, Seminars and Research activities

- Scholarships from Government and Charitable Trusts
- Contributions from donors.

The funds are used mainly for:

1. Statutory Payments: Staff Salary, Provident Fund, Profession Tax, Gratuity, Insurance, Electricity & Water charges, Land Revenue Tax, Legal & Audit fees etc.
2. Fees of regulatory authorities: University Affiliation, AICTE - Extension of approval, Fee Fixation Proposal to Fee Regulatory Committee etc.
3. Infrastructure Development
4. Library
5. Academic Activities
6. Administrative Activities: Housekeeping, Security, Landscaping, Road & Buildings maintenance, Waste management etc.
7. Student Activities: Scholarships & Awards, Sports, Financial Support Training & Placement activities, Tech-fest, Co-curricular & Extracurricular activities.
8. Employee Activities: Welfare Activities, Faculty development programmes, financial support to Faculty and staff members.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC, S.P.B. Patel Engineering College was established on 10/06/2021 and since then it has significantly contributed to protract and enhance quality in all aspects of the institution

The IQAC has been engaged in planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities in curriculum design for value-added courses, teaching-learning process, research, ranking & accreditation, audits, feedback system etc.

Seminars, conferences and workshops are conducted involving in-house experts and also external experts from time to time that greatly contribute to raising quality consciousness. The IQAC plays a role in facilitating institutional rankings, assessment and accreditation exercises.

Aims and Objectives:

- To nurture the holistic development of individuals - professionally competent, socially responsible, and spiritually aware.
- To blend value education with scholastic pursuits to facilitate transformational learning and institutional excellence.
- To sign MOUs and deliver projects for industries to make students and faculty members capable of solving real-world problems.
- To organize expert talks and FDPs for faculty members.
- To facilitate regular touch of experts to students, by inviting experts to conduct lectures by teaching the subjects inside or outside the curriculum.
- To integrate innovation with education so students can be at par with technological advancement.

Academic audit is the process of quality improvement in the academic system, leading to student success. Audit findings are shared with respective faculty members through HODs and the overall report is discussed in IQAC meetings to assess gaps and blind spots.

To enhance the problem-solving abilities of engineering students, it is emphasized in the program outcomes (POs) that they address the needs of the community, society, and nation with innovative ideas. In line with this objective, it has been suggested to introduce Engineering Clinics, a credit course in the curriculum.

Internal test question papers undergo departmental audits. Subsequent corrective measures are taken based on the audit findings to ensure quality assessment.

Team wise Roles & Responsibilities

1. Academic Team

- The Academic team is responsible for the overall academic working & teaching-learning quality assurance of the institute.
- Coordinate the dissemination of information on various quality parameters of undergraduate education.
- Initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in the institute.
- Coordinate the timely and efficient execution of the decisions of the IQAC committee.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.

2. Counselling Team

- Develop and implement an all-encompassing educational and counselling plan with modern methods of teaching and mentoring
- Allocate counsellors to all students
- Evaluate the progress of students and reinforce the sense of accomplishment
- Identify behavioural or addiction problems or at-risk students and act appropriately

3. Various Committee Members

- Faculty members are assigned to active committees to support the Academic & IQAC team in achieving their goals, whether ongoing or event-specific.
- Each committee shall have at least one Head of the Department from any department.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

S.P.B. Patel College of Engineering is keenly aware of the need to promote gender equity. In its recruitment as well as about students, it avidly follows a practice of ensuring that there is no bias or discrimination. Equally, it is sensitive to the expectations of society and will take appropriate steps to protect its students and staff from any reprehensible conduct.

The Institute is committed to maintaining a working and learning environment free of intimidation, fear, bullying, revenge, and retaliation in which students, faculty members, and staff can develop intellectually, professionally, personally, spiritually, and socially.

The Institute celebrates a lot of events and festivals and encourages participation in events such as Robocon, Hackathon, etc. During every event, for every new activity, a team of students, as well as faculty members, is formed. The team comprises both female as well as male members.

For Safety and Security measures, separate space is provided for girls in the central library and the college canteen. The institute has adequate security personnel who are vigilant 24x7 on campus. Identity cards are mandated for everyone on campus. Security is provided at the entrance to ensure all visitors adhere to the entry procedure. The entire campus is under the surveillance of a CCTV camera system, which records the movements of everyone and thus ensures the safety of female students and all other females within the campus. Adequate provision is made with a first aid box for the employees. Girls' hostel has only a female warden. There are guards on campus and at the girl's hostel. Hostel wardens act as counsellors and guardians to the hostellers. Female sweepers are engaged for the girl's hostel. No males are allowed in the hostel premises without reason and due permission.

During orientation programs and other events, awareness is created of gender equity among the students. The institute celebrates Women's Day and presents success stories of famous women to inspire female students and to encourage their potential. Female students are nominated as members of various committees at department, and institute levels and the Institute encourages their participation in co-curricular and extra-curricular activities.

The institute has an Internal Complaints Committee (ICC) which resolves any issues related to sexual harassment, bullying, etc. within the campus. Suggestion boxes are also placed and grievances, if any, are addressed.

The institute works to educate the campus community about social and psychological issues to engender

positivity and emotional stability.

The Institute facilitates scholarships such as the Pragati Scheme by AICTE which provides financial assistance to female students pursuing higher education (Degree and Diploma).

Both female and male students are strongly encouraged to participate in National Level Seminar, Conclave, and national/International Level Competitions like Robocon, Mitsubishi Electric Cup, Hackathon, etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

S.P.B. Patel Engineering College is dedicated to nurturing an inclusive environment marked by tolerance, harmony, and respect for cultural, regional, linguistic, and socioeconomic diversity. This commitment underscores the institute's dedication to fostering diversity, equity, and inclusion in every aspect of its functioning, spanning academic, administrative, and social realms, extending to both students and staff alike.

The Institute is dedicated to fostering an inclusive environment that prioritizes education and the upliftment of the underprivileged while promoting communal harmony. Our core belief in "Unity in Diversity" underscores our commitment to embracing all cultures and traditions equally, regardless of socio-cultural or linguistic backgrounds. Embracing India's diversity, we reject intolerance based on religion, language, caste, creed, or culture. Our faculty members and students reflect this ethos, contributing varied experiences and perspectives to our enriched community.

At our institute, there exists a strong sense of communal harmony, cohesion, and solidarity among all members. We actively promote this ethos through the celebration of various Indian state and national

festivals, as well as important commemorative days, with equal enthusiasm and unity. From Independence Day and Republic Day to the Birth Anniversaries of Our Great Leaders, Teacher's Day, Engineer's Day, International Women's Day, and more, each occasion is an opportunity for us to come together in celebration and mutual respect.

Through these proactive endeavors, we strive to create an environment where all individuals feel valued, respected, and included, contributing to a holistic educational experience and a brighter future for all.

The institute promotes holistic student development by celebrating International Yoga Day, offering sessions on mental health during COVID-19, and guiding students on overcoming study distractions. Additionally, it arranges lectures by eminent figures to instill values, rights, and responsibilities, nurturing ethical awareness and societal engagement.

The institute also helps students understand their social responsibilities and involves them in community welfare activities like blood donation camps which are annually organized at the institute in association with the Indian Red Cross Society where students, faculty members, and staff contribute voluntarily by donating blood for the noble cause of serving the society and proudly adorn the badge of a blood donor. Furthermore, the institute believes in giving back to society in whichever way possible, hence the clothes distribution drive for the welfare of needy people is conducted.

As an affiliated institute with GTU, the curriculum includes the Indian Constitution subject, covering topics on human rights, peace, tolerance, love, harmony, environmental protection, and ethics. This comprehensive approach sensitizes students and employees to their constitutional obligations, rights, duties, and responsibilities as citizens, fostering a culture of civic engagement and ethical awareness.

The institute fosters cultural harmony through joint celebrations of diverse festivals like New Year's Day, Diwali, and Holi Milan. Motivational lectures by eminent figures promote students' all-round development and instill national values of communal harmony. Additionally, the 'Divine Connect' platform transcends religious boundaries, offering spiritual awareness programs for inner strength and well-being through various activities and interactions with spiritual mentors.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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:

BEST PRACTICE-1

1. **Let's Celebrate Life – An Initiative**

2. **Objectives of the Practice**

The Vision of this initiative is to foster a culture of celebration, joy, and lifelong learning within our community, where every moment is cherished and every individual feels valued and inspired.

This initiative empowers individuals with themed monthly celebrations that foster learning, experimentation, exploration, connection, collaboration, and the shared joy of living.

This initiative leverages the tradition of celebrations in Indian culture to instill a deep appreciation for life, fostering a culture of continuous celebration within the college and extending to students' families. The goal is to create strong bonds of humanity through shared joyful experiences.

3. **The Context**

The idea, led by an academic staff member following collaborative discussions among staff, students, and management, ensures broad community support. It aims to enhance existing celebration days, fostering lasting positivity for students and staff. Despite initial time commitment challenges, the initiative has been enthusiastically embraced, receiving very positive feedback.

4. **The Practice**

The initiative brings monthly themed celebrations with activities, fostering learning, exploration, and fun for the entire institute's community, including students, staff, faculty, and parents, based on community suggestions.

Monthly Themes at Saffrony

Monthly themes at Saffrony celebrate life, learning, and Indian culture.

March - Decluttering: Spring clean your life and mind for new beginnings.

April - Financial Literacy: Gain knowledge for wise financial decisions.

May - Gratitude: Celebrate life's abundance with gratitude.

June - Fine Tune: Perfect your skills and talents.

July - Success Sprint: Make swift strides towards success.

August - Reviving Hobbies: Rediscover old passions.

September - Indian Engineering: Celebrate Indian engineering marvels.

October - Wellness Through Food: Explore nutrition and well-being.

The Institute aims to foster students' growth by emphasizing positivity and life skills, producing well-rounded, mature individuals who contribute significantly to society. This approach goes beyond academics, aligning with the NEP's vision to reform the Indian education system.

- Empower students to thrive: Focus on positivity to help them overcome negativity and grow.

- Cultivate societal leaders: Develop individuals who inspire and contribute beyond the average person.

5. **Evidence of Success**

The institute promotes collaboration among universities to develop programs nurturing life skills, joy, and purpose. It shifts focus from numbers to value-based contributions, evident in positive student feedback. Teams are motivated to advance initiatives fostering enjoyment, learning, and societal impact, reflecting a holistic approach beyond mere survival.

6. **Problems Encountered and Resources Required**

The main challenge of the initiative was to find, and then train and manage, the resources required to commit to the arrangement of the monthly themes. This included thinking about inspiring ideas and keeping each theme fresh and relevant throughout the month.

BEST PRACTICE-2

1. **Professional and Life Skills Development (PLSD)**

2. **Objectives of the Practice**

The main objective of this initiative is to provide students with important skills necessary for a successful professional career along with life skills. Through this initiative, students are given opportunities to learn and develop these skills to help them prepare for the life events they are likely to face both in the short

term and the longer term.

The most fundamental underlying principle of this initiative is to provide demonstrably practical and applicable understanding and skill sets. We consider that this is best designed and provided by leading individuals who have experienced tremendous success in their professional careers reaching the highest levels in business, yet in tune with the context of the vision and values of the Institute.

3. **The Context**

The initiative targeted 4th-semester students to enhance employability skills, linking placement services to course enrollment. Overcoming challenges in finding committed professionals, volunteers crafted a meticulously designed program. Leveraging their expertise, they created a sought-after course, guiding students through a pivotal phase with anticipation and success. Thoughtfully curated materials ensured students received a beneficial package, shaping their future endeavors positively.

4. **The Practice**

The course spans four consecutive days, adopting a non-academic, professional approach akin to real-world environments. It fosters a "professional" ambiance, prioritizing experiential learning. Presentations ingeniously connect everyday scenarios to career skills. Beyond technical knowledge, life skills crucial for employment are taught interactively through individual and team assignments. Oratory skills are honed through presentations and engaging quiz-based sessions.

Catering to diverse career paths, the course appeals to students with aspirations for professional careers, entrepreneurship, family businesses, or further studies. Completion guarantees internship or job opportunities, with parental consent ensuring awareness of the course benefits.

Unique for its passionate delivery by unpaid professional volunteers, guided by the Institute, the course epitomizes commitment to student transformation. It enhances the Institute's brand, fostering an innovative culture and exceptional student engagement. Customized content addresses precise student needs, enhancing the Institute's reputation for tailored education.

These initiatives underscore the Institute's dedication to holistic student development, preparing them for diverse career trajectories while instilling essential life skills. They demonstrate a commitment to educational excellence and student welfare, setting the Institute apart in the educational landscape.

5. **Evidence of Success**

The course's success reverberates across campus as students spread the word of its transformative impact. Feedback highlights development in critical thinking, teamwork, and cultural awareness, alongside practical skills like project management and email etiquette. Testimonials from alumni such as Prachi Singh (TCS, Hyderabad) and Ayush Khokhani (working in Qatar) further validate its effectiveness. The

program's emphasis on holistic skill development has made it a standout initiative, shaping students' professional journeys and enhancing campus discourse.

Students testify to the course's impact:

"Day 1 was like a trailer of corporate demands," one remarked, while another found each session invaluable.

Another described the experience as an "unforgettable adventure."

The Institute celebrates the initiative's success, acknowledging its transformative impact and its capacity to differentiate students in future pursuits.

6. **Problems Encountered and Resources Required**

Initially met with reluctance, the non-technical course gained momentum as students attended sessions and applied the learnings, receiving high praise for its practical value and positive impact on their lives and careers.

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:

Institutional Social Responsibility (ISR)

S.P.B. Patel Engineering College integrates institutional social responsibilities with its vision and mission, nurturing socially responsible individuals. Through various initiatives, the Institute instills values of compassion and ethical conduct in students, preparing them to positively impact society.

Divine Connect

Journey Within: SIT's Divine Connect Program Explores Spiritual Dimensions

The Divine Connect program at the Institute serves as a profound platform for individuals to delve into their inner selves and explore the spiritual dimensions of life. By blending scientific and spiritual insights, the Institute acknowledges the integral role of spiritual well-being in holistic development. Esteemed speakers like Spiritual Leader Shree Deepakbhai Desai and Shree Deven Kamdar from the Dada Bhagwan Foundation enrich these sessions, sharing invaluable wisdom and practical strategies.

In recent sessions, Shree Deepakbhai Desai engaged parents and students, sparking deep reflections on spirituality and personal growth. Following this, tailored sessions for engineering students, led by Shree Deven Kamdar, focused on enhancing concentration and managing exam-related challenges. His insights on understanding the mind's nuances and tackling distractions resonated with students, empowering them to navigate academic hurdles with resilience and mindfulness.

Beyond individual growth, the impact of these spiritual initiatives extends to the broader community, fostering a culture of compassion, empathy, and mindfulness. By encouraging spiritual exploration, the Institute cultivates qualities essential for building harmonious and resilient communities.

In essence, the Divine Connect program not only nurtures individuals' spiritual growth but also fosters a culture of compassion and service within society. The institute's commitment to holistic education underscores its dedication to advancing human flourishing in all dimensions.

Social Media Addiction Awareness Drive

Safeguarding Minds, Building Communities: Institute's Social Media Awareness Drive

The institute's Social Media Addiction Awareness Drive transcends campus confines, impacting society profoundly. Engaging over 2500 students across seven districts of Gujarat, it educates youth about the detrimental effects of excessive mobile phone usage and gaming on academic performance. By empowering individuals with strategies to manage digital consumption, the Institute fosters informed decision-making and prioritizes academic pursuits. Moreover, the initiative extends ripple effects to families and communities, promoting mindful technology usage and fostering meaningful human connections. Overall, Institute's drive cultivates digital mindfulness and social responsibility, enhancing student well-being and contributing to a brighter, more informed society.

Let's Celebrate Life-Cloth Distribution Drive Initiative:

Weaving Together Compassion and Collaboration: Institute's Cloth Drive Initiative

The Institute conducts the Cloth Distribution Drive as part of its "Let's Celebrate Life" initiative, in line with its vision of holistic development and social responsibility. This drive, aligning with government efforts for poverty alleviation, showcases Institute's commitment to societal well-being and civic engagement. By integrating value education with academic pursuits, the Institute fosters socially conscious individuals poised to make meaningful contributions. Overall, the drive exemplifies the Institute's proactive role in effecting positive societal change.

Woman's Day

Empowering Women, Enriching Communities: Institute's Women's Day Celebrations

The Institute celebrates Women's Day, promoting gender equality through health sessions and personal development initiatives. These efforts empower women and advocate for societal change, highlighting the transformative impact of gender equality initiatives.

Parents ki Paathshaala

Empowering Parenthood: Institute's 'Parents ki Paathshaala' Initiative

The Institute initiates "Parents ki Paathshaala," enlightening nearby parents on their pivotal roles in nurturing children. Addressing parenting complexities in the digital age, the program equips parents with tools to understand their child's psychology, fostering wisdom and empathy in parenthood. With far-reaching impact, it ignites a transformative journey towards conscientious parenting, reinforcing Institute's commitment to nurturing stronger parent-child relationships and fostering societal harmony.

Voters Awareness

Empowering Democracy: SIT's Voters Awareness Drive Sparks Civic Engagement

The Institute orchestrates the Voters Awareness Drive to empower students and cultivate informed citizenship. By organizing campaigns and workshops, the Institute equips students with knowledge about voting processes and civic responsibilities, fostering active participation in democracy. This initiative extends beyond campus, combating voter apathy and promoting good governance. Moreover, it inspires socially responsible individuals to shape their communities and nation's future, instilling values of civic duty and accountability. Ultimately, The Institute's Voters Awareness Drive aims to create a positive societal impact by nurturing informed citizens who advocate for change, thereby advancing democracy and societal well-being.

Blood Donation Drive

Empathy in Action: Saffrony Institute's Blood Donation Drive

The Institute's annual blood donation drive, in partnership with the Indian Red Cross Society, epitomizes its commitment to social responsibility. It unites students in altruistic endeavors, fostering empathy and collective action for societal well-being. By donating blood, students embody compassion and solidarity, igniting a ripple effect of kindness and positive change.

Educator's Edge

Empowering Educators: Saffrony's Commitment to Educational Excellence and Innovation

The Institute is committed to revolutionizing teaching methods for the modern era and empowering educators with innovative tools and techniques. Through initiatives like the 'Educator's Edge' workshop, led by esteemed professionals like Professor Kunalsinh Kathia and Dr. Sumit Shah, Institute fosters a culture of excellence and innovation in teaching. This dedication underscores Saffrony's role as a catalyst

for positive change in education, ensuring a holistic learning experience for students and shaping the future of teaching.

In essence

SIT's Integrated Approach: Nurturing Socially Responsible Individuals and Community Impact

The Institute demonstrates unwavering social responsibility through diverse Institutional Social Responsibility (ISR) initiatives, meticulously addressing societal issues. From impactful drives like the Social Media Addiction Awareness spanning seven districts to Cloth Distribution aligned with poverty alleviation, the Institute's efforts foster community well-being and gender equality. Beyond the immediate impact, initiatives like Women's Day Celebrations and Voters Awareness Drive spark societal dialogue and action. Through programs like Divine Connect and "Educator's Edge," the Institute fosters personal growth and collective responsibility. These initiatives epitomize the Institute's commitment to creating an inclusive society, empowering individuals to thrive and contribute positively to humanity's well-being.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

S.P.B. Patel Engineering College (SPBPC)) stands out for its commitment to holistic development, fostering critical thinking, collaborative research, and practical knowledge alongside theoretical understanding. Noteworthy achievements include top honors in DD ROBOCON 2k19 and Devang Mehta IT awards in 2022, along with 'TeamEffort's success in the 2019 SAEINDIA BAJA competition, showcasing exceptional engineering prowess.

This innovative approach has earned SIT significant recognition, securing the 1st rank among colleges in the Gujarat Technological University (GTU). This prestigious ranking underscores the institute's dedication to academic excellence, innovative teaching methods, and comprehensive student development, enhancing the value of degrees it awards and giving graduates a competitive edge in the job market.

SPBPC students' placements in GTU's merit list further attest to the institute's commitment to nurturing top-tier talent. Achieving merit positions reflects students' hard work, intellectual capabilities, and the institute's robust support system, enhancing SPBPC's prestige and attracting more talented individuals, fostering a culture of excellence.

Integral to SIT's ethos is the integration of institutional social responsibilities with its vision and mission, nurturing socially responsible individuals. Through various initiatives, values of compassion and ethical conduct are instilled, preparing students to positively impact society.

The Divine Connect program offers a profound platform for exploring inner selves and spiritual dimensions. Blending scientific and spiritual insights, it acknowledges the role of spiritual well-being in holistic development, promoting mental and emotional well-being essential for personal and professional success.

In summary, SIT's top ranking in GTU and students' placements in the merit list highlight its excellence in education and holistic development. By combining academic rigor, social responsibility, and spiritual awareness, SIT emerges as a leading institution dedicated to producing well-rounded, industry-ready professionals.

Concluding Remarks :

The institute is driven by a well-defined vision and mission, tailored to meet the evolving needs of society. With a focus on excellence in academics, state-of-the-art infrastructure, advanced research laboratories, strong industry collaborations, emphasis on self-directed learning, and a vibrant array of co-curricular and extracurricular activities, we offer a holistic development experience to our students.

Central to our success is the effective management and governance structures that guide our journey towards continuous improvement and positioning the Institute as a preferred choice for all stakeholders. We advocate a culture of decentralized decision-making through strategic policies, empowering the principal with the support of department heads, administrative personnel, section leaders, and committee coordinators.

Strategic planning is integral to our approach, aimed at nurturing quality engineers and fostering overall institutional growth. We prioritize staff and faculty development through regular training sessions to ensure the effective implementation of quality assurance procedures. Furthermore, we undergo external audits by esteemed agencies such as the All India Council for Technical Education (AICTE), and Gujarat Technological University (GTU), alongside internal audits, to continually enhance our institutional practices.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :11 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded programs conducted under regular university curriculum
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* 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>720</td><td>591</td><td>290</td><td>337</td><td>434</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>481</td><td>426</td><td>227</td><td>226</td><td>319</td></tr></table> Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded programs conducted under regular university curriculum
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>59</td><td>119</td><td>160</td><td>134</td><td>150</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>59</td><td>119</td><td>158</td><td>134</td><td>150</td></tr></table>

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
339	374	530	551	474

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
339	374	530	551	474

Remark : DVV has made necessary changes

3.2.2

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	2	11	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	2	11	8

Remark : DVV has made necessary changes as per supporting documents shared by HEI

3.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	4	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	2	2	0

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as those were not UGC Published has followed the calendar year (JAN-DEC)

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	2	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been modified based on calendar year (JAN-DEC) and has considered ISBN Publication

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
13	11	5	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	4	10	9

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded national festivals i.e Diwali celebration

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.*

Answer before DVV Verification :
Answer After DVV Verification :25
Remark : DVV has made changes as per supporting documents shared by HEI and values have

	been downgraded as we have received 25 MOU agreement copies for the same
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
21.11	1.68	0.55	2.34	7.9 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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20.44	1.68	0.46	1.10	5.85	 Remark : DVV has made changes as per audit report shared by HEI and values have been downgraded as we have excluded iron pole, library books, camera etc.
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)* 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)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
35.64	30.97	34.60	51.14	37.13 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
26.72	13.44	18.37	27.29	17.07	 Remark : DVV has made changes as per audit report shared by HEI and values have been downgraded as we have considered repairs and maintenance expenses
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** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	3	1	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	1	0

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded based as we have excluded runner ups, award for team event has been considered as one and inter college awards

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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	36	7	22	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	01	14	07

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as events under same date has been considered as one

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
6	47	45	19	82

Answer After DVV Verification :

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

| 6 | 42 | 2 | 9 | 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
14	14	14	14	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

Remark : DVV has made changes as per supportings documents shared by HEI and values have been downgraded in 6.3.3.1 as we have excluded Faculty development Programmes (FDP), Management Development Programmes (MDPs) Less than 5 days

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 2022-23 / 2021-22 / 2020-21 / 2019-20 / 2018-19 125.13 / 95.06 / 92.25 / 175.88 / 183.66 Answer After DVV Verification: 2022-23 / 2021-22 / 2020-21 / 2019-20 / 2018-19 127.64 / 130.97 / 51.80 / 67.28 / 89.48

Expanded table for ID 1.1:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125.13	95.06	92.25	175.88	183.66

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
127.64	130.97	51.80	67.28	89.48