SAMARTH EDUCATIONAL TRUST
SAWKAR INSTITUTES
SATARA

AGCE

Academic Rules & Regulations

EXAMINATION SECTION

Syllabus and Course Structure of First Year B.Tech Engineering Programme at Arvind Gavali College of Engineering, Satara - Designed to nurture foundational knowledge, practical skills, and holistic development for future engineers

ARVIND GAVALI COLLEGE OF ENGINEERING, SATARA.

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Panmalewadi, Varye, Satara

Our Inspiration

Hon. Shri. Arvind K. Gavali
Hon'ble Founder President
Samarth Educational Trust

"You will find a wealth of learning opportunities here that would serve as an essential steppingstone to a fulfilling life and career."

Hon. Shri. Nishant Arvind Gavali
Hon'ble Founder Secretary
Samarth Educational Trust

"We build a bright future at Arvind Gavali College of Engineering, Satara"

Arvind Gavali College of Engineering(AGCE) is a herald in recognizing the needs of the industry and meeting the requirements by developing human capital equipped with knowledge, skills, and values essential for good performance. It integrates knowledge with professional inputs from industry and orients the students with qualitative theoretical knowledge that enables them to use in practical situations.

The faculty of AGCE strives to keep pace with the changing trends in academics and industry. We train our students to face the challenges at global context. Our aim is to impart knowledge and enhance professional skills which enable the students of different backgrounds to achieve their educational goals and develop their overall personalities to become effective global leaders. AGCE takes pride in its faculty, students and alumni who have proven their mettle at the frontiers of knowledge and creativity across the spectrum of academic and professional activities by engaging in research and community services.

As an educational institute we have always prided ourselves on our cutting-edge approach to education. We believe that education must keep pace with the world and today when the world can change at a moment's notice, we have managed to keep our students at par with the best in the world. Extraordinary education extends the biggest service to the individual, to the nation and to the humanity at large. With students fired with the spark of determination to excel, a competent and dedicated faculty here, leaves no stone unturned.

Everybody is geared towards ensuring best practices, and that is definitely the case at AGCE. Thus, our approach to education has always been aimed at involving the students in academics through interactions. We have the best technology in place for ensuring that our students do not miss out on anything. And our faculty is the engine that keeps the institution running with its ceaseless efforts and constant innovation.

From the Principal's Desk

Dr. Sharad S. Mulik
Principal/ Director

"Transforming society by building socially, culturally, environmentally and ethically responsible citizens by imparting quality education in the fields of engineering and Computer Applications"

It gives me immense pleasure to introduce you to our beautiful Arvind Gavali College of Engineering (AGCE), Satara. Ever since its inception in 2010, our campus has been striving to impart quality education to budding professionals. Our institute has been dedicated to its mission to nurture students who are builders of our nation by advancing knowledge and imparting quality education. It has therefore, emerged as a preferred destination for aspiring professionals. A result of combination of the futuristic vision and meticulous planning of the Hon. Founder President, Shri. Arvind K. Gavali, AGCE has ventured into a key position of eminence in the sphere of education.

The corporate world is changing rapidly in ways that have a profound impact on the role of professional institutions. The key to meet these challenges is to give more emphasis on industry-institute interaction, to train the students in technical and soft skills and to invite the experts from industry for guest lectures. AGCE combines innovative teaching learning, strong academic practices with extra and co-curricular activities, sports, adventure, cultural and CSR activities, which form an important part of the life of the students here. The campus is clean and green, with excellent infrastructure which is visible the moment you step onto the AGCE campus. The academic culture, along with unparalleled global standards provides a solid foundation to our students for the future career goals. The alumni are also involved in adding value to the teaching learning process. For the holistic development of teachers and students, AGCE provides a value-based research culture.

From the Dean's Desk

Dr. Vishal Hingmire

Dean Academics (Autonomy)

"Empowering students with flexible, innovative, and ethical academic practices for a sustainable future"

It gives me immense pleasure to extend warm greetings to students, parents, faculty, alumni, industry partners, and well-wishers of Samarth Educational Trust Arvind Gavali College of Engineering, Satara. As Dean Academics (Autonomy), I feel privileged to contribute to shaping the academic vision of this esteemed institution, which has consistently strived for excellence in engineering and technological education.

Built on the strong foundation of Samarth Educational Trust under the visionary leadership of Hon. Secretary Shri Nishant Gavali Sir, the college has nurtured young minds with knowledge, skills, and values to excel in careers and contribute to society. The recent grant of autonomous status marks a milestone, empowering us to design innovative curricula aligned with NEP 2020, industry needs, and global standards.

Under autonomy, we focus on:
• Outcome-based curricula integrating AI, IoT, Data Science, Renewable Energy, and Industry 4.0.
• Multidisciplinary learning, internships, certifications, and skill-based courses bridging academia and industry.
• Research, innovation, and entrepreneurship through projects, incubation, and collaborations.
• Continuous assessments fostering critical thinking, creativity, and lifelong learning.

Beyond academics, we emphasize mentoring, extracurriculars, and inclusive access through facilities like smart & digital classrooms, research centres. Our faculty, as mentors and researchers, remain the backbone of this mission.

Looking ahead, our five-year vision includes strengthening research centres, expanding industry tie-ups, securing funding, and enhancing admissions. Together, let us create an ecosystem where knowledge leads to wisdom, innovation drives progress, and education ensures empowerment. Motto**:** Learn, Innovate.

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Abbrevations

AGCE	**:**	Arvind Gavali College of Engineering
BOE	**:**	Board of Examinations
COE	**:**	Controller of Examinations
Dy. COE	**:**	Deputy Controller of Examinations
DEC	**:**	Departmental Examination Coordinator
HOD	**:**	Head of the Department
ELC	**:**	Examination Lapses Committee
CRC	**:**	Complaints Redressal Committee
GMC	**:**	Grade Moderation Committee
CA	**:**	Continuous Assesment
CA-I	**:**	Continuous Assesment - I
CA - II	**:**	Continuous Assesment - II
MSE	**:**	Mid Semester Examination
ESE	**:**	End Semester Examination
DBATU	**:**	Dr. Babasaheb Ambedkar Technological University, Lonere
AICTE	**:**	All India Council for Technical Education
NBA	**:**	National Board of Accreditation
NAAC	**:**	National Assessment and Accreditation Council
AC	**:**	Academic Council
DAB	**:**	Departmental Advisory Board

Definitions

1. “UGC” means University Grant Commission
2. “AICTE” means All India Council for Technical Educations
3. “University” means Dr. Babasaheb Ambedkar Technological University, Lonere.
4. “College” means Arvind Gavali College of Engineering.
5. “AGCE” means Arvind Gavali College of Engineering, Satara.
6. “Academic Council” means apex academic body governing the academic programmes and policies in Arvind Gavali College of Engineering, Satara.
7. “BOG” means Board of Governance (Administrative Council) in Arvind Gavali College of Engineering, Satara.
8. “BOS” means Board of Studies-departmental academic body common for UG and PG programmes.
9. “BOE” means Board of Examinations
10. “DAB” means Departmental Advisory Board
11. “PAC” means Program Assessment Committee
12. “Program” means a specific branch of engineering such as Mechanical Engineering, Civil Engineering etc.
13. “NEP” means National Education Policy
14. “Semester” means period in which academic activities are carried out in AGCE.
15. “Course” means subject containing theory/laboratory/seminar/project/mini project.
16. “Course credit” means weightage assigned to a course.
17. “Grade” means double letter assigned to indicate the performance of student in a course.
18. “SGPA” means Semester Grade Point Average, related to particular semester
19. “CGPA” means Cumulative Grade Point Average

1. Introduction

Arvind Gavali College of Engineering (AGCE), Satara, established in 2010 under Samarth Educational Trust is a premier institute in Western Maharashtra, imparting quality engineering education to students belonging to both rural and urban areas. AGCE, Satara is one of the most rapidly evolving engineering institutes, approved by AICTE, New Delhi and The Government of Maharashtra, affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere, Raigad. It is the first institute in Satara to be accredited by NAAC with B+ grade, and B++ grade in the second cycle of NAAC accreditation in the year 2023. The Departments of Computer Science and Engineering and Mechanical Engineering are accredited by NBA in the year 2023. AGCE, Satara has received the ISO 9001:2015 Quality Management System certification and received recognition from UGC, under Section (2f) of the UGC Act,1956. We, at AGCE, Satara impart quality education, including soft skills and technical skills to all the students coming from rural and urban areas giving them employment opportunities, as per their skills, without any discrimination.

The structure embraces within its fold classrooms, drawing halls, laboratories, computing facilities, seminar halls, library, canteen, open-air auditorium and a gymnasium. The interiors have been crafted keeping in mind the fact that ‘ambiance does inspire and stimulate intellectual endeavours. The teaching-learning process is student centric and governed by the concept of outcome-based education.

This booklet gives comprehensive information on the regulations of Examination Cell. All undergraduate and post graduate programmes will be governed by these rules and regulations. All departments will adhere to these rules and regulations approved by the Academic Council from time to time, keeping in view the ever-growing challenges and new developments. The stakeholders particularly the students and parents/ guardians are advised to be fully familiar with the academic system of the institute. Students should know the regulations governing academic requirements, evaluation system, and grading system. These regulations are developed through discussions with Head of Departments, senior faculty members and as per the directives of UGC, AICTE as well as after studying the regulations of other reputed autonomous institutes. It is expected that this booklet will bring transparency in examination related activities of the institute. AGCE, Satara has student oriented academic system, and every possible opportunity is provided to progress academically and overall development of the students is ensured.

In case of any dispute or difference of opinion regarding the interpretation of these regulations, or any other matter not covered in these regulations, the decision of the Chairman of the Governing Body of Arvind Gavali College of Engineering (AGCE), Satara shall be final and binding.

2. Vision & Mission of the Institute

Vision of the Institute

"To be an institute of excellence, developing skilled engineers to serve the industry and society".

"M1: To provide quality education through innovative and flexible teaching-learning methods, supporting academic freedom

M2: To develop professional skills, promote innovation, and encourage multidisciplinary learning in a conducive environment

Mission of the Institute

M3: To inculcate ethical values, environmental awareness, and a sense of social responsibility among students"

3. Governance And Administration

The governance of academic matters at Samarth Educational Trust Arvind Gavali College of Engineering (AGCE), Satara is structured under autonomy in accordance with UGC guidelines. The governance framework ensures effective planning, implementation, monitoring, and continuous improvement of academic quality through statutory bodies, committees, and functionaries.

Academic administration is carried out by statutory bodies such as the Board of Governance (BoG), Academic Council (AC), Board of Studies (BoS), and Board of Examinations (BoE) along with committees including the Programme Assessment Committee (PAC), Department Advisory Board (DAB), Internal Quality Assurance Cell (IQAC), Research & Development Cell, and Innovation & Entrepreneurship Development Cell. Functionaries include the Principal/Director, Dean Academics, Controller of Examinations, Registrar, Heads of Departments, and Autonomous Coordinators.

The academic programmes of the college shall be governed by the Rules and Regulations approved by the Academic Council (AC) from time to time. The AC is the supreme statutory body that governs academic matters, and the decisions of its Chairman (Principal/Director of the College) shall be final in all academic issues. Academic activities shall be scheduled through an approved academic calendar notified at the beginning of each academic year. The AC shall continuously review academic activities and make suitable modifications whenever required.

Board of Governance (BoG)

- Functions:
    - Approve strategic policies for academic, financial, and administrative matters.
    - Ensure compliance with UGC, AICTE, Government of Maharashtra, and affiliating university guidelines.
    - Review and approve annual budgets, audit reports, and resource mobilization.
    - Approve appointments of senior functionaries and ensure governance accountability.
    - Monitor the overall performance of the institution and guide its future growth.

Academic Council (AC)

- Functions:
    - Approve academic regulations, curricula, and amendments.
    - Approve new programmes of study, electives, and academic frameworks.
    - Monitor quality of teaching, learning, evaluation, and research.
    - Approve results, medals, and awards.
    - Recommend measures for student development, faculty welfare, and extension activities.
    - Act as the final authority on academic matters within the DBATU framework.

Board of Studies (BoS)

- Functions:
    - Frame, revise, and update syllabi for core and elective courses.
    - Recommend credits, assessment methods, and learning resources.
    - Suggest value-added courses, MOOCs, industry electives, and specialization tracks.
    - Ensure curriculum alignment with OBE, NEP 2020, AICTE, and industry standards.
    - Review syllabus periodically with stakeholder input.

Board of Examinations (BoE)

- Functions:
  - Ensure transparent conduct of MSE/ESE examinations.
  - Approve question papers, schemes, and model solutions.
  - Recommend examiners and paper setters from approved panels.
  - Oversee valuation, revaluation, moderation, and final results.
  - Safeguard integrity and confidentiality of examinations.

Controller of Examinations (CoE) Office

- Functions:
  - Organize all examinations (CA, MSE, ESE, practicals, vivas).
  - Publish timetables, hall tickets, and results.
  - Maintain records, transcripts, and marksheets.
  - Handle revaluation, verification, and grievances.
  - Ensure timely declaration of results.

Examination Lapses Committee (ELC)

- Functions:
  - Investigate cases of malpractice/unfair means.
  - Recommend punishments proportionate to the severity of the offence.
  - Maintain records of malpractice cases and preventive actions.

Grade Moderation Committee (GMC)

- Functions:
  - Review grade/marks distribution across courses.
  - Recommend moderation where anomalies exist.
  - Ensure consistency and fairness in evaluation.

Programme Assessment Committee (PAC)

- Functions:
  - Review and recommend curriculum improvements.
  - Verify CO-PO mapping and attainment strategies.
  - Monitor academic progress, teaching delivery, and student performance.
  - Counsel course teachers based on audits and feedback.
  - Set targets for outcome attainment.
  - Collect and analyse stakeholder feedback.
  - Suggest electives and teaching innovations to BoS.
  - Monitor programme outcomes and report to BoS.

Departmental Advisory Board (DAB)

- Functions:
  - Provide industry inputs for curriculum updates.
  - Recommend inclusion of emerging technologies.
  - Suggest internships, industry projects, and MoUs.
  - Strengthen industry–academia collaboration.

Research & Development (R&D) Cell

- Functions:
  - Promote faculty and student research.
  - Manage funded projects, consultancy, and patents.
  - Organize FDPs, conferences, and workshops.
  - Maintain institutional research policy.

Innovation & Entrepreneurship Development Cell (IEDC)

- Functions:
  - Promote entrepreneurship, incubation, and startups.
  - Guide on IPR, patents, and technology transfer.
  - Conduct hackathons, ideathons, and innovation challenges.

Internal Quality Assurance Cell (IQAC)

- Functions:
  - Prepare academic quality assurance plans.
  - Monitor teaching effectiveness and feedback.
  - Maintain accreditation readiness (NAAC, NBA, ISO).
  - Submit annual quality reports.

Anti-Ragging, Grievance Redressal & Student Welfare Committees

- Functions:
  - Ensure safety, equity, and discipline on campus.
  - Address student grievances (academic, exam, harassment).
  - Support scholarships, welfare schemes, and mentoring.

Mentor (Guardian Faculty Mentor)

- Functions:
  - Guide a group of 20–25 students in academic planning.
  - Monitor academic progress and provide counselling.
  - Meet students at least twice a semester and maintain records.

Course Teacher

- Functions:
  - Deliver courses as per timetable and maintain academic records.
  - Prepare course delivery/evaluation plan and share with students.
  - Monitor attendance, performance, and report poor progress.
  - Submit CA marks on time and maintain course files for audits.

4. Academic Programs

The academic departments and the respective programme offered are given in Table 1.

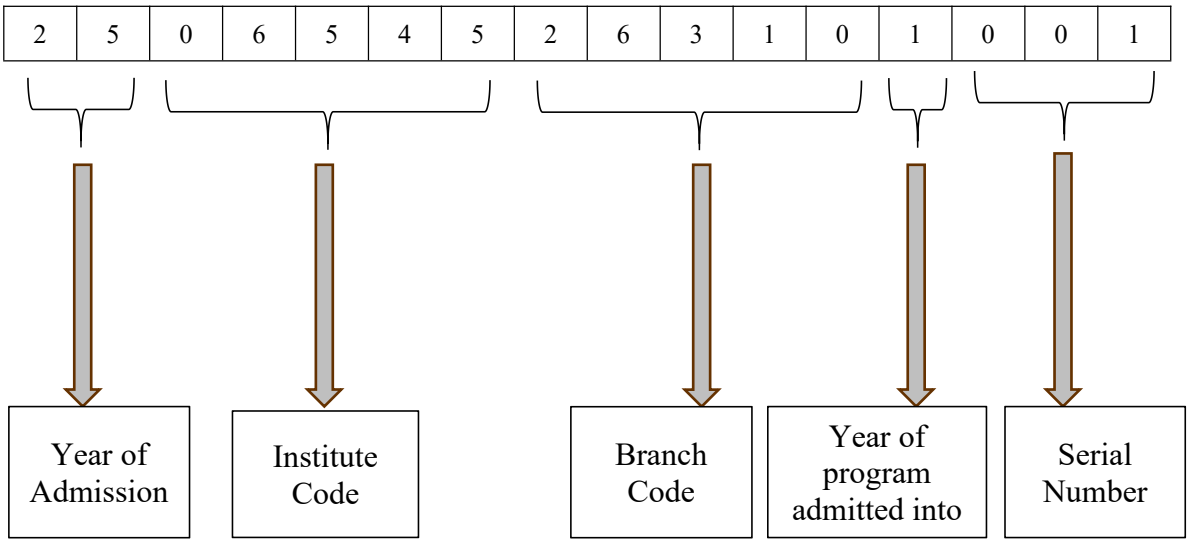
Table: 1 Departments and Programs offered in AGCE, Satara

Sr. No.	Department	Name of the Program	Program Code
1	Computer Science & Engineering	Bachelor of Technology (B.Tech) in Computer Science & Engineering	CSE
2	Artificial Intelligence and Data Science	Bachelor of Technology (B. Tech) in Artificial Intelligence and Data Science	ADS
3	Electronics & Computer Engineering	Bachelor of Technology (B. Tech) in Electronics & Computer Engineering	ECE
4	Electronics &Telecommunication Engineering	Bachelor of Technology (B. Tech) in Electronics &Telecommunication Engineering	ETC
5	Mechanical Engineering	Bachelor of Technology (B. Tech) in Mechanical Engineering	MEC
6	Electrical Engineering	Bachelor of Technology (B. Tech) in Electrical Engineering	EEE
7	Mechanical Engineering	Master of Technology (M. Tech) in Mechanical Heat Power Engineering	MHP
8	Bachelor of Computer Applications	Bachelor of Computer Applications (BCA)	BCA
9	Master of Computer Applications	Master of Computer Applications (MCA)	MCA
10	B. Voc.	Software Development	BVS
11	B. Voc.	Data Science	BVD
12	B. Voc.	Industrial Automation	BVA
13	B. Voc.	Industrial Tool Manufacturing	BVT

5. Admissions

The admission process and eligibility criteria for various Undergraduate and Postgraduate programmes — including regular entry to the first year and lateral entry to the second year (for Undergraduate programmes only) — shall be governed by the norms and procedures prescribed.

Every student admitted shall have his/her Permanent registration number. The registration number shall have 16 digits. Permanent Registration Number will be assigned to student after confirmation of admission with following coding.



Change of Programme/Branch:

- Students shall be eligible to apply for change of programme (branch) after completing the first two semesters. The requests of change of Programme/ branch will be processed as per the norms defined by DTE, Maharashtra from time to time. The following rules/guidelines shall be used for considering their application for change:
- The process of change of programme (branch) shall be carried out purely on merit basis subject to the rules of admissions prevailing at the time of such change.
- All such transfers shall be effected only once at the beginning of third semester. No application for change of branch during subsequent semesters shall be entertained.
- Students allotted with a branch of their choice should accept it and no further request for change shall be entertained.
- There shall be no change in PRN number for students availing facility of branch change.
- Students with fail grade (FF) in any course and/or having backlogs shall not be eligible to apply
- The request for change of branch by a student from any program (branch) e.g. Electrical to Computer Science and Engineering, shall be considered if number of students of Computer Science and Engineering does not exceed the sanctioned capacity of the same program (branch).

Termination of student from the program:

A student shall be terminated from the programme under the following conditions:

- First-Year Progression Failure:A student who fails to qualify for admission to the Second Year (with or without ATKT provisions) within three academic years from the date of initial enrolment shall be declared "Not Fit for Technical Education (NFTE)." Such cases shall be recommended for termination by the Registrar and placed before the Academic Council for final decision.
- Maximum Permitted Duration for Programme Completion: The maximum duration allowed for completion of a programme, including all academic breaks, withdrawals, and approved leaves, is as follows:

Student Type	Normal Duration	Maximum Permitted Duration
Regular Entry (B.Tech, UG)	8 semesters (4 years)	14 semesters (7 years)
Lateral Entry (B.Tech, UG)	6 semesters (3 years)	12 semesters (6 years)
Regular Entry (PG: M.Tech/MCA)	4 semesters (2 years)	10 semesters (5 years)
BCA / B.Voc (UG)	6 semesters (3 years)	12 semesters (6 years)

Notes:

- The maximum duration includes all approved academic breaks, withdrawals, and leave of absence.
- The duration excludes any periods of rustication or disciplinary suspension, which are treated separately under disciplinary regulations.
- Students failing to complete the programme within the maximum permitted duration shall be terminated from the rolls of the college.

6. Curriculum Design and Delivery

Curriculum Framework

AGCE follows a Choice Based Credit System (CBCS) for all UG and PG programs. Curriculum design is based on Outcome Based Education (OBE) principles with explicit mapping to Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Programs incorporate flexibility in choice of electives, minor/honors specialization, value-added courses, internships, and project-based learning.

The academic curriculum ensures compliance with:

- AICTE Model Curriculum 2018 / 2023
- UGC & NEP-2020 Guidelines
- DBATU Affiliation Rules
- National Skill Qualification Framework (NSQF)
- Industry and Societal Needs

Programme Structures

- **Bachelor of Technology (B.Tech – UG Engineering)**
    - Each B.Tech programme is structured across 8 semesters (4 years), with a total credit requirement of 160–176 credits.
    - 1st Year (Sem I & II): Engineering Sciences, Basic Sciences, Humanities, Foundation Courses.
    - 2nd Year (Sem III & IV): Core courses (Program Core), Engineering Science, Skill-based Labs.
    - 3rd Year (Sem V & VI): Core courses, Professional Electives, Open Electives, Mini Projects, Internships.
    - 4th Year (Sem VII & VIII): Major Project, Industrial Internship, Capstone Design, Professional Electives.

    Multi-disciplinary Minor (MDM): 14 Credits

    - The Minor programme enables students to pursue additional learning beyond their core discipline, either from another engineering branch or from a completely different faculty.
    - The Minor subjects may be from different disciplines of the Engineering faculty, or from other faculties (Science, Management, Humanities, etc.).
    - Credits of compulsory Minor subjects shall be completed from the Second Year to Final Year of the UG programme.

- Laboratory courses shall not be allocated under Multi-Disciplinary Minor (MDM).

Credit Distribution:

Semester	No. of Courses	Credits
Semester III	01 Course	02 Credits
Semester IV	01 Course	03 Credits
Semester V	01 Course	03 Credits
Semester VI	01 Course	03 Credits
Semester VII	01 Course	03 Credits
Total	05 Courses	14 Credits

Open Elective Courses (OE): 08 Credits

- The Open Elective system promotes multidisciplinary learning across departments and faculties. To be offered in the Second and/or Third year. Faculty-wise baskets of OE shall be prepared by each programme. OE must be chosen compulsorily from faculties other than the Major discipline. Open electives offered by any parent department shall be available only to students of other departments, never to its own students. As per NEP 2020, Open Electives will be offered from Semester III, IV, and V (as per DTE guidelines). Dean Academics will float Open Elective courses at least 15 days prior to the end of classes in each semester and collect student preferences. Allocation will be based on CGPA/SGPA.

Four-year Bachelor's Multidisciplinary Engineering Degree Programme
The programme is aligned with NEP 2020 and provides students with:

- A major discipline (B.Tech core branch).
- Options for minor specializations (Engineering / Non-engineering).
- Exposure to open electives, multidisciplinary education, and holistic development.
- Flexibility for multiple entry and multiple exit options (Certificate, Diploma, Degree, Honours).

Minimum and Maximum Credit Structure (as per DTE/AICTE Guidelines):

Award / Exit Option	Duration	NSQF Level	Credits Required
Certificate in Engineering	After 1 Year (2 Semesters)	Level 5	40–44
Diploma in Engineering	After 2 Years (4 Semesters)	Level 6	80–88
Bachelor's Degree in Engineering	After 3 Years (6 Semesters)	Level 7	120–132
Bachelor's Degree with Honours / Research (B.Tech 4-Year)	After 4 Years (8 Semesters)	Level 8	160–176

- **Bachelor of Vocation (B.Voc)**
    - Each B.Voc programme is structured across 6 semesters (3 years), with a total credit requirement of 180 credits (NSQF-aligned).
    - Year 1 (Sem I & II) – Foundation & Employability Skills: Core fundamentals, Communication Skills, Life Skills, Indian Knowledge System/Constitution, Labs, On-the-Job Training (OJT).
    - Year 2 (Sem III & IV) – Applied Learning & Industry Orientation: Intermediate technical courses, Environmental Studies, HRM, Value Education, Mini Project, Labs, OJT with industry.
    - Year 3 (Sem V & VI) – Specialization, Projects & Entrepreneurship: Advanced core courses, Specialization modules, Research Methodology, Entrepreneurship/Management, Open Electives, Major Project, Long-term Internship/Apprenticeship.

- **Bachelor of Computer Applications (BCA)**
    - The BCA programme is a three-year, six-semester undergraduate degree (120 credits) designed to prepare students for careers in software development, AI, data science, and IT services.
    - Year 1 (Sem I & II): Core (Maths, Architecture, Data Structures, OS), Skill courses (Java, Web Technologies), AEC (English, Languages), VAC (EVS, Constitution), MDE (IKS), Labs.
    - Year 2 (Sem III & IV): Core (Software Engineering, Networks, Algorithms, AI), Skill (Python, Design Thinking), Electives (Data Analytics, ML, Web Programming), VAC (Yoga, NCC/NSS), Labs, Professional Electives.
    - Year 3 (Sem V & VI): Professional Electives (AI, DS, NLP, Big Data, Deep Learning, Explainable AI), Core (Generative AI), Skill (Quantitative Techniques, Capstone Project), Major Project, Industry Internship, Labs.

- **Master of Computer Applications (MCA)**
    - Duration: 2 Years (4 Semesters), Total Credits: 80, Mode: Full-time The MCA programme blends core computing, electives, research, and industry training.
    - Year 1 (Sem I & II): Core (Advanced OS, Data Structures & Algorithms, DBMS, Java, Networks, AI, Agile), Skill/Value (Probability, Data Analysis with Python, Web Technologies), Electives (IoT, HCI, Advanced DB), Mini Project & Internship.
    - Year 2 (Sem III & IV): Core (Full Stack Development, Machine Learning, Cloud, Project Management), Electives (Big Data, Blockchain, Cryptography, NLP, Deep Learning, Mobile App Dev.), Project Phase I & II, Internship/Field Training.

- **Master of Technology (M.Tech – Heat Power Engineering)**
  - Duration: 2 Years (4 Semesters), Total Credits: 80, Mode: Full-time Designed for specialization in thermal sciences, energy systems, and mechanical engineering applications.
  - Year 1 (Sem I & II): Core (Thermodynamics & Combustion, Fluid Dynamics, Heat Transfer, Steam Engineering, IC Engine Design, CFD), Labs (Thermal, Combustion, CFD, IC Engine), Professional Electives (Nuclear, Gas Turbines, Solar/Wind, Refrigeration, Alternative Fuels, Cryogenics, Energy Management), OEC (Research Methodology), Seminar & Mini Project.
  - Year 2 (Sem III & IV): Core (IPR, IKS, Professional Ethics), MOOCs/NPTEL Electives (Energy Systems, Heat Exchangers, Sustainable Energy), Dissertation Phase I & II (industry/research oriented).

Credit Distribution

- Theory Course: 3 credits (3 hrs/week).
- Lab Course: 1 credit (2 hrs/week).
- Project / Internship: 2–20 credits (depending on scope & semester).
- Mandatory Non-Credit Courses: Induction Program, Constitution of India, Environmental Science, Community Service, Universal Human Values.
- Typical Credit Load per Semester: 20–30 credits.

Choice Based Credit System (CBCS) & Flexibility

- Students can choose Open Electives from other departments.
- Minor Specialization (18–20 credits): Additional electives across disciplines (e.g., AI, Data Science, Cybersecurity, Business Management).
- Honors Specialization (18–20 credits): Advanced courses within the same discipline for in-depth expertise.
- Credits earned via MOOCs (SWAYAM/NPTEL) can be transferred (max 20% of program credits).
- Academic Bank of Credits (ABC): All students are registered under UGC's ABC/APAAR for credit mobility.

Curriculum Revision Policy

- Each Board of Studies (BoS) reviews syllabus every 3 years.
- Revision is based on:
- Stakeholder feedback (students, alumni, industry, faculty, parents).
- Emerging technologies & NEP-2020 provisions.
- Accreditation feedback (NBA, NAAC, ISO).
- Minor revisions (course content, text books) – annual basis.
- Major revisions (structure, electives, credit distribution) – 3-year cycle.

Pedagogical Innovations

- Project-Based Learning (PBL): Introduced from 1st year onwards.
- Industry-Linked Courses: With partner companies through MoUs.
- Interdisciplinary Courses: Encourage problem-solving across domains.

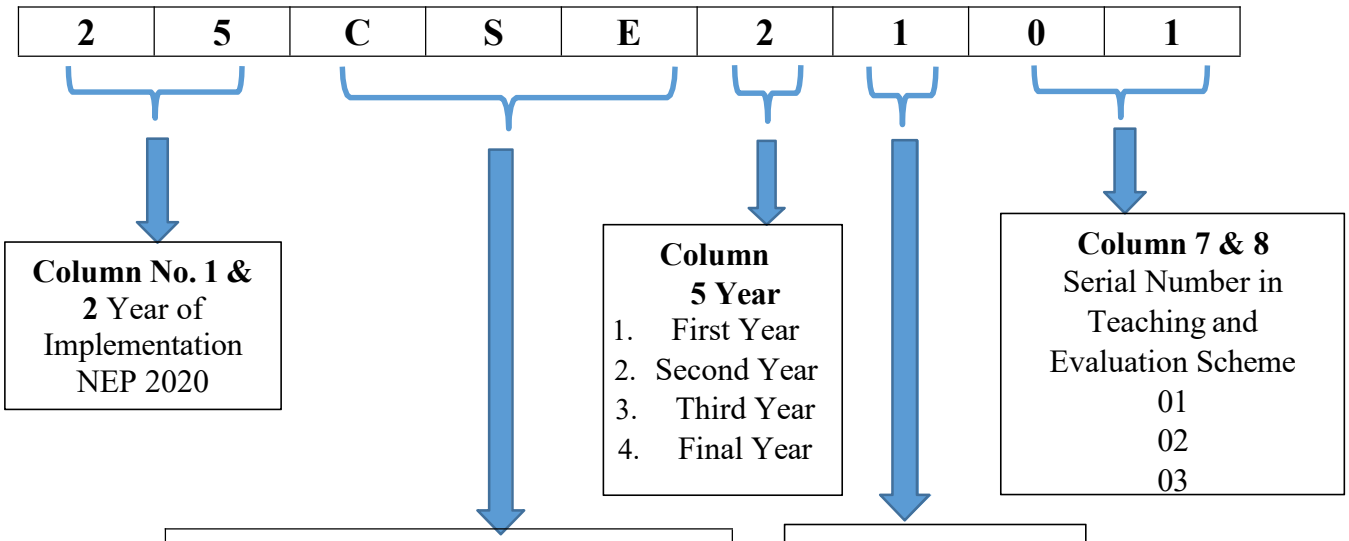
- Value Education & Human Skills: Integrated across semesters.

Internships & Projects

- All programmes integrate internships and project-based learning as a core component of the curriculum. These experiences are designed to provide real-world exposure, multidisciplinary learning, and industry readiness.
- A.Undergraduate Programmes (B.Tech, B.Voc, BCA)
- 2nd Year: Field Training / Rural Internship (2–4 weeks). Focus on community engagement, rural/field exposure, and application of foundational knowledge.
- 3rd Year: Industry Internship / Mini Project. Hands-on application in industry labs, IT companies, or vocational training centres. Development of employability and problem-solving skills.
- 4th Year (B.Tech only):
- Full-semester Major Project (Capstone Design). 8–12 weeks Industry Internship aligned with specialization.
- Outcome: Integration of technical, managerial, and innovative competencies.
- B.Postgraduate Programmes (MCA, M.Tech)
- Year 1: Mini Projects and Laboratory-based research assignments. Short-term field/industry exposure through audit internships.
- Year 2: Major Project / Dissertation (industry-based or in-house research).
- Internship / Field Training (8–12 weeks) in industry, R&D labs, or academic research centres.
- Outcome: Research orientation, specialization skills, product development, and entrepreneurship readiness.
- C. Outcomes of Internship & Project Component
- Real-world exposure to industrial practices, rural challenges, and societal needs. Development of employability skills: teamwork, communication, leadership, and problem-solving. Promotion of innovation, entrepreneurship, and research culture. Alignment with NEP 2020 experiential learning mandate and industry expectations.

Allocation of Course and Course Codes

As Arvind Gavali College of Engineering has adopted National Education Policy 2020 from A.Y.2023-24.



Column 3 & 4	
Programme Code	**Program/Branch**
CSE	Computer Science & Engineering
ADS	Artificial Intelligence and Data Science
ECE	Electronics & Computer Engineering
ETC	Electronics &Telecommunication Engineering
MEC	Mechanical Engineering
EEE	Electrical Engineering
MHP	M. Tech in Mechanical Heat Power Engineering
BCA	Bachelor of Computer Applications
MCA	Master of Computer Applications
BVS	B. Voc in Software Development
BVD	B. Voc in Data Science
BVA	B. Voc in Industrial Automation
BVT	B. Voc in Industrial Tool Manufacuring

7. Academic Calendar

- The academic activities of the college shall be governed and executed by academic calendar prepared by Dean Academics and approved by the academic council. It shall be notified at the beginning of each academic year. The Academic calendar shall incorporate start of academic activities, continuous monitoring of academic activities, examination/evaluation, preparatory leave, course feedback, course/graduate exit survey, co-curricular activities, extra-curricular activities, holidays, compensation for academic loss, academic audit, and vacation slots.
- The curriculum shall be typically delivered in two semesters in an academic year i.e Odd Semester and Even Semester. Each semester shall be of approximately 20-22 weeks (120 days) duration, including evaluation, grade moderation and result declaration. Generally, 13-14 weeks (78-84 days) for course content delivery and 4-6 weeks (20–30 days) for examination/evaluation shall be assigned in each semester. The academic session in each semester shall provide at least 75 teaching days, with 35 hours of teaching per week. The first and second semesters of an academic year normally shall begin from first week of July and first week of December respectively.
- The non-conduct of academics on any particular teaching day for what so ever reason shall be made up by having the class/lab/teaching sessions conducted on a suitable Saturday by following the particular class time table of that teaching day which was so lost.
- The academic calendar should be strictly adhered to, and all other activities including co-curricular and extra-curricular activities should be scheduled so as not to interfere with the curricular activities as stipulated in the academic calendar.
- One Page Academic Calendar shall be provided to each student at the beginning of each academic year containing, academic activities such as submission of assignments/practical's/tutorials/case study etc., examination schedule including preparatory leaves, meeting with students etc.

8. Attendance And Academic Descipline

- All students should attend the classes and expected to be regular (100% attendance) for all the courses. The attendance records of students should be maintained by the course teacher and defaulter list is prepared in every 15 days. The students should check their attendance and should contact respective course teacher for any discrepancy/grievance.

- A maximum of 25% exemption in the attendance may be permitted for the approved leave of absence from HoD/Program Coordinator/ Academic Coordinator/class teacher for participating in co-curricular/extra-curricular activities/medical emergencies/reasons beyond the control of student. Students with more than 75% attendance shall not be imposed with any penalty.

- Defaulter/ Detain/Not eligible students:
    - Student failing to secure 75% attendance in odd/even semester, he/she will be considered as Defaulter/ Detain/Not eligible for the same semester.
    - The detained student will not allow to appear for the examination of the semester in which his/her attendance is less than 75%.
    - The detained student will have to re-register for the semester in the next academic year.
    - Detained students will be able to re-register for odd semester courses in odd semester only and even semester courses in even semester only in the next academic year.
    - If the student is defaulter for odd semester, he/she is not eligible to appear odd and even end semester examination, re-examination& remedial examination in same academic year.
    - If the student is defaulter for even semester, he/she is not eligible to appear end semester examination, re-examination& remedial examination for even semester in same academic year.
    - If the student is defaulter for even semester, he/she can register for remedial examination of odd semester in the same academic year. (If applicable) & backlog examination in next academic year (if applicable).
    - The detained students permitted to register for the odd/even semester in which he/she is detained in the next academic year.
    - Exceptions maybe considered at the discretion of the Academic Council.

- Any act of misconduct committed by a student inside or outside the campus shall be an act of violation of discipline of the college. Violations of the discipline shall include:
    - Disruption of teaching, examination, administrative work, curricular or extra-curricular activity, and any act likely to cause such disruption.
    - Damaging or defacing the property inside or outside the college campus.
    - Engaging in any attempt at wrongful confinement of teachers, offices, employees and students of the college.
    - Use of abusive and derogatory slogans or intimidatory language or incitement of hatred and violence.
    - Ragging in any form ("Ragging" means causing, inducing, compelling or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity or violates his per-son or exposes him to ridicule or to forbear from doing any lawful act, by intimidating, wrongfully re-straining, wrongfully

confining or injuring him or by using criminal force to him or by holding out to him any threat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal offence. Supreme Court of India has defined ragging as a criminal offence.)

- Eve teasing or disrespectful behaviour to women or girl's students.
- An assault upon, or intimidation of, or insulting behaviour towards a teacher, officer, employee or student or any other person.
- Getting enrolled in more than one programme course of study simultaneously.
- Committing forgery, tampering with documents or records, identity cards, furnishing false certificate or false information.
- Organising instant agitation/meetings without prior permission in the campus.
- Viewing/downloading obscene information/data, images and executable files, sending obscene mails/messages via Facebook / Instagram / Tweeter/ other social sites using college servers.
- Sharing the login and passwords & other details of IT facilities provided to other students/outsiders.
- Refusing to provide an identity card when demanded by any college authority.
- Consuming or possessing alcoholic drinks, dangerous drugs or other intoxicants in the college campus.
- Possessing or using any weapons and fire arms in the college campus.
- Unauthorized occupation of hostel, Accommodating guests or other persons in hostels without permission.
- Malpractice in examination.
- Indulging in anti-national activities contrary to the provisions of acts and laws enforced by Government.
- Any other act which may be considered by the Director or the Discipline Committee to be an act of violation of discipline

- Any act of indiscipline of a student reported to Principal/Concerned authority shall be referred to Grievance Redressal and Disciplinary Committee of the college. The Committee shall enquire into the charges and recommend suitable punishment if the charges are substantiated. The penalties/punishment/actions may include:
  - Written warning and information to the parents/guardian.
  - Imposition of fine ranging from Rs. 500/- upto Rs. 5000/-.
  - Suspension from the College/Hostel/Mess/Library/ or availing of any other facility.
  - Suspension or cancellation of scholarships/fellowship or any financial assistance from any source.
  - Recover of loss caused to college property.
  - Debarring from participation in sports/NSS/student club.
  - Disqualifying from holding any representative position in the Class/College/Hostel/Mess/Sports/Clubs and in similar other bodies.
  - Disqualifying from appearing in placement and receiving any awards.
  - Expulsion from the Hostel/Mess/Library/Club/College for a specified period by forfeiting fees.
  - Debarring from an examination.
  - Action as per Maharashtra anti-ragging act 1999.

9. Evaluation Guidelines Of Theory and Laboratory Courses

Credit System:

- The primary purpose of the credit system is continuous evaluation of a student's performance which is measured by the number of credits the student has earned. Typically, credit measures the quantum of work involved in a course.

Credit Definition:

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
2 Hours Practical (P) per week	1 Credit
1 Hr. Practical (P) per week	0.5 Credit

Range of Credits:

- In accordance with the AICTE Model Curriculum and the provisions of the National Education Policy (NEP) 2020, the range of credits prescribed for various programmes offered at Samarth Educational Trust Arvind Gavali College of Engineering, Satara is as follows.
- The Four-year B.Tech (Engineering & Technology) programme shall have a total credit requirement in the range of 165 to 172 credits, which falls within the AICTE recommended credit load of 160–176. These credits are distributed across core courses, electives, multidisciplinary minors, open electives, skill enhancement courses, internships, and project components.
- The M.Tech and MCA programmes, each of two years' duration, shall have a total requirement of 80 credits. The distribution of credits shall cover programme core, professional electives, research methodology, laboratory components, project/dissertation work, and internship/field training.
- The BCA (Bachelor of Computer Applications) programme, of three years' duration, shall consist of a total of 120 credits. The structure includes computing core, skill enhancement, electives, internships, and a major project.
- The B.Voc (Bachelor of Vocation) programme, also of three years' duration, shall carry a total of 120 credits, designed in compliance with the NSQF Level 7 framework. The credits are earned through academic courses, vocational training, industry internships, and project-based learning.
- Accordingly, the prescribed credit framework for all programmes offered under autonomy is fully compliant with AICTE, UGC, and NSQF norms, and is aligned with the NEP 2020 framework to ensure holistic, flexible, and multidisciplinary education.

Components

- Continuous Assessment (CA-I & CA-II): 20 marks each
- Mid-Semester Examination (MSE): 30 marks (1.5 hrs; 40–50% syllabus)
- End-Semester Examination (ESE): 50 marks (3 hrs; full syllabus)
- Practical / Lab: Continuous Assessment + End-Semester Viva/Oral Examination
- Mini/Major Project: Internal + External evaluation

Evaluation of Theory Courses

- Theory courses will be evaluated on the basis of Continuous Assessment (CA-I & CA-II), Mid-

Semester Examination (MSE), and End-Semester Examination (ESE).

- Examination Scheme
  - Mid-Semester Examination (MSE)
    - Marks: 30
    - Duration: 1.5 hours
    - Syllabus Coverage: 40–50% of the syllabus
  - End-Semester Examination (ESE)
    - Marks: 50
    - Duration: 3 hours
    - Syllabus Coverage: Entire syllabus
  - Continuous Assessment (CA)
    - Marks: 20
    - Components: Based on CA-I and CA-II through approved assessment tools.
  - Total Marks for Theory Courses = 20 (CA) + 30 (MSE) + 50 (ESE) = 100

- Approved Assessment Tools for Continuous Assessment
  - Assignments & Creative Submissions:

Assignments are short written or problem-solving tasks, generally with not more than three questions, that test understanding and application of course concepts. These may be done in class or at home and are expected to develop clarity of thought and problem-solving skills. Beyond traditional assignments, students may also be asked to prepare reflective notes, technical blogs, or creative design solutions. Such activities encourage critical thinking and the ability to present knowledge in different forms. They also help in improving writing and communication skills. Assignments foster self-study habits and independent learning.

  - Case Studies (Industry/Community Based):

    Case studies involve real or hypothetical scenarios that require analysis, identification of issues, and the proposal of practical solutions. Students learn to connect theoretical concepts with real-life applications in industry and society. Community-based case studies bring awareness of social problems and help students develop a sense of responsibility. Industry-related cases encourage students to consider current practices and innovations. The process improves decision-making skills, critical analysis, and presentation abilities. Case studies also promote teamwork when assigned in groups.

  - Class/Unit Tests (Bloom's Taxonomy Coverage):

    Class tests or unit tests are short, time-bound assessments covering part of the syllabus. They may include recall-based questions, application problems, or higher-order analysis tasks, following Bloom's Taxonomy. These tests ensure that students are keeping pace with the teaching–learning process. They also provide immediate feedback to both students and faculty about the effectiveness of teaching. Faculty can use the results to identify learning gaps and modify teaching strategies. Class tests create a sense of preparedness among students for mid-semester and end-semester examinations.

  - Open Book/Applied Exams:

    In open book exams, students are allowed to refer to textbooks, class notes, or reference materials. The focus of such exams is on the application of knowledge, analysis, and problem-solving rather than rote memorization. These assessments test a student's ability to interpret, synthesize, and apply concepts in new contexts. They promote independent

thinking, creativity, and logical reasoning. Open book exams are particularly useful for evaluating higher-order skills. Such exams also reduce exam-related stress, encouraging deep rather than surface learning.

- Quizzes & Online Tests:

  Quizzes are short assessments that may include multiple-choice questions, true/false, matching, or fill-in-the-blanks. They are often conducted in class or through online platforms like LMS, Moodle, or Google Forms. Quizzes are effective for quickly testing comprehension and recall of concepts. Online quizzes also promote digital literacy and give students immediate feedback. They can be used for formative assessment, helping students identify areas of improvement early. Frequent quizzes encourage consistent study habits.

- Field/Community-Based Assignments:

  Field assignments involve practical exposure such as surveys, visits to industries or communities, and preparation of reports. These activities help students understand the real-world context of their classroom learning. Community-based tasks encourage social responsibility and empathy by engaging students with societal issues. Industrial visits bridge the gap between academic learning and industry practices. Such assignments promote experiential learning and observation skills. They also enhance teamwork and report-writing abilities.

- Group Tasks with Peer/Self Evaluation:

  Group tasks involve collaborative activities such as discussions, debates, role play, or problem-solving exercises. They develop teamwork, leadership, and communication skills among students. Peer and self-evaluation ensure that every member contributes fairly to the activity. Such tasks also build confidence in expressing ideas in front of others. By working in small groups, students learn conflict resolution, cooperation, and critical listening. Group tasks promote active learning and interpersonal skills.

- Class Participation & Attendance:

  Regular attendance ensures that students are consistently engaged with the teaching–learning process. Attendance marks encourage discipline and responsibility in students. Active participation in classroom discussions, labs, and tutorials is equally important. Faculty may assign part of the attendance marks based on active involvement in academic activities. Such engagement helps students clarify doubts and strengthen understanding. Attendance and participation also contribute to building professional work habits.

- Seminar / Interdisciplinary Presentations:

  Seminars require students to prepare and present on a technical or research-based topic. They enhance subject knowledge, public speaking, and professional communication skills. Interdisciplinary presentations promote broader understanding by connecting different domains of knowledge. Such activities build self-confidence and improve organizational and presentation skills. Faculty may evaluate seminars based on content, delivery, and the ability to answer questions. Seminars encourage independent research and continuous learning.

- Professional & Lifelong Learning (Cocurricular, Certifications, Entrepreneurship, Clubs):

Students are encouraged to participate in cocurricular and professional activities such as paper presentations, hackathons, model-making, coding contests, and technical clubs. These activities foster creativity, innovation, and practical application of classroom learning. Successful completion of recognized online certification courses such as NPTEL, Coursera, or edX will also be considered under this category. Students may also engage in entrepreneurship or innovation-related tasks to strengthen professional development. Lifelong learning skills are nurtured through such activities, aligning with NEP 2020's focus on continuous upskilling. Professional engagement builds confidence and industry readiness.

- Project-Based Learning (With Innovation/Societal Relevance):

  Project-Based Learning (PBL) involves students working individually or in groups on mini-projects that solve real-world or course-related problems. PBL integrates knowledge from multiple subjects and promotes critical thinking. Projects often focus on innovation, sustainability, or social impact, aligning with national priorities. Students develop problem-solving abilities, design thinking, and hands-on technical skills. PBL also encourages teamwork, leadership, and project management capabilities. It provides an opportunity for students to showcase creativity and research orientation.

- Continuous Assessment (CA) Plan:
  - Each CA (CA-I and CA-II) will consist of five activities.
    - Attendance (Compulsory)
    - Project-Based Learning (PBL) (Compulsory)
    - Three additional activities selected from the Approved Assessment Tools.
  - Weightage Conversion
    - CA-I: 20 marks → converted to 10 marks
    - CA-II: 20 marks → converted to 10 marks
    - Total Continuous Assessment = 10 (CA-I) + 10 (CA-II) = 20 marks

- Guidelines for Faculty & Students
  - Planning & Communication: Faculty must finalize the CA plan before the start of the semester, mapping each activity with Course Outcomes (COs) and Program Outcomes (POs).
  - Transparency: Students should be informed of CA activities, evaluation criteria, and weightage in the first week of the semester.
  - Tool Selection: For each CA (I & II), faculty must select five tools including compulsory Attendance and PBL.
  - Documentation: Maintain records of evaluation sheets, rubrics, and student submissions for academic audits and moderation.
  - Submission: Consolidated CA marks should be submitted to the CoE as per academic calendar deadlines.

- Suggested Continuous Assessment (CA) Template
  - CA-I (20 Marks → Converted to 10 Marks)

Activity No.	Tool Selected	Description of Activity	Marks Allotted	Marks Obtained	CO/PO Mapped
1	Class Participation & Attendance	Regular classroom & lab participation	4		CO1, PO9
2	Project-Based Learning (PBL)	Mini-project / innovative task	4		CO2, PO3
3	Assignments & Creative Submissions / e. Quizzes & Online Tests / c. Class/Unit Tests	As announced by faculty	4		CO1, PO2
4	Case Studies / i. Seminar & Interdisciplinary Presentations	Written analysis / presentation	4		CO3, PO6
5	Professional & Lifelong Learning	Cocurricular / certifications / clubs	4		CO4, PO12
	Total (20)		**20**		

Conversion = Marks obtained ÷ 2 = out of 10

- CA-II (20 Marks → Converted to 10 Marks)

Activity No.	Tool Selected	Description of Activity	Marks Allotted	Marks Obtained	CO/PO Mapped
1	Class Participation & Attendance	Regular classroom & lab participation	4		CO1, PO9
2	Project-Based Learning (PBL)	Mini-project / innovative task	4		CO2, PO3
3	Assignments & Creative Submissions / e. Quizzes & Online Tests / c. Class/Unit Tests	As announced by faculty	4		CO1, PO2
4	Field/Community-Based Assignments / g. Group Tasks	Report / group work with peer evaluation	4		CO3, PO7
5	Professional & Lifelong Learning	Cocurricular / certifications / clubs	4		CO4, PO12
	Total (20)		**20**		

Conversion = Marks obtained ÷ 2 = out of 10

Evaluation of Laboratory Courses

Laboratory courses will be evaluated on the basis of Continuous Assessment, Practical Performance, Viva/Oral Examination, and Seminar/Presentations.

- Practical Performance: Lab work, computer simulations/virtual labs, craft work, work experience; tasks involving hands-on skills as complement to theory.
- Viva/Oral Examination: Conducted individually or in small groups, usually accompanying practical test.
- Seminar / Paper Presentations: Individual or group work depending on class strength.
- Poster Presentations: Peer-to-peer learning through posters; develops research, creativity, and discussion skills.

Evaluation of Projects (Mini / Major)

- Mini Projects: Evaluated internally through continuous review, presentations, and viva.
- Major Projects (Final Year): Evaluated jointly by internal and external examiners through report, viva, and presentation.
- Assessment includes originality, technical depth, teamwork, and presentation skills.

Evaluation of Self-Learning Courses (Final Year B.Tech.)

- Credit allocation:
  - 04 Week Course = 01 Credit
  - 08 Week Course = 02 Credits
  - 12 Week Course = 03 Credits (mandatory for B.Tech.)
- Each course shall have a coordinator responsible for weekly monitoring and assessment.
- **CA-I:** Best of 4 assignment marks from Weeks 1–6.
- **CA-II:** Best of 4 assignment marks from Weeks 7–12.
- **MSE:** Average marks of online assignments (Weeks 4–9).
- **ESE:** Proctored SWAYAM–NPTEL exam score (scaled to 50 marks).
- Students missing CA1/CA2 but passing the proctored exam will have marks distributed proportionately (30% for MSE, 70% for ESE).

Internship / On-the-Job Training (OJT) Evaluation

- **Procedure:**
  - Internship request initiated by departmental IIC member.
  - Industry confirms slots through letter/email.
  - Students collect formats (attendance, progress review, certificates) before joining.
  - Faculty visits (1–2 times) during internship to monitor performance and discuss problem statements.
  - Students must submit a **problem statement** before CA-I presentation.
  - Progress presentations (CA-I & CA-II) conducted as per schedule.
  - Final report with industry certificate to be submitted.
- **Duration:** Minimum 18–20 weeks, as per AICTE guidelines.
- **Evaluation:**
  - **CA-I (after 8 weeks):** Progress review + problem statement.
  - **CA-II (after 16 weeks):** Progress review + small task/technology learning report.
  - **ESE (final):** External examiner evaluation based on report, viva, and industry certificate.
- **Marks Distribution:**
  - **CA-I & CA-II (50 marks total):**
  - Internship Coordinator – 20 marks
  - Project Guide – 15 marks
  - Departmental Evaluation Committee – 15 marks
  - **ESE (100 marks):** Final presentation by external examiner.
- **Important Note:** Students failing to complete internships as per schedule will not be permitted for exams and must undergo a **6-month extension**.

Special Examinations

- For genuine cases (medical, sports, family emergency) on approval by CoE & Principal.

Unfair Means & Malpractice

- Cases handled by ELC (Examination Lapses Committee)
- Penalties: exam cancellation, grace withheld, semester drop, or expulsion.

10. Student Support and Welfare

AGCE, Satara is firmly committed to safeguarding the academic progress, personal development, and overall welfare of all its students. The institute follows a structured policy framework to ensure that adequate support systems are available to address academic, emotional, financial, and social needs of learners. The following mechanisms are in place:

Academic Support

- Each student is assigned a faculty mentor who provides guidance on academic planning, performance monitoring, and career orientation.
- Remedial classes, bridge courses, and tutorial sessions are organized for students requiring additional academic assistance.
- Special attention is given to slow learners as well as advanced learners through customized academic interventions.

Counseling & Guidance Services

- The institute provides professional counseling facilities to address psychological, emotional, and personal challenges faced by students.
- Career guidance and training sessions are conducted to prepare students for higher education, competitive examinations, and employability.
- Workshops on stress management, time management, and life skills are organized at regular intervals.

Health & Wellness

- A medical room with basic first-aid facilities is available on campus. The institute has tie-ups with nearby hospitals for emergency healthcare support.
- Awareness programs on physical fitness, mental well-being, and healthy lifestyle practices are conducted periodically.

Financial Assistance & Scholarships

- Eligible students are guided to avail government scholarships, fee concessions, and financial aid schemes.
- The institute provides transparent assistance in processing educational loans from nationalized banks.

Student Welfare Committees

- A dedicated Student Welfare Committee oversees the implementation of policies related to student well-being.
- An Anti-Ragging Committee and Internal Complaints Committee (ICC) are constituted as per UGC/AICTE guidelines to ensure a safe and respectful campus environment.
- A Grievance Redressal Cell is functional to resolve student concerns in a fair and timely manner.

Hostel & Residential Support

- Hostel facilities are provided with emphasis on safety, hygiene, and discipline.
- Wardens and hostel committees ensure a conducive living environment and promptly address

student grievances related to accommodation.

Holistic Development & Welfare Activities

- The institute promotes extracurricular and co-curricular activities including sports, cultural events, NSS, and technical clubs to ensure overall personality development.
- Awareness drives on social responsibility, community service, and ethical values are integrated into student welfare programs.

Policy Statement

AGCE, Satara upholds a student-centric approach wherein every policy, program, and activity is designed to enhance student well-being and ensure equal opportunities for all, irrespective of socio-economic background, gender, or community. The institution periodically reviews its student support and welfare policies to align with AICTE, DTE Maharashtra, and UGC guidelines.

11. Research, Innovation & Entrepreneurship

AGCE, Satara is dedicated to fostering a culture of research, innovation, and entrepreneurial thinking among students and faculty. The institute recognizes that cutting-edge research and creative problem-solving are critical drivers of academic excellence and socio-economic development. To this end, the following structured policies and initiatives are implemented:

Research Promotion

- A Research & Development (R&D) Cell has been established to promote research activities across all departments.
- Faculty and students are encouraged to publish research papers in reputed journals and present their work at national and international conferences.
- Seed funding and institutional support are provided for minor and major research projects.
- Collaborations with universities, research laboratories, and industries are actively pursued to enhance interdisciplinary research.

Innovation & Creativity

- The institute has set up an Innovation & Incubation Cell (aligned with AICTE's Innovation Cell and IIC framework) to nurture innovative ideas and provide a platform for product development.
- Hackathons, idea competitions, and prototype development workshops are organized regularly to stimulate creativity among students.
- Intellectual Property Rights (IPR) awareness programs and support for patent filing are made available to innovators.

Entrepreneurship Development

- An Entrepreneurship Development Cell (EDC) has been established to guide and mentor students interested in setting up their own ventures.
- Regular training sessions, bootcamps, and guest lectures by successful entrepreneurs and industry leaders are organized.
- Students are encouraged to participate in state, national, and international entrepreneurship competitions.
- Guidance is provided for accessing government and private funding opportunities, including schemes under MSME, Startup India, and Maharashtra State Innovation Society.

Industry-Institute Interface

- Memoranda of Understanding (MoUs) with industries and incubation centers facilitate exposure to real-world challenges and provide opportunities for internships and live projects.
- Industry experts are involved in curriculum enrichment, project evaluation, and mentoring.

Policy Framework & Governance

- The institute follows AICTE, UGC, and DTE Maharashtra guidelines for research and innovation promotion.
- A Research Advisory Committee monitors the quality, ethics, and relevance of research projects.
- Periodic review of research outcomes, publications, patents, and entrepreneurial activities is conducted to ensure continuous improvement.

Policy Statement

AGCE, Satara is committed to creating a vibrant ecosystem that nurtures curiosity, critical thinking, and entrepreneurial spirit. By integrating research, innovation, and entrepreneurship into its academic framework, the institute aims to prepare students not only as competent professionals but also as innovators, leaders, and job creators who contribute meaningfully to society and the nation's progress.

12. Code of Conduct and Academic Integrity

AGCE, Satara is committed to maintaining the highest standards of discipline, ethical behavior, and academic honesty among its students. The Code of Conduct & Academic Integrity Policy serves as a guiding framework to ensure that every student upholds the values of responsibility, respect, fairness, and integrity in all academic and non-academic activities.

1. General Conduct

- Students are expected to maintain discipline, decorum, and respect towards faculty, staff, peers, and institutional property at all times.
- Any form of misconduct including harassment, discrimination, violence, or ragging is strictly prohibited and will be dealt with as per institutional and statutory guidelines (AICTE/UGC/State Government).
- Students must dress appropriately and maintain professional behavior within the campus.

2. Academic Integrity

- Academic work including assignments, projects, laboratory records, reports, and research must be the original effort of the student.
- Plagiarism, cheating, fabrication of data, or unauthorized collaboration in academic submissions are considered serious violations.
- Use of unfair means during examinations or assessments will attract strict disciplinary action, including cancellation of results or suspension.
- Students are expected to acknowledge all sources of information and references in line with accepted academic practices.

3. Attendance & Participation

- Students must adhere to the minimum attendance requirements as prescribed by AICTE/DTE/University norms.
- Active participation in lectures, laboratory sessions, seminars, and other academic activities is mandatory.

4. Use of Institutional Resources

- Students are required to use library resources, laboratories, computing facilities, and internet services responsibly.
- Misuse of institutional infrastructure, including damage to property or involvement in cyber misconduct, will result in disciplinary action.

5. Digital & Social Media Responsibility

- Students must exercise responsible use of social media and digital platforms, refraining from posting or sharing any content that defames the institute or individuals.
- Cyberbullying, impersonation, or spreading misinformation is strictly prohibited.

6. Disciplinary Mechanism

- A Disciplinary Committee and Academic Integrity Committee are constituted to investigate violations of the code of conduct.
- Penalties may range from warnings, fines, and suspension of privileges to expulsion, depending on the severity of the violation.
- Students have the right to appeal disciplinary decisions through the designated grievance redressal mechanism.

Policy Statement

AGCE, Satara affirms that discipline and academic honesty are the cornerstones of quality education. Upholding this code is not only essential for the credibility of the institution but also for the professional and personal growth of every student. By adhering to these principles, students contribute to creating a campus culture built on trust, fairness, and excellence.

13. Policy for Honors and Minor Specialization in Emerging Areas

Standard Norms and Requirements:

1. Arvind Gavali College of Engineering (Autonomous), Satara has implemented new undergraduate scheme from academic year 2025-26. Institute has also initiated new postgraduate scheme from academic year 2025-26. These undergraduate and postgraduate schemes have been prepared incorporating the provisions of the National Education Policy (NEP), 2020.
2. Under the new undergraduate scheme, the students have an opportunity to learn significantly, and thus specialize to some extent, in an area of their choice.
3. This is being offered through Honors (in parent department) or Minor Specialization in Emerging Areas (in any department including parent department).
4. Provision of Minor Specialization in Emerging Areas adds value to the core degree as well as it can also open opportunities in the field of Minor Specialization.
5. Minor Specialization in Emerging Areas may be allowed where any student from any department can take the minimum additional credits in the range of 18-20 and get a Minor degree.
6. Honors courses are either advanced level courses in parent department or courses designed to give more exposure of a specific area out of the different areas of the parent department.
7. Honors courses help to get deeper knowledge in a certain specialized area to better prepare a student for higher studies or to take a job in that area.
8. Honors degree shall be allowed as specialization from the same Department.
9. The minimum additional credits for such courses shall be in the range of 18-20 (including credit transferred from the SWAYAM platform) and the same shall be mentioned in the degree, as specialization in that particular area. For example, doing extra credits for Robotics in Mechanical Engineering shall earn B.Tech. (Hons.) Mechanical Engineering with specialization in Robotics.
10. Honors/ Minor Specialization in Emerging Areas will cumulatively require additional 18 to 20 credits in the specified area in addition to the credits essential for obtaining the undergraduate degree in Major Discipline (i.e. 160-176 credits including mandatory Multi-Disciplinary Minor).

Eligibility Criteria for Honors Programme:

1. Students from same department are eligible to apply.
2. Student completing first year of undergraduate degree without any backlog/ student admitted after Diploma in second year third semester is eligible to register for Honors Programme.
3. Only Students having no credit arrears at the end of the second semester (after declaration of makeup examination result) are eligible to register for Honors Programme.
4. Proportion of the number of students for Honors Programme shall be decided as per the admission status at first year undergraduate degree level and second year undergraduate degree lateral entry level.
5. The Assessment and Evaluation shall be done through End Semester Examination of 100 Marks for each course under Honors Programme.
6. For Honors degree, a student needs to earn additional 18-20 credits in addition to the credits essential for obtaining the undergraduate degree in Major Discipline (i.e. 160176

credits including mandatory Multi-Disciplinary Minor).
7. Students failing to clear Honors courses in the End Semester Examination will be discontinued and he/ she will not be eligible to get Honors degree.
8. There will be No Makeup Examination conducted for the students failing in the End Semester Examination in any of the courses of Honors programme.
9. To get Honors degree, a student should not have received any 'F' grade (after the Makeup Examination) in any of the courses (theory/ lab) throughout the undergraduate programme. After registering for the Honors Programme if a student fails in any course, then he/she will not be eligible to get Honors degree.
10. Students enrolling for Honors Programme are not eligible to register for any other additional credit program. e.g. Minor Specialization in Emerging Areas. However, it is optional for students to take Honours/ Minor Specialization in Emerging Areas.
11. Registration fees for Honors Programme will be Rs. 2000 per credit course per semester.
12. Student once enrolled for any Honors Programme is not permitted to change the track. However, a student can withdraw at any semester. The fee will not be refunded when withdrawn from the Honors Programme.
13. The fee for Honors Programme is to be paid in addition to the regular College fees.
14. There will not be any fee concession/ relaxation for any category student.
15. The Honours Programme can be opted only during regular engineering studies.
16. The student shall complete the Honours Programme in stipulated five semesters (i.e. third semester to seventh semester) only.

Eligibility Criteria for Minor Specialization in Emerging Areas:

1. Students from any department are eligible to apply for Minor Specialization in Emerging Areas.
2. Since registration is on a first come first serve basis, interested students are informed to register the same once registration opens.
3. Intake will be a minimum of 30 and a maximum of 150 students per Minor Programme.
4. Student completing first year of undergraduate degree without any backlog/ student admitted after Diploma in second year third semester is eligible to register for Minor Programme.
5. Only Students having no credit arrears at the end of the second semester (after declaration of makeup examination result) are eligible to register for Minor Programme.
6. The Assessment and Evaluation shall be done through End Semester Examination of 100 Marks for each course under Minor Programme.
7. For Minor degree, a student needs to earn additional 18-20 credits in addition to the credits essential for obtaining the undergraduate degree in Major Discipline (i.e. 160176 credits including mandatory Multi-Disciplinary Minor).
8. Students failing to clear Minor courses in the End Semester Examination will be discontinued and he/ she will not be eligible to get Minor degree.
9. There will be No Makeup Examination conducted for the students failing in the End Semester Examination in any of the courses of Minor programme.
10. To get Minor degree, a student should not have received any 'F' grade (after the Makeup Examination) in any of the courses (theory/ lab) throughout the undergraduate programme. After registering for the Minor Programme if a student fails in any course, then he/she will not be eligible to get Minor degree.
11. Students enrolling for Minor Programme are not eligible to register for any other additional credit program. e.g. Honors Programme. However, it is optional for students to take Honours/ Minor Specialization in Emerging Areas.
12. Registration fees for Minor Programme will be Rs. 2000 per credit course per semester.
13. Student once enrolled for any Minor Programme is not permitted to change the track. However, a student can withdraw at any semester. The fee will not be refunded when withdrawn from the Minor Programme.

14. The fee for Minor Programme is to be paid in addition to the regular College fees.
15. There will not be any fee concession/ relaxation for any category student.
16. The Minor Programme can be opted only during regular engineering studies.
17. The student shall complete the Minor Programme in stipulated five semesters (i.e. third semester to seventh semester) only.

Award of Honor / Minor Specialization in Emerging Areas:

1. Proposal to Shivaji University, Kolhapur to be forwarded for approval to Award Honors/ Minor Specialization in Emerging Areas.
2. Honors/ Minor Specialization in Emerging Areas will be awarded after completion of basic degree.
3. Separate grade card for Honors/ Minor Specialization in Emerging Areas will be issued to the student after successfully completing the opted Honors/ Minor courses.

14. Multiple Entry and Multiple Exit Policy

As per NEP 2020 guidelines, if student wants to exit from F.Y./S.Y./T.Y. to complete One Year U.G Certificate/ Two Years UG Diploma in Engg. / Three Years Bachelor's Degree in Vocation (B. Voc.) or B. Sc. (Engg. / Tech.) Tech. in engineering (Level 4.5/5.0/5.5 as per G.R), student must follow below mentioned guidelines:

- Student have to apply for Exit/ One Year U.G Certificate in engineering within One Week after declaration of First Year (02nd Semester) /Second Year (04th Semester)/Third Year (06th Semester) End Semester result.
- Student must PASS all the courses of First/Second/Third Year Curriculum for same academic year.
- Student have to earn required credits as per the exit policy specified in respective program curriculum.
- Student have to complete required Exit Courses within 45 calendar days after approval from institute.
- As per the NEP guidelines, the duration for the completion of program is Six Years. If student fails to earn required credits to complete respective program within 06 years, then he/she will have to take readmission to First year.
- Earned credits of students will be added in Academic Bank of Credits (ABC).
- Student has to pay Program Exit Fees/Summer Term Fees before applying for exit from respective program.

Purpose:

To provide a flexible and student-centric approach to learning, allowing students to enter and exit the program at various points, while ensuring academic rigor and quality.

Scope:

This policy applies to all undergraduate and postgraduate degree programs being offered in Arvind Gavali College of Engineering (Autonomous), Satara.

What is Multiple Entry and Multiple Exit?

- Multiple Entry: Students can enter the program at various points, based on their prior learning and experience.
- Multiple Exit: Students can exit the program at various points, with a recognized credential or certification.

Benefits of the Multiple Entry and Multiple Exit System:

- Reduced drop-out rates: Multiple Entry and Multiple Exit System is going to play a significant role in reducing drop-out rates. Under the present situation, students who need to take a break even for any valid reason are labelled as drop-outs. They get no qualification certificate for the period they were enrolled and studied in Higher Education Institutes. The exit and entry options provided by Multiple Entry and Multiple Exit System will break this conventional pattern and make education more

vibrant and valued for the student. Increasing Gross Enrolment Ratio in higher education is one of the objectives of NEP 2020.

- The flexible course completion period: An innovative and flexible curriculum with various entry and exit points will replace the existing rigid, uniform, and mechanical framework to provide students new opportunities to choose and select the courses they want to study based on their preferences, convenience, or necessities. The Academic Bank of Credits (ABC) system will hold the credits that the students earn during their studies. Students can thus use these credits for additional education at any moment if they choose to take a break from their study and resume it within a specific time frame.
- Permit transdisciplinary combinations: Students will have more freedom and flexibility to enroll in or withdraw from courses as they see fit. They will also have the chance to switch courses based on the eligibility criteria.
- Values student's choice of courses: Students will have much more freedom under Multiple Entry and Multiple Exit System to choose the major and minor courses they want to pursue. This initiative will revolutionize India's higher education system, as only interested students would complete the degree through the Multiple Entry and Exit System.

Commencement:

These Regulations in accordance with National Education Policy (NEP), 2020 shall come in to force from Academic Year 2025-26 onwards. These regulations shall be implemented from the academic year as mentioned below:

Level	Programme	From Academic Year	Credits Requirement
Undergraduate Programme:			
Level 4.5	Undergraduate Certificate (One Year or Two Semesters)	2025-26	40-44
Level 5.0	Undergraduate Diploma (Two Years or Four Semesters)	2026-27	80-88
Level 5.5	Three Years Bachelor's Degree (Three Years or Six Semesters)	2027-28	120-132
Level 6.0	Bachelor's Degree in Engineering and Technology (Four Years or Eight Semesters) OR	2028-29	160-176
	Bachelor's Degree in Engineering and Technology with Honors (Four Years or Eight Semesters) OR		
	Bachelor's Degree in Engineering and Technology with Emerging Minor (Four Years or Eight Semesters)		
Postgraduate Programme:			
Level 6.5	Postgraduate Diploma (One Year or Two Semesters)	2029-30	40-44
Level 7.0	Master's Degree (Two Years or Four Semesters)	2030-31	80-88

Exit Courses:

Additional credits (06-08) in the form of Skill-Based Courses, Internship, Mini Projects shall be offered in 8 weeks' vacation period after every year for Exit Options.

Academic Bank of Credits (ABC):

Academic Bank of Credit (ABC) shall support MEES to promote flexibility in curriculum ensuring mobility of learners across the Higher Education Institutes (HEIs)/ Universities of their choice. The students shall also get an option to gain the credits by learning quality Massive Open Online Courses (MOOC) from UGC approved digital platforms such as Study Webs of Active Learning for Young Aspiring Minds (SWAYAM). This national-level credit account will facilitate the digital storage of earned credits from different HEIs and the certificate/diploma/degree shall be awarded in line with the accumulated credits in a specific duration at the Undergraduate and Master's levels. After registration in the national ABC framework, Multiple Entry and Multiple Exit System for smooth execution of multidisciplinary and flexible learning with impeccable credit count, credit transfer and credit acceptance from students' account shall be implemented.

Massive Open Online Courses (MOOCs):

Study Webs of Active Learning for Young Aspiring Minds (SWAYAM: www.swayam.gov.in) is India's national Massive Open Online Course (MOOC) platform, designed to achieve the three cardinal principles of India's Education Policy; access, equity, and quality. The University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021 have been notified in the Gazette of India, which now facilitates an institution to allow up to 40 per cent of the total courses being offered in a particular programme in a semester through the online learning courses offered through the SWAYAM platform. HEIs/ Universities with approval of the competent authority may adopt SWAYAM Courses for the benefit of the students. A student will have the option to earn credit by completing quality-assured MOOC programmes offered on the SWAYAM portal or any other online educational platform approved by the UGC/regulatory body from time to time.

Eligibility Criteria:

- Level 4.5: The students who have successfully completed Grade 12 School Certificate or its equivalent course shall be eligible for admission to the First Year Degree Programme.
- Level 5.0: The students who have successfully completed Level 4.5 of undergraduate programme of this Institute and registered on Academic Bank of Credits Portal.
- Level 5.5: The students who have successfully completed Level 5.0 of undergraduate programme of this Institute and registered on Academic Bank of Credits Portal.
- Level 6.0: The students who have successfully completed Level 5.5 (Bachelor degree of three years or six semesters) of undergraduate programme of this Institute and registered on Academic Bank of Credits Portal. (Credit requirements: 160-176)
- Level 6.5: The students who have successfully completed Level 6.0 (Bachelor degree of four years or eight semesters) of undergraduate programme of this Institute and registered on Academic Bank of Credits Portal.

- Level 7.0: The students who have successfully completed Level 6.5 (One year or two semesters) of post- graduate programme of this Institute and registered on Academic Bank of Credits Portal.

Undergraduate Programme

Criteria for Exit Pathways for Undergraduate Students:

- Students opting exits at any level, are allowed to re-enter the degree programme within three years and complete the degree programme within the maximum stipulated period of seven years.
- Students exiting the First Year B. Tech programme after securing 40-44 credits will be awarded Undergraduate Certificate (Level 4.5) in the relevant Discipline/ Subject provided they secure additional 06-08 credits in the form of Skill-Based Courses, Internship, Vocational Courses etc. during vacation period after every year for Exit Options.
- Students exiting the Second Year B. Tech Programme after securing 80-88 credits will be awarded Undergraduate Diploma (Level 5.0) in the relevant Discipline /Subject provided they secure additional 06-08 credits in the form of Skill-Based Courses, Internship, Vocational Courses etc. during vacation period after every year for Exit Options.
- Students exiting the Third Year B. Tech Programme after securing 120-132 credits will be awarded Three Years Bachelor's Degree (Level 5.5) in the relevant Discipline /Subject provided they secure additional 06-08 credits in the form of Skill-Based Courses, Internship, Vocational Courses etc. during vacation period after every year for Exit Options.
- On the successful completion of the Fourth Year B. Tech Programme students will be awarded Bachelor's Degree in Engineering and Technology/ Bachelor's Degree in Engineering and Technology with Honors/ Bachelor's Degree in Engineering and Technology with Emerging Minor (Level 6.0) after securing 160-176 credits in the relevant Discipline /Subject.
- A certificate on such an exit will be awarded to a student on demand for which a specific request will be made by him/ her.

Criteria for Entry Pathways for Undergraduate Students of AGCE, Satara:

The AGCE, Satara students who have sought exit from a programme as mentioned in above point can seek entry to that programme as per the following procedure.

- The applicants who have successfully completed Undergraduate Certificate (Level 4.5, one year of undergraduate degree or two semesters) in the said programme from AGCE, Satara will be given lateral entry to second year of the programme of the same stream.
- The applicants who have successfully completed Undergraduate Diploma (Level 5.0, two years of undergraduate degree or four semesters) in the said programme from AGCE, Satara will be given lateral entry to third year of the programme of the same stream.
- The applicants who have successfully completed Three Years Batchlor's Degree (Level 5.5, three years of undergraduate degree or six semesters) in the said

programme from AGCE, Satara will be given lateral entry to fourth year of the • rogramme of the same stream.

- The applicant will be required to submit the copies of grade card and certificate for this purpose.
- The credits will be transferred along with the credits earned subsequently by him/ her.
- An applicant seeking lateral entry to second year of the undergraduate programme will be given a maximum period of 5 years to complete the undergraduate degree.
- An applicant seeking lateral entry to third year of undergraduate programme will be given a maximum period of 3 years to complete the undergraduate degree.
- An applicant seeking lateral entry to fourth year of undergraduate programme will be given a maximum period of 1 year to complete the undergraduate degree.
- The maximum period for completion of the degree programme will be specified as per UGC/ ABC norms.
- The credits earned by a prospective applicant through SWAYAM/ MOOCs will be governed by the credit transfer rules of the Institute.
- An applicant seeking admission through lateral entry to a programme will be given a separate enrolment number and the credits of the completed courses will be transferred to the new enrolment number. Registration fee as applicable will be charged from the applicant on account of this lateral admission as per Institute's policy. Prescribed fees will be paid by the student.

Criteria for Entry Pathways for Undergraduate Students Coming from Other Institution(s)/ University/ Universities:

The following procedure will be adopted for the students joining AGCE, Satara after completion of first year/ second year/ third year of their undergraduate degree from other institution(s)/ university/ universities.

- The multiple entry facility will be available for the students coming from other institution(s)/ university/ universities where NEP, 2020 has been implemented and records of credits earned by the students are maintained on ABC portal.
- These students will be required to complete at least 50% of the credits from AGCE, Satara even if more credits have been earned by them from other institution(s)/ university/ universities.
- The applicants who have successfully completed Undergraduate Certificate (Level 4.5, one year of undergraduate degree or two semesters) in the said programme from other institution/ university will be given lateral entry to second year of the programme of the same stream.
- The applicants who have successfully completed Undergraduate Diploma (Level 5.0, two years of undergraduate degree or four semesters) in the said programme from other institution(s)/ university/ universities will be given lateral entry to third year of the programme of the same stream.
- The applicants who have successfully completed Three Years Bachelor's Degree (Level 5.5, three years of undergraduate degree or six semesters) in the said programme from other institution(s)/ university/ universities will be given lateral entry to fourth year of the programme of the same stream.
- An applicant seeking lateral entry to second year of the undergraduate programme will be given a maximum period of 5 years to complete the undergraduate degree.

- An applicant seeking lateral entry to third year of undergraduate programme will be given a maximum period of 3 years to complete the undergraduate degree.
- An applicant seeking lateral entry to fourth year of undergraduate programme will be given a maximum period of 1 year to complete the undergraduate degree.
- The maximum period for completion of the degree programme will be specified as per UGC/ ABC norms.
- The applicants will be required to submit the self-attested copies of Grade Card and Certificate for this purpose.
- The necessary credits of the undergraduate certificate/ undergraduate diploma/ three years' bachelor's degree will be transferred to the undergraduate degree programme along with the credits earned subsequently by him/ her in AGCE, Satara.
- Registration fee as applicable will be charged from the applicant on account of this lateral admission as per Institute's policy. Prescribed fees will be paid by the student.
- The credits earned by a prospective applicant through SWAYAM/ MOOCs will be governed by the credit transfer rules of the Institute.

Process of Multiple Entry and Multiple Exit System Implementation:

- The students who have successfully completed Grade 12 School Certificate shall be eligible for admission to a first-degree programme.
- The institute shall earmark seats for lateral entrants to the second year/ third year/ fourth year of a first degree programme, if the student has either (a) successfully completed the first year/ second year/ third year of the same programme in any institution, (13) already successfully completed a first degree programme and is desirous of pursuing another first degree programme in an allied subject.
- Multiple entry and multiple exit points shall be available for students every year.
- A maximum of 10% of the total intake or as per the vacant seat available in the department may be allowed as lateral entry in the third semester/ fifth semester/ seventh semester for those students who have successfully completed first year/ second year/ third year of the undergraduate programme with requisite credits / qualifying marks/ CGPA.
- Lateral entry is allowed only in third semester/ fifth semester/ seventh semester and subjected to availability of vacancies in the department.
- Lateral entry in third semester/ fifth semester/ seventh semester is subject to student securing requisite credits/ qualifying marks/ CGPA.
- Lateral entry shall be made on merit on the basis of criteria notified by the Institute.
- A maximum of 10% of the total intake seats may be allowed as lateral exit only after the second semester/ fourth semester/ sixth semester.
- Lateral exit after second semester/ fourth semester/ sixth semester is subject to student securing requisite credits at different levels and provided they secure additional 06-08 credits in the form of skill-based courses, internship, vocational courses etc. during vacation period after every year for exit options.
- The course structure of any programme shall include different courses semester wise, out of which the students may choose Entry or Exit.
- The Programme curriculum design under Choice Based Credit System (CBCS) should have flexibility for learners to move from one institution to another to enable them to have a multi and/or interdisciplinary learning.
- Lateral entry into the programme of study leading to the undergraduate diploma/ three years bachelor's degree/ bachelor's degree in engineering and technology/ bachelor's

degree in engineering and technology with honors/ bachelor's degree in engineering and technology with emerging minor will be based on the validation of prior learning outcomes achieved.

- In case of lateral entrants, the Board of Studies (BoS) of that HEI should decide the requirements of bridge courses, prerequisite courses and additional credit requirements.
- In case the lateral entrant is desirous of joining the four-year degree programme different from his/ her earlier programme (i.e. with different combinations of Major and Minor), then the Board of Studies (BoS) of that HEI should decide the requirements of bridge courses, prerequisite courses and additional credit requirements for new combinations of Major and Minor which the lateral entrant must fulfil for the purpose of joining a new Programme.
- Academic Equivalence/ Equivalence means that credits earned and accumulated in a scheme of study in one stream are considered equivalent to another scheme of study in another stream for the purpose of credits for admissions, or award of certificate, diploma or degree.
- Equivalence is possible only within the same assessment band.
- The Equivalence sets the base for establishing eligibility of students and/ or establishing multiple entry and exit pathways.
- For establishing equivalence for a level (including academic), the requirement of any additional learning may be prescribed by the Concerned Regulator/ Autonomous Institution/ Board of Studies.

Postgraduate Programme

Admission Paths for the Postgraduate Programme:

The duration of the Postgraduate program is two Years (four semesters).

Entry Pathways:

- Candidates who have successfully completed the four years bachelor's degree in engineering and technology/ bachelor's degree in engineering and technology with honors/ bachelor's degree in engineering and technology with emerging minor who wish to do two year postgraduate progarmme are eligible to apply for admission to the first semester of postgraduate programme.
- Entry to first semester of the first year of post graduate programme shall be open to those who fulfil the requirements of the Entrance Test as per the postgraduate admission guidelines.
- Entry to the first semester shall be granted as per the number of vacancies available in the postgraduate programme in the institute, qualifying marks, merit as well as on the basis of criteria notified by the concerned authorities.
- There shall be no lateral entry in the Second Semester of postgraduate programme.
- Candidates who have successfully completed the one year of postgraduate diploma programme are eligible to apply for admission to the third semester of the two years postgraduate programme.
- A student will be allowed to enter/re-enter only at the odd semester and can only exit after the even semester.

- Re-entry at various levels as lateral entrants in academic programmes should be based on the requisite credits/ qualifying marks/ CGPA.

Exit Pathways:

- Candidates who join two years postgraduate programme, may exit after successfully completing the first year (after second semester) of the postgraduate programme.
- Students exiting the first year of the postgraduate programme securing 40-44 credits will be awarded Postgraduate Diploma (Level 6.5) in the relevant Discipline /Subject provided they secure additional 06-08 credits in the form of Skill-Based Courses, Internship, Vocational Courses etc. during vacation period after every year for Exit Options.
- The candidates who exit after successfully completing two year (four semester) of the postgraduate programme with a minimum of 80-88 credits will be awarded Postgraduate Degree (Level 7.0) in the relevant Discipline /Subject.

15. Absorption of Students from DABTU affiliated system to Autonomy System

AGCE, Satara permits students originally admitted under the pre-autonomous (DBATU) system to transition to the autonomous curriculum only in odd semesters (Semester I, III, V, or VII), subject to fulfilling the following conditions:

1. **Eligibility Criteria:**

   - The student must have cleared all backlog subjects as per DBATU norms

   OR

   - Met the prevailing ATKT (Allowed to Keep Terms) rules prescribed by DBATU, Lonere.

2. **Post-Admission Requirements:**

   - Backlog Clearance: Students must clear any remaining DBATU curriculum backlogs by appearing for the respective university examinations.
   - Bridge Courses: If applicable, students must complete additional academic requirements (bridge courses) mandated by the Department Academic Advisory Board (DAAB) to ensure alignment with AMGOI's autonomous syllabus.

3. **Progression Rules:**

   - Transitioned students will be governed by AMGOI's autonomous regulations from the semester of admission onward.
   - Credit mapping for previously cleared DBATU subjects will be evaluated by the Examination Cell in consultation with the DAAB.

The Academic Council reserves the right to modify these provisions based on institutional or university guidelines.

16. Amendments to Rules

The rules and regulations outlined in this Student Handbook are subject to periodic review and amendment by AGCE, Satara in order to align with the evolving requirements of academic governance, statutory directives, and institutional best practices. The institution reserves the right to modify, add, or withdraw any rule, regulation, policy, or guideline without prior notice, if deemed necessary in the interest of students, faculty, or the institution.

1. **Authority for Amendments**

   - Amendments shall be made by the Governing Body/Academic Council/appropriate statutory committee of AGCE, Satara.
   - Changes may also be necessitated by directives from AICTE, DTE Maharashtra, affiliating University, UGC, or Government of Maharashtra.

2. **Process of Amendment**

   - Proposals for amendments may originate from academic departments, administrative bodies, or statutory committees.
   - Draft amendments shall be reviewed by the concerned committee and recommended for approval to the Academic Council/Board of Management.
   - Once approved, the amendments shall come into effect immediately or from the notified date.

3. **Communication of Amendments**

   - Students will be informed of any amendments through official circulars, notices on the institutional website, and updated versions of the Student Handbook.
   - It is the responsibility of every student to remain updated with the revised rules and comply accordingly.

4. **Binding Nature**

   - All amendments, once approved and notified, shall be binding on every student of AGCE, Satara, irrespective of the batch, program, or year of admission.
   - Ignorance of amendments will not be accepted as an excuse for non-compliance.

Policy Statement:

AGCE, Satara reserves the right to amend its rules and regulations in order to uphold academic standards, institutional discipline, and statutory compliance. The institution is committed to ensuring that all such amendments are made in a transparent and student-centric manner while safeguarding the overall interests of the academic community.