SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHREE SANTKRUPA INSTITUTE OF ENGINEERING AND TECHNOLOGY, GHOGAON

A/P - GHOGAON (SHIVAJINAGAR) , TALUKA - KARAD , DISTRICT - SATARA 415111

www.sietghogaon.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In an era of fast changing scientific and technological advancements, stringent requirements in the functioning of technical institutions are imposed which requires continuous up gradation and addition of facilities. Keeping this view in mind, our Institute has always been trying to provide the best possible facilities for the students. We do expect our students to be extraordinary in the present technological scenario of globalization. Therefore, we have converted our Diploma Engineering into Degree Engineering in 2017 so that the students in rural area can get a chance to obtain higher technical education at affordable cost.

The Institute is approved by All India Council for Technical Education (AICTE), New Delhi, Director of Technical Education, Mumbai, affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere and managed by Shree Santkrupa Shikshan Sanstha, Ghoagon. We have four branches of Engineering (B.Tech) – Civil, Mechanical, Electrical and Computer Science & Engineering. Our college website http://sietghogaon.org/ shows a panorama of the Institute's activities. Through the excellence of its academic programmes, the strength of its faculty, their support services, and the range of students activities, the Institute provides opportunities for development of the students who have diverse backgrounds.

Because of sound technical knowledge and versatile development, number of students are being placed in reputed industries through campus as well as through pool campus interviews.The rest of students prefer higher education and entrepreneurship. We are really proud of our management for their continuous support in the progress of our Institute.

Vision

To become a center of excellence in technical education, research and innovation for overall upliftment of society/stakeholders of Western Maharashtra.

Mission

1. Adopt continually improving standards for the teaching-learning process.

2. Encourage the students for innovative ideas & research activities.

3. Develop professional ethics, values & skills to enable them to strive for excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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1 Support from top management.

2 Good infrastructure & go green campus.

3. Effective teaching learning methodology.

4.Live MoUs with industries.

5.Co-curricular and extra-curricular activities.

Institutional Weakness

1 Rural location and lack of communication skill in students.

2 Funded projects and patents.

3 Book writing.

4 Industry specific Labs.

5 Limited diversities/depth of course offerings/ research area.

Institutional Opportunity

1. Brilliant career opportunities for graduates.

2. Splendid opportunities for interdisciplinary research.

3. Excellent opportunities for funded projects through VTU/VGST/AICTE/DST/NSF/NRB.

4. Start-up/Entrepreneurship.

Institutional Challenge

1. Striking a balance between academic, research and consultancy work.

2. Achieving 100% admissions and placements.

3. Publishing papers at reputed/indexed journal like ACM/IEEE transactions.

4. Placement in core industries.

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute is affiliated to Dr. Babasaheb Ambedkar Technological University Lonere. Institute abides to execute the curriculum prescribed by affiliating university. With reference to the academic calendar of University, the IQAC Coordinator prepares the academic calendar of every semester in consultation with HOD before commencement of semester with approval by Principal, it is displayed on notice boards and circulated to students. Before the beginning of every semester, a faculty meeting is conducted. The curriculum of DBATU is continuously upgraded to bridge the gap between industry and academia. Strategies for effective deployment of curriculum are planned to impart the curriculum through innovative teaching methods apart from regular/traditional teaching methods. Academic calendar is evolved to incorporate all the curricular and co-curricular activities. Teaching plans are prepared based on the Academic Calendar. The workload distribution is done by the Head of Department according to area of specializations, skills and choice of faculty member. Each faculty maintains an academic E-diary containing all records of student's performance and individual records of faculty members. For curricular enhancement, some programs are arranged by the Institute regarding gender, environment, human values etc. The need of diverse learners is also taken care of by means of add-on courses. Students are motivated to work on Industrial problems through academic projects. Institute has developed a feedback system for analyzing performance of teachers in teaching activity. The student feedback is taken twice in a year and the review is taken individually with the Principal and Head of the department, and the suggestions for the improvement are given. Institute also collects feedback from alumni, parents and teachers and according to feedback, proper actions are taken for improvements in curricular activities.

Teaching-learning and Evaluation

The admission of students based on the state and national level entrance examinations and is regulated by Maharashtra state government and AICTE rules. The students are admitted through the Centralized Admission Program of Directorate of Technical Education, Mumbai which ensures the diversity of student admissions to the Institute. The students from all categories are admitted in the Institute as per the prevailing norms. The Institute has a policy of recruiting qualified and experienced faculty as per AICTE and DBATU norms which helps in improving teaching – learning process and maintaining good retention ratio. The teachers adopt different teaching methods through activities, competitions and events. The academics and industry collaboration is done through internships, industry sponsored projects and field visits etc. Institute organizes training courses, workshops, STP's, add on courses etc. in collaboration with experts for value addition. Academic calendar is prepared by each department in every semester. The faculty members prepare a teaching plan based on feedback from stakeholders. A set of PEOs, POs and PSOs are formulated for every program based on the 'outcome based education' approach. The course objectives are prepared for each course following the appropriate levels of Bloom's taxonomy. The Institute has defined policies for the study leave to faculties in case of upgradation of higher qualification and financial assistance for attending faculty development programs and conferences. It has implemented examination reforms of the University for online examinations, mid -semester and end semester examination and project based seminars. The necessary resources are provided to students through library and digital resources such as videos, E-books and ICT tools

etc. The teachers are assigned as mentors to guide the students in academic and other issues. The Institute helps the students in improving their soft skills and conducts special sessions through training placement cell and in collaboration with experts. The methods of student evaluation have been evolved over time with due weightage to regularity, sincerity, timely completion and performance in laboratory sessions, mid -semester examinations etc. The college administration in coordination with teaching and nonteaching staff, works towards timely execution of different activities and addressing related grievances.

Research, Innovations and Extension

The policy based unreserved support is provided to prepare internal stakeholders for research as a mainstay of institute. Internal stakeholders are always encouraged to participate in various research and innovation related programs and activities. The innovation ecosystem is developed in the institute by setting up an incubation center, Industry sponsored projects inculcates research culture at the institute. The students are encouraged to carry out their project work with the application of scientific research methodology. Internal stake holders are always encouraged for publications of their quality works in reputed conferences and journals or publication of patents etc and the expert sessions on Intellectual Property RIghts (IPR) are arranged to guide on patent filing process. The students are encouraged to participate in different events.The Institute also organizes workshops and seminars for skill development of the students and to provide a platform to meet the distinguished experts in the related area. The faculties have published their papers in national/international conferences/journals,To strengthen the trust of society, the institute is regularly contributing for making the life of people easy in rural sector. Institute conducts various extension activities and outreach programs for stackholders and society. The awards are meaningful, impactful and treasured for years to come. The Chairman of institute Dr.Usha Johari was awarded by 'Bharat Ratna Dr. Babasaheb Ambedkar National Education Excellence Award 2022' for recognition of dedication, effort and outstanding performance for the betterment of Nation Building. Institute has received a " Star Education Award – 2023" in collabration with ESFE and Education departmernt of Govt of Maharashtra which is symbol of victory in Educational field.This award acknowledges the efforts of institute who went beyond the mile and demonstrated excellence in the filed of education. Institute has signed MoUs with different Industries and consistently arranges different activities such as field trip,on job training,student/faculty exchange,internship in association with them.

Infrastructure and Learning Resources

The Institute has all the necessary infrastructural facilities which are as per the norms of the regulating body. The Institute infrastructure has created a very good ambience for the teaching-learning process. All the classrooms, seminar hall and board rooms are provided with necessary ICT support. All departments have established well equipped laboratories. Institute motivates the students to participate in extracurricular and co-curricular activities. The Institute has a cricket ground, kho-kho, kabaddi, volleyball court, gymnasium and adequate sports equipment to conduct various sport events. Annual sports and cultural events are conducted

every year. Many students have bagged awards in sports and cultural events. The central library is equipped with all the necessary requirements The Institute has 24 national and international journals, periodicals and E-Journals, e-resources like subscription of DELNET are available for the fulfillment of research activities. The Institute is also a member of NDL and NPTEL through which online books, notes, audio and video lectures are available for students and faculties for academic and research work. The Library facilities include periodical display, spacious reading hall, newspaper section etc. The Institute is having good IT facilities such as computers, local area network, internet connectivity, operating systems, application software, CCTV surveillance etc. and those are updated regularly. The Institute has a well-defined policy for the maintenance of infrastructure by delegation of the work among the staff members and through a collaborative approach. The maintenance of internet facilities, installation and up gradation of software is taken care by the lab assistants and system administrator of computer departments. Some of the repair and maintenance work is outsourced if needed. The Institute emphasizes on utilizing the expertise and resources available in-house for the maintenance of the physical, academic and other support facilities.

Student Support and Progression

The management of the Institute supports the students in all possible ways. The Institute always encourages students by providing scholarships and free ships from the government. It is ensured that all eligible students are getting the scholarships. The students with excellent academic performance have been awarded with the Institute's academic award/scholarships. The poor and needy students are supported by giving additional concessions in fees. Institute has a training and placement cell which facilitates students for progression to higher education and towards employment through various activities. Training and placement cell organizes various training programs on soft skill development, personality development, skill development, maintaining student record and participation in industry initiated HR and TPO meets. Institute always motivate students to be part of cultural and co-curricular activities. Whenever required, Institute invites external agencies to impart required training to enhance the skills. The mentor, HOD and TPO work hand in hand to understand the need and strength of students, so as to groom them properly. Institute provides a platform of co-curricular and extracurricular activities in which the student's participation is encouraged to show their performance. The students are motivated to contribute at National and International technical as well as sports competitions and receive the awards. The different social activities are organized under NSS Cell every year which helps to percolate social and ethical qualities amongst the students. Institute has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging incidences. Institute has established a mechanism which ensures environment of safety and security throughout the year. Therefore, no any ragging or sexual harassment incidence is happened in campus.

Governance, Leadership and Management

The institutional vision is to become a center of excellence in technical education, research and innovation for overall upliftment of society/stakeholders of Western Maharashtra. Institute has a quality policy ensuring its vision and mission. There is a network system of coordinative mechanisms for the successful conduct of the Institute activities. The strategic planning and decision making is done by the governing council and the local management committee. The Institute has established various committees to deal with different issues related to

students, parents and society. The Institute provides various platforms for faculties to develop leadership skills by giving them various portfolios. The policies for institution growth in terms of academic, administrative and financial matters are decided by the Governing Council. The management has given freedom to the Principal, Head of Department and faculty for the overall progress and development of the Institute in terms of academic and administrative matters. Effective leadership is ensured by decentralization and participative management. To improve the educational quality various ideas are discussed in the meeting of principal and HODs.The Institute has established an Internal Quality Assurance Cell (IQAC) for improving academic and administrative performance of the Institute and creating awareness about quality culture. The quality policy has been reviewed through internal audits and feedback from stakeholders through IQAC. The Institute has stated welfare measures for teaching and non-teaching staff and it motivates the staff members for attending workshops and seminars by providing financial aid and duty leave. The Institute organizes different programs for teaching and non-teaching staff for their professional development. The Institute has a faculty appraisal system for improving performance of the staff. Evaluation reports are shared to management and performance of all staff is discussed-governance has been successfully introduced in administration, finance and accounts, student admission and support and examination areas. The Institute conducts external financial audits regularly and transparently. It has effective mechanisms and strategies for mobilization of funds and the optimal utilization of resources.

Institutional Values and Best Practices

Institutional values and best practices are important benchmarks for quality enhancement. The The Institute has given importance to the promotion of core values and ideals among its students like promotion of human values, women empowerment, gender equity, harmony and peaceful coexistence. Several programs on gender issues and women empowerment have been organized and some of the fundamental issues of the students have been addressed through counseling by professional counselors. The institution has also initiated several measures for energy and water conservation, environmental sustainability, tree plantation and maintenance of green campus. The National Service Scheme (NSS) cell has also been fairly active in organizing programs on institutional values, environment protection, social service, and best practices.

A number of activities have been carried out in promoting these best practices as documented in the self-study report. The different facilities like wheel-chair, pedestrian friendly pathways are provided for the disabled students. Other facilities like free medical checkup, financial assistance and support to the needy are provided as and when required. The institution is very active in celebrating and organizing different commemorative days, events and festivals like the Republic Day, Independence Day, International Women's Day, International Yoga day etc. on a regular basis.

The institution aims to create better citizens, illuminate their minds and empower them for a bright future.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE SANTKRUPA INSTITUTE OF ENGINEERING AND TECHNOLOGY, GHOGAON
Address	A/P - Ghogaon (Shivajinagar) , Taluka - Karad , District - Satara
City	Karad
State	Maharashtra
Pin	415111
Website	www.sietghogaon.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Swanand Balkrishna Kulkarni	02164-257445	9545809666	-	ssietdegree@gmail.com
IQAC / CIQA coordinator	Santosh Parashuram Patange	02164-257309	9552580477	-	sanpatange@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	24-05-2023	12	Extension of Approval

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P - Ghogaon (Shivajinagar) , Taluka - Karad , District - Satara	Rural	7.5	9322.16

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering,	48	HSC and MHCET or JEE	English	60	0
UG	BTech,Computer Science And Engineering,	48	HSC and MHCET or JEE	English	60	52
UG	BTech,Electrical Engineering,	48	HSC and MHCET or JEE	English	60	25
UG	BTech,Mechanical Engineering,	48	HSC and MHCET or JEE	English	60	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				9				36			
Recruited	1	0	0	1	0	0	0	0	9	5	0	14
Yet to Recruit	4				9				22			
Sanctioned by the Management/Society or Other Authorized Bodies	4				9				27			
Recruited	3	1	0	4	0	0	0	0	21	6	0	27
Yet to Recruit	0				9				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	30	3	0	33
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	14	3	0	17
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	0	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	12	11	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	1	0	5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	341	0	0	0	341
	Female	129	0	0	0	129
	Others	0	0	0	0	0
Diploma	Male	23	0	0	0	23
	Female	17	0	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	1	2	1	3
	Female	1	1	1	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	2	3	8
	Female	1	1	1	2
	Others	0	0	0	0
General	Male	26	11	4	14
	Female	8	14	10	16
	Others	0	0	0	0
Others	Male	20	0	1	1
	Female	17	0	2	3
	Others	0	0	0	0
Total		77	31	23	48

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The vision and mission of the Institute is to inculcate holistic development of students and teachers. The mission statement focuses on the needs of the society in explicit terms, namely imbibing a unique value system, transparent work culture, excellent academic and physical environment, and conducive to learning, creativity to accomplish the vision of the institution. The basic engineering sciences like Physics, Chemistry and Mathematics are part of curriculum in first year engineering whereas the subject of Geology is part of syllabus in Civil Engineering. The Institute follows the curriculum designed by university wherein courses related to humanities and social sciences are given proper weightage. The Institute

	follows credit based curriculum prescribed by the university. The students are regularly engaged in community development programs through NSS. All the departments of the Institute encourage the students to focus on mini and major projects as part of curriculum in third and final year engineering. The Institute also encourages the students in developing multi-disciplinary projects in the form of hybrid vehicle, solar vehicle, and rocket models so that the student participates in state level and national level competitions. The Institute supports the students by providing them facilities like laboratories, central library for completing the multidisciplinary projects. value-based multidisciplinary education in the form of webinars, seminar, activities like yoga, induction program, expert lectures, counseling by physiologist are provided to the students with the intention of developing humanistic, ethical, social, constitutional, intellectual, and universal human values.
2. Academic bank of credits (ABC):	Academic bank of credits (ABC) is a system that allows students to accumulate and transfer academic credit across institutions. This system enhances mobility and encourages lifelong learning by providing standardized way to recognize and transfer academic activities. Institute is affiliated to Dr.Babasaheb Ambedkar Technical University, Lonere (DBATU) and the curriculum proposed by the university is strictly followed. The University provides flexibility to the Institute to run the selective audit courses and elective courses. The DBATU curriculum also has an option for completing internship and industrial projects in interested fields. Faculty members are engaged in development of delivering content effectively by referring reference books, NPTEL lectures and demonstration of practical using virtual laboratories. The student performance is evaluated by conducting progressive tests, quiz, mid-term examinations, mock practical etc.
3. Skill development:	As a step towards competence based learning of students and to improve their core skills, the Institute offers Student Training Program (STP) in the form of soft skills, communication skills, technical training, technical report writing. The value added programs are conducted by the industry and academic experts on latest technological developments and trending fields of engineering in order to develop the skill sets

	as per the industry requirement. These value added programs are beyond the syllabus content of DBATU and floated as per the requirements of students interest. The students actively participate in NSS activities to learn ethical, humanistic and universal human values. The college has also made MoUs with Industries to provide training in up-gradation of soft and technical skills of students in areas such as SWOT analysis, training on machine learning, artificial intelligence, robotics, process automation, mechatronics and programing on C, C++, JAVA, python etc. The skill development sessions are conducted by our Institute on renewable energy, entrepreneurship & innovation. Incubation center is developed in the Institute to enhance the skills and few entrepreneurs have started their startups in the domain of engineering through this center.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum of the Institute is designed to instruct in English language, but the faculty members conduct lectures in English and in local language to take care of slow learners. The Institute publishes magazine and newsletter to encourage the students for skill development in painting, photography, literature, article writing in multiple languages. This magazine inculcates creativity, novelty and scope for development and inspires the students to take up new challenges in future. The students participate in social awareness programs which promotes and supports educational and development efforts in rural India. In this forum, students work for the organizing of events like blood donation camp, tree plantations drive, sports competition, free health checkup camps etc. The college organizes technical competition namely 'Techno bits' & cultural event namely 'Spandan' every year. This event enhances the creativity among the students through modeling, analyzing, organizing, acting, singing, dancing, playing instruments and managerial skills etc.
5. Focus on Outcome based education (OBE):	Institute is affiliated to Dr.Babasaheb Ambedkar Technical University, Lonere (DBATU). The syllabus - curriculum is prepared by the University and Institute follows it strictly. All the courses mentioned under curriculum of a particular department have Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) as per the norms and guidelines of statutory regulatory bodies. The

	dissemination of these POs and PSOs to the teachers, students and various stake holders are done through Institute website, student/faculty notice boards, laboratory notice boards, posters in corridors, administrative areas, faculty course files, etc. All the courses are defined with course objectives and course outcomes and the same are discussed with the students. At the end of semester, the outcomes of all the courses are mapped with POs and PEOs in order to make improvements in teaching-learning process in subsequent semester. The technical competitions, project based learning, mini Project, seminar, final year project and Internship are organized in order to transform curriculum towards outcome based education (OBE).
6. Distance education/online education:	The Institute motivates the students to get certification of NPTEL. The Institute uses online platforms like google classroom, zoom etc. for effective classroom teaching. The e-learning material in the form of lecture notes, videos, etc. are shared through said platforms. This facility has been effectively used for conducting various courses, practicals through online mode during pandemic.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. As per the circular (DTE/VV/2020-21/3273 dated 02.08.2021 of Government of Maharashtra and Director of Technical Education Maharashtra, Electoral Literacy Club (ELC) has been set up in our Institute.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, our institute has appointed students coordinator and coordinating faculty members for ELC and our ELCs are functional.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	The following innovative programs and initiatives are undertaken by the ELCs. 1. Program about voter registration and awareness. 2. Bus facilities provided by Institute for district election poll. 3. Promotion of ethical voting. 4. Systematic voter education and electoral participation program.

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes. We have conducted surveys and awareness drives.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Institute has conducted voter registration program in which more than 100 students are registered in association with district election authority.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
470	525	453	301	210
File Description			**Document**	
Upload Supporting Document			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

Response: 77

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	23	23	22

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
155.79	100.91	84.75	117.61	83.77

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Shree Santkrupa Institute of Engineering and Technology is an unaided private Engineering College. The institute is affiliated with Dr. Babasaheb Ambedkar Technological University, Lonere. The institute follows the academic curriculum as designed by the University. At the beginning of each semester, an academic calendar is prepared based on the University schedule and finally approved by the Principal and given to the faculties to adhere and implement the same and also to display on the notice board for students information.

The effective implementation of curriculum is achived through various activities carried out throughout the semester.

(A) At the beginning of the semester, the following activities are carried out -

1. The faculty members are appointed as per the requirement depending upon the strength of the students and the corresponding teaching workload.

2. HODs decide the load distribution according to area of specialization, skills, experience, and choice of faculty.

3. Academic calendar is prepared.

4. The department timetable for each semester is prepared and communicated to all concerned.

5. The lecture plans and practical plans are prepared by the faculties.

Each Faculty maintains a course file providing all the information necessary for the implementation of the curriculum such as,

1. Institute Vision, Mission

2. Department Vision Mission, PEOs, POs

3. Course Syllabus

4. Course Objectives and Outcomes.

5. Mapping of COs with POs

6. Teaching Plan, Practical Plan.

Apart from this, all the faculties maintain an academic diary containing student attendance and a continuous assessment record.

(B) During the semester, the following activities are carried out -

1. Lectures and practicals are conducted as per the timetable.

2. In the bi-weekly meeting of the Head of departments, plan is reviewd and revised according to the syllabus completion and lagging part of the academic calendar, if any.

3. A mid-sem exam is conducted to check contineous performance of the students.

4. Feedback is taken from the students.

5. Extra support is provided to slow learners through remedial classes.

6. Industrial visits are arranged for students.

(C) At the end of the semester, the following activities are carried out -

1. The semester examinations are conducted per the University schedule and after the declaration of University results, analysis is carried out. Students feedback is taken twice a semester and discussed with the HoD and Principal. Instructions are given to staff members based on the feedback to improve their performance.

2. Each faculty member is assigned a group of students (15-20) for mentoring every year. The faculty mentors conduct meetings with the students and keep records of their data and also maintain records of students activities other than academics.

3. For implementing an effective teaching-learning process various methods other than chalkboard like video lectures, guest lectures, and industrial visits are adopted. This process helps the students to learn the curriculum effectively.

4. During COVID-19 Institute has taken efforts to impart the curriculum through online lectures, interactive sessions, online tests, and presentations through online platforms such as Google classroom, Google forms, zoom etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 44

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

1.2.2

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

Response: 68.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
436	359	328	129	98

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum has integrated all the above issues through core, elective, and audit courses.

Courses to address Professional Ethics and Human Values:

For all the programs, these courses are offered as mandatory audit courses such as – Basic human rights, Soft Skills, Essence of Indian Traditional Knowledge, Energy conservation and management, Human resource management, Intellectual Property Rights, Knowledge management, Value education human rights and legislative procedures, etc.

These courses are offered as Elective and compulsory courses such as interpersonal communication skills and self-development, business human rights, Project management, Business communication, employability and skill development, Business intelligence, and National social services.

Courses to address Environment and Sustainability:

For all the programs, these courses are offered as mandatory audit, Elective & and compulsory courses such as -Energy conservation and management, Sustainable development, Renewable energy sources, Explosion and safety, Wind Energy, Engineering economics, Industrial safety, Introduction of non-conventional energy sources, Advances in renewable energy sources, Energy audit and conservation, Economics and Management, Energy and environment engineering, Communication skills, Water resource engineering, Air pollution control, Environmental Engineering, Geotechnical engineering, Waste water treatment Construction economics and finance, Water power engineering, etc.

Apart from this, the Institute follows the admission rules of DTE for the reservation of male and female students. Equal opportunities are given to both genders regarding admissions, employment, training programs, sports activities, etc.to avoid gender issues.

The institute provides a safe and tension-free atmosphere to the female students and faculties. "Internal Complaints Committee" is established to resolve internal complaints of students. Awareness about prevention of sexual harassment in the workplace is required. The Institute has formed a committee, that addresses such topics that prohibit sexual harassment, workplace policies and the steps to be taken.

The institute organizes certain programs like Navratri Mahotsav for ladies faculties and students in the institute, a women empowerment program, and women's day celebrations.

The Institute makes additional efforts through the National Social Service (NSS) and through student associations to make students sensitive towards Human values, by organizing Blood Donation Camps, and COVID-19 vaccination camps. In addition to enriching the curriculum by integrating cross-cutting issues, the institute makes additional efforts through NSS to alert the students about Human values, Ethics, Environment, and Gender awareness.

The anti-ragging committee is also effectively working in the institute. The Institute has formed an anti-

ragging committee comprising of mixed gender. While admitting students to college, anti-ragging undertaking from students and parents is taken.

The Institute organizes programs like yoga workshop, book distribution to students affected by floods, help to poor sugarcane cutter labor etc. The institute is organizing programs of tree plantation in which trees are planted on the institute campus or nearby villages.

As a conscious effort, students are encouraged to participate in activities like fort cleaning organized by NSS committee.

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

1.3.2

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

Response: 85.53

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

Response: 402

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 22.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	77	31	23	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

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

2.1.2

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

Response: 10.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	06	06	06	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	101	102	100	120

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.21

2.3 Teaching- Learning Process

2.3.1

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

Response:

Professional engineering education requires students to develop in multiple dimensions, enabling them to excel in industrial jobs, start-ups, and higher education. The Institute offers innovative student-centric teaching methods, including experiential learning, participative learning, and problem-solving techniques, in addition to traditional teaching methods.

As per above directions, the following events and initiatives are listed.

Experiential learning	Participative learning	Problem-solving methodologies
1. Hands-on Experiments 2. Student Internships 3. Expert talks & Faculty industrial training.	1. Various Competitions. 2. Webinars & Guest/ Expert Lectures. 3. Technical activities.	1. Project-Based Learning (PBL): Industry-Sponsored & Non-Sponsored Projects. 2. Student Mini projects.

4. Industrial visits 5. Student & Faculty Workshops.	4. Online courses-NPTEL/ Coursera, etc. 5. Student Training Programs and Add-on courses	3. Participation in Research paper presentations. 4. Seminars. 5. Various ICT techniques are used to improve the learning experience.

The Institute collaborates with renowned industries through MoUs enhancing learning opportunities, practical skills development, and equipping students with the necessary tools for success. Industries serve as end destinations for students from professional programs, promoting experiential and participative learning through internships in private and government organizations, ensuring the successful completion of these activities annually.

Students are offered Industrial visits and Expert lectures, providing exposure to industry expertise, practical insights, and opportunities for personal and professional growth. Industries provide support through interactions, expert talks, workshops, seminars, and hands-on sessions.

Students Training Programs and Add-on courses, organized by Institutes, are short-term courses that supplement regular academics, enhancing student's education and personal development by bridging the gap between the Institute and Industry.

To explore the fundamental knowledge of Engineering and technology of the students, the Institute provides NPTEL optional courses that are useful in preparing them to improve their educational and professional prospects.

The Institute conducts Project Based Learning (PBL) activities to enhance student's systematic problem-solving abilities and overall development. The Institute conducts industry- sponsored academic projects, providing financial support to cover the expenses of research equipments and allied works depending on the collaboration's nature and objectives.

Research paper presentation and publication, projects, and innovations are the platform for faculty and students to foster knowledge, creativity, analytical thinking, multidisciplinary collaboration, and significant contributions to the academic community and society.

Information and Communication Technology (ICT):

The institute utilizes ICT-enabled teaching methods to enhance student learning experiences, incorporating modern educational methodologies in addition to traditional classroom teaching.

The institute provides ICT-enabled classrooms for all programs, with multimedia teaching aids like Smart-board, LCD projectors, Wi-Fi, computers, video recording stands, and audio systems. The institute promotes the use of modern teaching tools like power point presentations, videos, animations, and online resources to enhance teaching-learning effectiveness. Seminar-hall and digital classrooms are used for expert sessions, seminars, and workshops. Institute has digital library facilty and subscription of DELNET for acession of online National, International Jouranls and e-books. Institute publishes e-magazine anually and e-newsletter twice in year.

The COVID-19 pandemic necessitated a shift from traditional teaching methods to online platforms like Zoom, Google Classroom, video lectures, assignments, e-materials and online tests.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 60.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	48	36	24

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

2.4.2

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

Response: 16.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	05	04	00

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

(A) Mechanism of internal/ external assessment is transparent.

The Institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere, Dist.- Raigad. The regulations and curriculum of all the programs offered by the University are available on University website.

Academic calendar is displayed, that adheres to the systematic conduction of activities carried out at Institute level and University level. The criterion adopted for internal assessment of students is as per University guidelines.

1. Continuous Assessment

The students are informed about criteria for the internal assessment. The performance evaluation of students is communicated through continuous assessment work and accordingly internal term work marks are given.

2. Internal Exam Assessment

Each department of the Institute conducts internal tests. The assessed answer sheets are given to the students to understanding their mistakes. The students can discuss their queries with concerned staff, they can raise their grievances in register and faculty resolve those grievances. The final marks are displayed on notice board. The reform structure in evaluation scheme includes 20 marks for Mid Sem Exam, 10 marks each for Continuous Assessment 1 (CA1) and Continuous Assessment 2 (CA2).

3. Practical/Oral examinations

Exam is conducted as per University calendar and norms. Students are made aware of the procedure of practical examination. Project evaluation is performed based on project concept, performance, innovation, creativity and report writing etc.

4. End Semester examination

University declares their examination schedule through website and whatsapp well in advance. Institute displays that schedule and inform students immediately.

(B) The grievance redressal system is time- bound and efficient.

1. Assessment of Term Work

Term work assessment is the transparent process which consists of evaluation based on attendance, regularity, presentation, understanding. The performance of the students are evaluated by the faculty in the laboratory itself. The grievance if any is resolved by the faculty immediately

2. Internal Exam & Assignments

Internal Exam & Assignments are conducted for theory course per semester. The grievances if any is resolved by the respective faculty immediately.

3. Continuous Evaluation of Projects

Internal assessment of the project work of students is carried out throughout the academic year. The marks obtained by the students are disseminated in the project group so that students can improve their performance. Thus, the assessment is transparent and query if any is resolved by the guide.

4. External (University) Examinations

External examination is an important criterion in the overall assessment process. The grievances of students are resolved timely. After declaration of result by the University, there are few cases of variation in the results. Such cases are resolved by the Institute through communication with the University.

University adopted mechanism for redressal of examination related grievances. After declaration of the results, students can apply for revaluation, photocopy of answer book. Institute examination coordinator forwards these applications for revaluation to the University examination cell. The student can claim for the marks against the evaluation by University. The revaluation process is carried as per the University rules.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) are important aspects of any educational Institution. The attainments of POs, PSOs and COs are essential to evaluate the effectiveness of the educational programme and to ensure that the students acquire necessary knowledge, skills, and competencies.

Institute follows the outcome-based education (OBE) practice. In relation to bachelor of technology program institute tracks all program outcomes (POs) which are suggested by the National Board of Accreditation (NBA). Institute utilizes various means of communication for circulation of POs and COs among the stakeholders.

The Institute has established central as well as departmental committees, Internal Quality Assurance Cell (IQAC) and Departmental Advisory Board (DAB) are formed for the enhancement of quality and for conducting continuous monitoring of set standards in Institute and departments. Institute as well as departments have framed their vision, mission, PEO's, PO/PSO's and CO's to implement OBE in every department.

Institute has defined the Vision, Mission statements, Program Educational objectives (PEO's), Program Specific Outcomes (PSO's) and Course Outcomes (CO's) for each of the programmes and those are displayed on our web portal to ensure transparency and clarity to all stakeholders.

The course outcomes (COs) are designed by the course coordinators and hence they are well aware of this procedure. COs are defined well in advance by considering the syllabus, expected skills, knowledge and cognitive levels (based on Bloom's taxonomy). Program outcomes (PO's) & Course Outcomes (CO's) are discussed in classroom session, also the COs are included in their course file in order to achieve POs, COs and PEOs.

The Vision, Mission, POs, PEOs and COs are disseminated through display at almost every possible places in the premises, to increase the awareness of students about the expectation of their qualities as engineering graduates at the time of completion of program.

Locations where Institute disseminated the Vision, Mission, POs, PEOs and COs for the awareness to all stakeholders are as follows

1. Institute website
2. Institute entrance and common areas
3. Principal and Admin Office
4. Library
5. HOD office

6. Classrooms
7. Laboratories
8. Departmental common areas
9. Institute magazine and newsletters
10. Faculty course file

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

To evaluate the attainment of POs and COs, we have implemented a rigorous assessment process that includes both formative and summative assessments**.** The student's performance is closely monitored by their respective class coordinators and concerned faculty members. The weak students are identified and remedial classes are planned for their improvement.

1. Institute level assessment:

The Institute has a continuous internal evaluation system. The progress and performance of the students, during four years of program is assessed through mid sem examination, progressive tests I & II, assignments, continuous assessment, orals examination etc. These tools are used to find out the progress of the students and to improve their academic performance.

2. End Sem examinations:

The university conducts theory and practical examination at the end of each semester. The result analysis is prepared by every department after the declaration of university results for every semester. According to the result analysis, progress of the subject result is observed and necessary corrective action is taken.

The PO/PSO attainment is calculated on the following basis.

The attainment is the combination of direct (90%) and indirect attainment (10%). The direct attainment is further divided into direct attainment through University examinations (60%). This includes the performance of students in their university examinations such as theory, oral and practical examinations. The direct attainment through internal examinations (40%) which includes midterm, progressive test I & II, tutorial, assignments, continuous assessments etc. The indirect attainment is calculated on the basis of course exit survey. The 10% weightage is allotted for indirect attainment.

The following procedure is adopted by our Institute for CO and PO/PSO attainment.

Every faculty who is the coordinator of course, designs course outcomes (CO). The course coordinator does the mapping between CO and PO. At the end of each course, the COs are assessed and evaluated to check whether it has been attained or not. The weightage to each CO is given by concerned course coordinator.

The attainment percentage of student is calcutated through CO attainment procedure and finally average of each CO attainment is taken. This is done for all courses and finally PO attainment is calculated and average is taken. Then it is compared with the target. If it fulfills the target, the next target is set for further improvement. If target is not attained, the reason for not attaining the target is found out and corrective measures are taken.

In conclusion, the attainment of POs, PSOs and COs is critical for any Institution. Our Institution has defined the PSOs and COs for all programmes offered and has implemented a rigorous assessment process to evaluate the attainment of these outcomes. Our Institute is committed to ensure that our programmes are relevant and effective, and the process will be continued to ensure the best possible technical education imparted to the students.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	135	135	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	141	135	0	0

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.69

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Shree Santkrupa Institute of Engineering and Technology is proud to foster an ecosystem for innovations and knowledge creation, recognizing the crucial role of intellectual property and technology transfer in driving societal and economic development. Our institution has taken various initiatives to promote and support the creation and transfer of knowledge, including filing patents, publishing research findings, and establishing an incubation center to nurture innovative ideas and startups.

One of the key pillars of our institution's innovation ecosystem is the filing of patents. We actively encourage our faculties, researchers, and students to pursue research and development projects that have the potential for commercialization. Our institution has dedicated Intellectual Property (IP) cell that provides support in the process of filing patents, including assistance with patent searches, drafting patent applications, and navigating the complex landscape of intellectual property rights. Over the period

of years, our institution has filed the patents in various fields, ranging from cutting-edge technologies to innovative solutions addressing societal challenges.

In addition to patents, our institution emphasizes the importance of disseminating research findings through publications in reputed journals and conferences. We promote a research culture among our faculties and students, and provide resources and support for publishing research outcomes. Our researchers regularly publish their work in high-impact journals and present their findings in national and international conferences, contributing to the advancement of knowledge in their respective fields. This not only enhances the reputation of our institution but also creates a knowledge-sharing culture among our academic community.

Furthermore, our institution has established an incubation center to foster innovation and entrepreneurship among our faculties, researchers, students, and alumni. The incubation center provides state-of-the-art facilities, resources, mentorship, and networking opportunities for budding entrepreneurs to translate their innovative ideas into successful startups. The center also facilitates collaboration with industry, government, and other stakeholders to accelerate the commercialization of technologies developed within the institution. Through the incubation center, our institution has planned to initiate the startups in various domains, including healthcare, agriculture, artificial intelligence, clean energy, and more, contributing to the growth of the local ecosystem and the national economy.

Our institutional initiatives for creation and transfer of knowledge have been recognized and appreciated by various stakeholders, including government agencies, industry partners, and the academic community. We have received accolades for our innovative patents, impactful publications, and successful startups nurtured through our incubation center. These achievements demonstrate our commitment to fostering a culture of innovation, knowledge creation, and technology transfer within our institution.

In conclusion, Shree Santkrupa Institute of Engineering and Technology has created a vibrant ecosystem for innovations and knowledge creation, encompassing initiatives such as filing patents, publishing research findings, and establishing an incubation center. We believe that these efforts play a crucial role in driving societal and economical development, and we are proud of the contributions made by our faculty, researchers, students, and alumni in advancing knowledge, promoting entrepreneurship, and creating a positive impact on society.

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

3.2.2

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

Response: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	15	04	04

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	15	01	06	08

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	02	02	02

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Shree Santkrupa Institute of Engineering and Technology recognizes the importance of community engagement and social responsibility as key components of holistic development for our students. Over the past five years, our institution has been actively involved in various extension activities aimed at sensitizing our students to social issues and making a positive impact on the neighbourhood community.

Our Institution believes in the philosophy of "Education beyond the classroom" and encourages our students to actively engage with the local community to understand their needs, challenges, and aspirations. We believe that such engagement not only provides valuable learning opportunities for our students but also instills in them a sense of social responsibility and empathy towards the less privileged.

 The institute has conducted many different activities in the below mentioned provinces,

1. National Service Scheme activities – International yoga day celebration every year, celebration of commemorative days, cleanliness of fort Pratapgad etc.

2. Human values and Community services -Provide grains and clothes to poor sugarcane labor, donation of books for flood affected school students, donation of stationery and medicines for unsheltered

families, provide housing construction service to unsheltered families etc.

3. Youth empowerment - Organising a series of lectures to other college students.

4. Cultural promotion - Organization of cultural programs and festivals like shiv Jayanti, Dandiya and Garba celebration, National Unity day etc.

5. Health & hygiene – Organization of blood donation camp every year (except Covid 19), medical health checkup camp, Covid Vaccination Camp.

6. Environment consciousness - Tree plantation every year, making bird feeder model and distribute to nearby villages etc.

7. Agriculture support - Development of agricultural innovation projects to support farmers such as farmer assistant system, use of aurdino for smart agriculture monitoring system,agriculture diet tester kit for farming etc.

8. Women empowerment – Organization of webinars, seminars on Women Health Awareness, Anti –sexual harassment, Social Awareness and International Women's Day celebration.

9. Education, skill development and counseling – Conduct digital saksharta abhiyan for bachat gat women. Conduction of career guidance program at nearby junior colleges and schools for guiding school students about financial schemes of central and state government, etc. for education along with job opportunities to the students through engineering education.

In conclusion, the Shree Santkrupa Institute of Engineering and Technology is dedicated to help the students to develop holistically by involving them in community development and bringing their attention to societal issues through extension programs. The university has been actively involved in a number of activities over the last five years which includes student-lead projects, research and innovation for societal effect, and community outreach and sensitization programs. These initiatives have improved the growth of our students and made a significant influence in the lives of the surrounding community.

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

3.4.2

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

Response:

Shree Santkrupa Institute of Engineering and Technology, Ghogaon has established to impart quality education to the students belonging to the rural community. One of its aims is to create awareness in society to adopt innovations for the improvement of health, and lifestyle in an eco-friendly manner to fulfill its societal commitments. Also, our institute is on a fascinating path of growth and development. It's an great honor for us as our institute was awarded the 'Education Excellence Award' for best upcoming Institute in Satara. This This award is returns of the dedicatd efforts and hard work of our faculties which floushes their motivation.

The Institute is very insightful about the impact of various extension activities on its students, and employees, as well as on the regional community and the environment. The Institution gives great importance to honoring its social commitments and takes efforts for the betterment of the community and also strongly believes in the sustainable growth of society. Because of its social accountability, the Institute through its National Service Scheme (NSS) has made enormous efforts to sensitize its faculties and students about their social responsibilities through their participation in several social issues and motivating their holistic development.

The institute organized ample activities like blood donation camps, tree plantation, digital literacy etc. To inculcate patriotism and belongingness to the nation in the students, all national festivals are regularly organized. Medical health check-ups are also organized by the institute for the benefit of the rural community. This leads to the development of social responsibility and concern toward healthcare and community services. The institute ensures the student's involvement in various social movements/activities.

The Institute has a team of twelve faculty members as NSS coordinators, along with them all the students of the Institute are involved in different social activities. Institute has an active student council which motivates student involvement in various activities, and social and cultural events held at the institute. The institute works to strengthen the deprived sections of society through various extension activities.

The right to education, literacy improves lives by expanding capabilities which in turn reduces poverty. The NSS team of our Institute distributed the notebooks for the student who suffered due to recent floods, provided educational and housing construction services to unsheltered families. During pandemic, our institute provided medicines to unsheltered families. The awards are meaningful ,impactful and treasured for years to come. The Chairman of institute Dr.Usha Johari was awarded by 'Bharat Ratna Dr. Babasaheb Ambedkar National Education Excellence Award 2022' for recognition of dedication, effort and outstanding performance for the betterment of Nation Building.

Our Institute has received a " Star Education Award – 2023" in collabration with ESFE and Education departmernt of Govt of Maharashtra which is symbol of victory in Educational field.This award acknowledges the efforts of institute who went beyond the mile and demonstrated excellence in the filed of education.

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

3.4.3

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	12	06	09	05

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

3.5 Collaboration

3.5.1

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

Response: 1

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute is having a lush green campus with a spacious and well-ventilated built-up area. State of the art infrastructure promotes a good teaching-learning environment to the students. Institute management ensures the availability of adequate infrastructure as per AICTE norms. The institute has taken progressive step to provide various infrastructure facilities like updated library, reading rooms,incubation centre, digitalized language lab, boys & girls common rooms , well-furnished canteen and spacious playgrounds.

Laboratories

Laboratories are equipped with equipments, latest software that are adequate to meet the requirements specified by the various statutory bodies. The laboratories are handled by experienced and qualified lab assistants.

Library

The Central library has adequate books, journals and infrastructure for e-journals, Delnet etc. Open access system such as Online Public Access Catalogue(OPAC) that gives an idea of the availability of the books. Central Library has a large number of reference books and textbooks, ebooks, e-journals, periodicals, digital databases. The reading room of the central library can accommodate more than 100 students at a time.

Computing Equipment

An adequate number of computers are available in the campus and are connected to the internet through LAN. The computers are located in different labs and allocated to faculties too.The campus is equipped with WiFi facility.

Sports Facilities:

The institute has adequate space and facilities for sports, games, and cultural activities which include a playground and a huge open green campus for the cultural event. Some cultural activities are conducted in the seminar hall with limited number of students and as per availability of the seminar hall. Some of

the cultural activities are conducted at the open theatre .Sports facilities for outdoor and indoor games are provided. The college conducts sports activities of university as well as zonal levels. Sports kits and tracksuits are also provided to the students. The Institute encourages students to participate in games & activities.The institute has well developed playground for outdoor games that is spread in the area of 1.3 hector. Sport facilities are available for Cricket, Kabbadi, Kho-Kho, Badminton, Volleyball, Side Jogging and also for indoor games like Table tennis ,carrom and chess.The play-ground is regularly used by the students for various sports.

Yoga And Open Gym

Yoga training and activities are regularly organized in Institute. The institute is having Certified International Yoga Teacher to train the staff and students.

A Open gym is available in campus where students can workout and maintain their fitness. Also an indoor gymnasium facility is available in the campus.

Cultural activities

The students participate in the various cultural events organized during the period of annual gathering,. Students are encouraged to take part in competitions and activities organized in other institutes and universities also. Institute provides an facilities to cultivate the art skills among students. Institute provides generous and systematic support for the overall participation of students in all activities and competitions.. The qualities like the spirit of cooperation, involvement, creativity, and aesthetics flourish among the students through these activities.

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

4.1.2

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

Response: 15.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.044	06.706	01.994	11.774	43.135

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institute has user-friendly & partially automated 'Master soft ERP Software installed in 2018 as an Integrated Library Management System (ILMS).

Library Software provides powerful information management solutions to enable and distribute content seamlessly. It is an integrated software packaging that compasses all aspects of library management. All kinds of reports for library resources are generated through library management software such as accession register, collection of books, circulation of books, daily utilization reports of books, individual reports of students and staff, bar-code generation of students and staff, bar-code of books and bibliography of library resources etc. It helps the library to provide the fastest library services to the user by using bar codes.

The students and library staff must be able to search books by using filter options, such as subjects, authors, or publishers. The search result will then inform the user whether the book is available and where it can be found, thus making the process hassle-free. Using this software users can generate I-CARDS, print bar-codes on any laser printer, spine labels and data on book cards.

Our library management system offers a range of features to simplify book ordering and serial control. You can easily manage circulation, including issuing, returns, renewals, and generating overdue reports.

The system includes an e-register for book accession and an online public access catalog for users to search the database using various fields such as accession number, author, title, and more. With our efficient system, handling a large number of records is a breeze. Counter transactions are quick and simple, and we provide online stock verification support using bar codes.

Generate reports on missing, lost, issued, and available books, and enjoy efficient circulation management. The system allows for sorting, printing, and exporting reports into Excel files. Rest assured, our database has security measures in place, along with backup and recovery options. This has made it easier for users to access and search for books, journals, and other reading materials. Additionally, the rules and regulations of the library have been revised to better serve the needs of the users. To accommodate students during the examination period, the library has extended its timings. This allows students to have more time to study and access the resources they need. Furthermore, the library has invested in new furniture and equipment to enhance the overall user experience.

The decision-making process regarding the purchase of books, journals, and other reading materials is also a priority. The library strives to provide a wide range of resources that cater to the diverse needs and interests of its users. In terms of collaborations; the library has obtained memberships with prestigious organizations such as DELNET and NDL. These partnerships allow for greater access to resources and materials.

To facilitate easy searching and access to resources, the library has implemented an Online Public Access Catalogue facility. This feature enables users to find the desired materials quickly and efficiently. The library is committed to continuous services and resources to meet the needs of its users.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute maintains up-to-date "Information and communication technology" (ICT) infrastructure by regularly updating the hardware . Over the past five years, there has been a continuous augmentation of computers, projectors, and other IT resources to enrich the teaching-learning process for students and staff.

The institutional ICT classrooms and computer labs are well-equipped with power supply, online UPS, internet access, LCD projectors, antivirus, and specially designed furniture. With a growing student

population, the institution consistently expands broadband width to improve internet connectivity. The entire campus is Wi-Fi enabled.

A smart classroom in an institute incorporates advanced technology to enhance the teaching-learning experience. Equipped with interactive whiteboards, audio-visual systems, and internet connectivity, it facilitates dynamic and engaging lessons.

Over the years, the institute has consistently modernized its internet infrastructure to meet academic demands. Starting at 16 Mbps on April 1, 2016, a substantial upgrade on April 1, 2018, doubled the speed to 32 Mbps. On April 1, 2022, the institute embraced cutting-edge technology, elevating the internet speed to an impressive 100 Mbps.

The computer facility with internet connectivity is available in the library, administrative office, various departments, and laboratories. Internet connectivity is free to staff, students, and stakeholders. Computers are connected to LAN facilities in library, offices and computer labs.

The facilty of diesel generator of capacity 83 KVA is available for power backup. The institute also has online UPS with 6 KV and 10 KV for power backup facility in the Server room, office, and Computer Labs.

The institute ensures security with 33 CCTV cameras and employs technicians for computer maintenance. The licensed softwares such as Cloud-Based ERP CCMS is used at administrative dept and Orell Digital Language software is used at language lab. Open-source software like Turbo C++, Python 3.11, and Visual Studio Code are installed in the Computer Lab.

Presently, the institution has IT facilities including 305 computers, 2 laptops, 1 server, 07 projectors, 09 printers, 03 Printers with Scanner, 01 Scanner, 33 CCTV Cameras, 1 web camera, and two ISP lines connection with 32 Mbps and 100 Mbps speed with Wi-Fi facility. The institute has a total 07 computer laboratories in working condition.

The institute has appointed technical staff to update and maintain computer laboratories. Old Computers with corrupted operating systems are replaced with new hardware or with new computers & maintained and utilized.

The institute has also updated the surveillance system, electrical power supply with battery backup, facility for high-speed internet connectivity, and essential software and LCD projectors to all departments.

The major steps taken for updating and maintaining IT facilities are:

· Computers are updated with antivirus software like Net Protector and Quick Heal security.

· The software and equipment are updated frequently based on requirements.

· Replacement of old computers with new computers.

· Installation of CCTV surveillance system.

· Implementation of Wi-Fi facility.

· Upgrade the internet connectivity from 32 Mbps to 100 Mbps.

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

4.3.2

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

Response: 2.2

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

Response: 214

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.75	03.43	02.28	04.84	01.99

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 95.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
436	497	450	301	185

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document]()
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document]()
Upload policy document of the HEI for award of scholarship and freeships.	[View Document]()
Institutional data in the prescribed format	[View Document]()

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 73.35

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
307	477	352	134	167

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 40.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	45	61	00	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	135	135	00	00

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

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	00	00	00	00

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

5.3.2

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	5	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni is the real well-wisher and remarkable stakeholder of the college. With the motto of connecting the pass out students of our institute, the alumni association of Shree Santkrupa institute of Engineering and technology, Ghogaon has come into existence in the year 2020-2021 and registered as Shree Santkrupa institute of Engineering and technology Alumni Association, Ghogaon, Tal-Karad , Dist – Satara in 2023-24 (Registration No.-SATARA/0000229/2023). Alumni whats-app groups, email id, mobile numbers are available to connect with the alumni. The alumni association acts as a bridge between college life and career life of students. Alumni are well aware about demands of the industry and how to meet them through personal interactions, guest lectures, etc.

 Alumni Interaction: Alumni association has initiated alumni interaction. Alumni members of the institute interact with the current students of the institute to guide on various career opportunities and advanced technology. Alumni association contribute significantly to the development of the institute through financial services by book donation and endowments. Additionally, they provide support services such as mentorship, industry connections and organizing events that facilitate networking and knowledge sharing among current students and alumni. This collaborative effort help to enhance the institute's reputation, fosters a sense of community and strengthens its financial foundation for sustained growth and improvement.

 Training and career guidance: The alumni members are actively involved in providing various training and career guidance sessions to the students. Alumni members assist the students about interview preparation and industry requirements which helps the student for their campus placements.

Placement Assistance: The alumni members share the information related to vacancy positions and also provide the assistance in arranging various campus interviews. Due to such assistance, the overall placement of students is enhanced. Alumni help to enrich the libraries of the departments by donating books. Alumni also conduct group discussions on various social issues and make aware the students about drug abuse, anti-ragging, and other social activities. The alumni association encourages their juniors by extending their support, guidance and cooperation. Thus, the alumni connectivity contributes significantly to the development of the Institution through their involvement. Alumni encourages the students of the Institute for higher education, development of human values and provides services to the health care system of society. Alumni play a crucial role in the placement of students from professional colleges by offering insights into industry trends, networking opportunities, mentorship and sometimes even job referrals. Their experiences and connections can enhance student's chances of securing

meaningful employment.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The aim is the holistic development of students and teachers by implementing education and other initiatives to strategically meet the development goals of the Institute. The transparency is maintained in administrative affairs of the Institute for unique work culture and an excellent academic environment.

VISION:

To become a center of excellence in technical education, research and innovation for overall upliftment of society/stakeholders of Western Maharashtra.

MISSION:

1. Adopt continually improving standards for the teaching-learning process.

2. Encourage students for innovative ideas & research activities.

3. Develop professional ethics, values & skills to enable them to strive for excellence.

The Vision and Mission of the Institute have been developed with the active involvement and participation of all faculty members with thoughtful and focused deliberations. These statements are communicated to all the stakeholders through the college website and display boards. The institutions governance and leadership are structured and guided by the vision and mission of the institution.

This means the decisions, strategies, and actions of the institution's leaders are driven by the core values and goals set out in the vision and mission.

2. National Education Policy (NEP) Implementation:

The institution is actively implementing the principles and guidelines outlined in the National Education Policy, which could include reforms and changes aimed at improving the quality of education, promoting innovation, enhancing teacher training, and fostering holistic development of students.

3. Sustained Institutional Growth:

The institution is experiencing consistent and sustainable growth over time. This could encompass various aspects, such as enrollment numbers, infrastructure development, faculty development and

overall reputation.

4. Decentralization:

The institution's governance structure includes elements of decentralization, meaning that decision-making authority and responsibilities are distributed across different levels of the institution. This can lead to greater efficiency, autonomy, and adaptability in responding to various challenges and opportunities.

5. Participation in Institutional Governance:

The members of the institution's community including faculty and students actively participate in the governance processes. Their input and feedback are sought, valued, and incorporated into decision-making, fostering a sense of inclusivity and ownership.

6. Short-term and Long-term Perspective Plans:

The institution has well-defined short-term and long-term objectives in perspective plans that outline its goals, strategies, and actions over specific timeframes. These plans are aligned with the institution's vision and mission and provide a roadmap for achieving its objectives. Overall, the integration of vision and mission into institutional governance, along with the implementation of NEP, sustained growth, decentralization, participatory governance, and strategic planning, signifies a comprehensive and holistic approach to institutional development and excellence. It indicates that the institution is committed to fulfilling its mission while adapting to changing circumstances and advancing its educational and organizational goals.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

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

A well disposed management stands as an asset to the stakeholders. The Governing Council takes the responsibility of monitoring the implementation of activities in the institutional strategic plan. The Governing council, HODs, teaching staff, non-teaching staff, students and stakeholders work as a team to reinforce the culture of excellence. The Principal is the chairperson of administrative and academic activities of the Institution. Heads of the departments take the responsibility of heading all the administrative and academic activities of the department. They are entitled to take decisions as per the needs of the situations. Based on the experience and the expertise of the faculty members, team leaders have been identified to lead different teams which are functioning effectively.

Recruitment strategy and Retention strategies:

Recruitment of teaching, non-teaching and office administration staff is planned at the end of every academic year as per the requirements of the next academic year. Recruitment of faculty is done as per guidelines and norms laid by AICTE/University. The faculty members appointed on an Adhoc basis are assured of their continuous service whose performance is better and satisfied.

Grievance redressal mechanism:

The Institute has a Grievance Redressal Cell to review and resolve issues that arises during the teaching-learning process. The cell is headed by the Principal. The grievances and complaints received are discussed in the meeting of the committee and are resolved. The Institute has also Internal Complaints Committee (includes Anti Sexual Harassment Committee and Redressal Committee) which is formed to prevent cases of harassment and to look into grievances from girls students. An Anti-Ragging committee is also formed to resolve the cases of ragging if any.

B) Perspective/Strategic plan and Deployment documents are available in the Institution

Institute has a quality policy ensuring its vision and mission. Overall and systematic execution of this policy is the key function of the top administrative and academic bodies. The perspective plan or strategic plan is prepared by the Local Management Committee (LMC) & Governing Coucil (GC) of the organization. Improving students' employability, welfare schemes for teaching and non-teaching staff members, memorandum of understanding with industries, developing infrastructural and research facilities, encouraging faculties to conduct and/or participate 'Short Term Training Programs' (STTP) etc. are the key factors decided by governing council of the Institute.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

A) Institution has Performance Appraisal System for teaching and non-teaching staff-

Faculty appraisal is a mechanism for improving teaching and learning. The Institute agrees that teachers' professional competence and conscientiousness are the keys to the delivery of quality education in institutions. In a well-designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the management to assess their performance. The faculty appraisal system assists in recognizing and encouraging good performance on the following key factors.

1. Subject wise performance.

2. Subject wise result in the academic year.

3. Contribution for development of student and Institute.

4. Participation in curricular, co-curricular and extra-curricular activities.

5. Participation in Short Term Training Programs (STTP), seminars, workshop and conferences on Institute level or state or national / international.

The above said performance appraisal report is to be filed by the employee in a given prescribed format of UGC which includes all the above sets related to points and sub points. The views of the employee filled in the prescribed format are reviewed by HODs and Principal. After reviews appraisal forms are forwarded to the management.

Supporting Staff: The performance of all Supporting staff are evaluated through annual confidential reports and through appraisal system every year.

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

The following welfare schemes are provided for teaching and supporting staff:

1. All eligible staff members avail the facility of Employees Provident Fund Scheme (EPF).

2. The Institute provides free uniforms to peons and sweepers.

3. Bus facility is provided for teaching and supporting staff as per need at reasonable charges through the college bus facility.

4. Yoga training is being organised for interested faculty members.

5. Institute has organized workshops on stress management for the teaching and supporting staff.

6. Sanstha has provided health insurance policy during pandemic period to all employees. Also sanctioned financial help to employees for medical treatment.

7. Free education is provided to the children of employees in the Institute.

8. A fire safety workshop is organised for staff.

9. Advance payment for faculty against salary is available.

10. The Institute encourages and motivates the faculties for –

    I) Attending workshops, conferences, seminars, orientation programs organized by other Institutes.

    II) Undergoing visits to industry and distinguished Institutes for knowledge acquisition / sharing.

    III) Interaction with resource persons from industries, R & D, and other academic institute.

11. Permitting employees to attend need based training programs for skill enhancement at other

Institutes.

12. English Speaking Improvement App facility provided for Staff (App of the company 'Elsa Speak India Private Limited')

13. Organized workshops and counseling sessions by Psycologist. IQ/EQ/Aptitude tests are conducted.

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

6.3.2

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

Response: 56

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	07	24	25

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

6.3.3

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

Response: 54.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	53	24	39	31

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

A) Institution conducts internal & external financial audits regularly.

Institute has appointed an accountant and his supporting staff for executing financial matters. Accountant and his team keep entire record of internal financial activities i.e. Institute's daily expenses, students fees collection, staff salaries and other vendor payment dues and clearances, etc. and they conduct internal audits regularly. Also the Institute carries external financial audits regularly for every financial year from the external auditing firm.

The major functions carried by accounts section include:

- Statutory Compliances.
- Accounts book keeping of the Institute.
- Maintain and check the cash flow of the Institute.
- Accounts receivable and payments.
- Bank reconciliation.
- Student scholarship, student bank loan, student fees recovery.
- Salaries of staff and bill payment of vendors.

B) Institutional strategies for mobilization of funds and the optimal utilization of resources

The source of income for our Institute is the fees received from the students and fees received from the social welfare department through scholarship and free ship. Mobilization of the funds and the optimal utilization of resources are extracted on the following key factors:

- Students fees collection
- Salary of teaching and supporting Staff
- Various other expenses
- Laboratory development
- Students facility development

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institute has been converted from diploma to degree in the year 2017. Establishment of Internal Quality Assurance Cell (IQAC) was done in the academic year 2017-18. This cell is headed by a Principal supported by Heads of Department & members of the Institute. The members of IQAC cell

meet regularly to discuss the points related with overall development of students and teaching and supporting staff. The solutions to various problems are discussed during this meeting and are implemented throughout the institution. The IQAC works with an objective of improving academic and administrative performance of the institute and creating awareness about quality culture and institutionalization of best practices.

1. One of the best practices institutionalized is to display and communicate the monthly attendance to students and their parents. Every department in our institute displays monthly attendance on the department notice board through which attendance for a particular month is communicated to the students. Letters are sent to the parents of students having attendance below 75%, so that they are aware about the students' academic performance. It will help to improve their attendance as well as academic performance.

2. Industry Institute Interaction through industrial visits is an outcome of IQAC process. IQAC suggested to carry out industrial visits for subjects having practical orientation apart from those suggested in University syllabus. This helps in having better understanding of the subject topic and collaborative learning objective. All the departments in our Institute try to arrange industrial visits with the objective to cover topics beyond syllabus.

3. Deputig faculties and students to workshops/seminars for knowledge enrichment. For developing subject knowledge of teachers and students; they are encouraged to attend workshops and seminars on various subjects. Institute also encourages staff members to organize such events in the college campus.

4. Training provided to students plays a vital role in their placement. In our institute, students come from rural areas and they need training to improve their employability. IQAC suggested a Training & Placement cell to arrange training programs on aptitude and soft skill development for the students. Considering this suggestion, the Training & Placement cell has arranged various training programs for our students.

5. The Institute has developed a feedback system to ensure and improve the quality of teaching learning process. Feedback is collected from students, alumni, employees and parents. The feedback is taken once in the semester to assure the satisfaction of students and to ensure the quality delivery by the teacher in the stipulated time frame.

6. The Mentor System ensures performance and overall development of students and communicates the same to the parents of students. All the faculties from each branch has been assigned for mentoring around 15 to 20 students. Counseling sheets are maintained by faculty, which contains details of students such as contact number, Mail – ID, Parents information, academic information etc,. At least twice in each semester interaction with the concerned batch is done by respective mentors. The suggestions and difficulties from the interaction are conveyed to higher authorities on which corrective actions are taken.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The concept of gender equity recognizes that women and men have different needs and power and these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.

Gender equity aims to educate people on the difference between sex and gender, how gender is socially defined, and gender stereotypes. The goal of gender equity is to raise awareness of the relevance of gender sensitivity in the workplace among the students and faculties.

The gender equity is a need that has been felt and recognized by our institute and has been activated through various committees and cells. We aim at delivering Gender sensitization to the community as part of the grass-roots gender intervention.

Our institute initiates gender equity by different committees. For any kind of complaints from students, the Grievance Redressal Committee is developed by the institute which also takes the follow up from students time to time. The female assistant faculty is also there as a mentor to solve the girls related issues. A counselor is also provided by institute for taking care of students in different aspects like academic, emotional, social and cognitive development of students. Anti-ragging Committee is also developed by the institute to ensure the safety within the campus. Whenever any student is step out from college for participation in different kind of activities, male and female both the faculties are involved in it. The Internal Complaint Cell is also constituted by the institute which resolves the issue pertaining to sexual harassment, build healthy relation with opposite gender, provide a speedy justice and create awareness about gender justice among academic and non-academic community.

Institute gives equal opportunities to male and female students in academic by selecting them at the position of class representative and ladies representative respectively. The institute also provides equal infrastructure facilities to the students. The common rooms are provided to female and male students for the relaxation in break hours, for resting during their sick condition and for refreshment during different activities.

We believe that safety for women can not only be ensured through infrastructural facilities but also through conducting different activities, guest lectures, seminars in college related to gender equity, gender sensitization, self-defense and stress management to maintain the safety and quality.

A] Institute has initiated for Gender Audit:

      1. Gender Sensitization policy

      2. Gender Audit report

B] Measures initiated by the Institution for the promotion of gender equity:

  A. Specific facilities provided for women's.

    1. Security & Safety.
    2. Counseling.
    3. Common rooms for boys & girls.
    4. Celebrate women's day.
    5. Cultural & co-curricular activities.

  B. Women faculty members empowered at various cells/ committees.

  C. Special 90 days maternity leave provision for ladies faculty members.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

In an era of accelerating scientific and technological advancements, stringent requirements in the functioning of technical institutions are imposed which requires continuous up gradation and addition of facilities. Keeping this view in mind, our Institute has always been trying to provide the best possible facilities for the students.

Our mission is to strive for excellence in academic and research programs and to inculcate proficiency in students by adopting continually improving standards of the teaching - learning process.

The college campus is located at village Ghogaon, situated around 25 Km from Karad on Karad –Ratnagiri National Highway and well-connected to Sangli, Kolhapur and Satara districts. Our institute provides transport facility to students of surrounding area. The campus is spread over an area of 20 acres in pollution free environment and refreshing ambience, surrounded by green-go-campus.

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. The sports and cultural activities are organized in college campus to promote harmony towards each other.

The College ensures that the student participates enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students.

Transparency in Academic & Administrative Functioning:

College strictly adheres to the academic calendar which declares the various activities in advance. Admission notifications are made through newspapers and website. As mentioned in the prospectus and on website, admission forms are processed online with all the relevant details. The entire academic plan is clearly explained to all the students in an orientation program organised after admission process which is addressed by the HoDs and Principal.

- The fee is minimum, online and withdrawal / refund are as per UGC norms.
- Recruitments and staff promotions are also undertaken with utmost transparency. The advertisement for all posts is given through website and the interview process is very transparent by organising demo lecture and oral interview.

College strictly follows all the rules and regulations of the University. It has adopted General Financial rules, 2017. All expenditure proposals undergo strict financial scrutiny at various levels including Finance Committee and Governing Body. All the purchases are made in a transparent manner strictly. The fee collections, staff salaries and vendor payments are through online mode. The Annual budget and annual accounts are prepared as per Govt. norms and are placed before the Finance Committee and Governing Council. Propriety is ensured at all levels with regular audits by chartered accountant.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices - 01

Title of the Practice: Financial aid to the deserving students by the college.

Objectives of the Practice:

It is observed from the profile of the students joining to various courses of the college that there are many students coming from the rural areas with economically poor background. Their parents are unable to provide them a sustained financial support because of the agriculture being a gamble with uncertainty of rain in the district, is not a source of assured income.

The noble objectives of the practice are -

- To extend financial aid to the poor students, especially of the rural area, to divert them from discontinuation of their studies owing to poverty.
- To support financially poor and deserving students without any discrimination of caste, creed or gender.
- The expected outcome is that the students should be able to complete their graduation without any financial problem.

The Context:

The following steps taken at Institution for Financial aid -

- The management discussed and thought in detail in deciding the eligibility criterion for the aid.
- After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, creed or gender.
- Verification of the financial backwardness of the aspirants is yet another challenge.

The Practice:

The parents of surrounding area are unable to provide the students a sustained financial support because

of the agriculture being a gamble with uncertainty of rain in the district, is not a source of assured income. In situation of such poverty, higher education becomes almost impossible for the poor parents in the rural areas because of the demand of huge amount for the higher education. Sometimes, they do venture to admit their children to colleges in the town, they are unable to give sustained financial support throughout the course of study. So, it is evident that without financial support from an external source, the rural youth cannot successfully complete their higher studies.

Evidence of Success:

The practice has a positive impact on the academic abilities and attitudinal changes among the beneficiaries. The review results of the aid indicate that the humble assistance not only enables the poor students to acquire higher education but also moulds them to be responsible citizens to continue the legacy of helping the students of successive batches.

Problems Encountered and Resources Required:

- Although the college management provides good amount of financial assistance to the students every year, it can be further enhanced if the grants are generously received from various government authorities.
- Because of unaided Institute, we have shortage of funds which restrict the college to provide more help to the students.
- Sometimes it's difficult to identify the needy students of underprivileged and needy class.

Best Practices - 02

Title of the Practice: Social Awareness – Blood donation Camp & Tree plantation.

Objectives of the Practice:

Following are some objectives of these practices -

1. To enable the students to know about their social responsibilities.

2. To motivate all students to take a pledge to donate blood at least once in a year.

3. The purpose of tree plantation is to save the endangered environment and to beautify our life.

4. Tree plantation programme is now compulsory to enhance the pollution free environment. Therefore it is our duty to promote more and more students to come forward.

The Context:

Along with imparting knowledge among the students, educational institution focuses on developing responsibilities towards society and inculcating values among the students.

The NSS wing of the College organizes the blood donation camp in collaboration with nearby blood

bank namely Yashwantrao blood bank, Karad & Mahalaxmi blood bank, Karad.

Also every year NSS wing organizes 'Tree plantation Programme'. Trees are part and partial of our life. Therefore it is our duty to plant more trees and take care of them in order to maintain balance between human being and nature.

The Practice:

Social service is one of the best practice followed in the college. Through NSS and other committees the students render social services. NSS organises programs on health-medical camps, tree plantation etc. This makes students secular and socially responsible citizens. By making best use of the social media platform, the awareness of social activities is increased.

Evidence of Success:

These activities improved students' voluntary participation in social issues and also increased their social responsibilities. It develops a sense of alertness in the young minds about the changes resulting in the society. Due to this campaign, volunteers found an opportunity to exhibit their talents in the forms of slogans writing, creating own quotations, painting etc.

The camps are very successful and appreciated by all the stakeholders including blood banks. Every year the percentage of participation in the blood donation increases and students are eager to donate blood.

Currently more than 400 trees are planted in our campus and they are well grown and having impact in the climatic change control and because of pollution free environment, oxygen level is good in campus and the carbon limit is much minimized in the campus.

Problems Encountered and Resources Required:

- **Blood Camp:**
- Students hailed from the villages and poor backgrounds are found to be ignorant of their health status.Some students are underweight and anaemic due to malnutrition and undernourishment.
- The weak students are identified and advised to take the medicines for their illness.
- **Tree Plantation:**
- Students were initially reluctant to participate, but our faculties convinced them about the value and importance of the nature and environment.
- Availability of water, fertility of soil and availability of enough sunlight.
- Collection of variety of tree plants.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Industry Institute Interaction

The college has taken the most important and distinctive activity to build the Industry Institute Interaction Cell (IIIC). This cell provides an excellent platform for both the students as well as the faculty members to be aware of industry expectations from the graduates. IIIC focuses keenly on the holistic development of students and provides the opportunities and resources to facilitate their holistic development.

This is one of the most distinctive features of the Institute, the details of which are given below in brief.

1. Creation of Cell:

The Industry Institute Interaction Cell (IIIC) was established at SSIET in 2018, under the Industry Institute Interaction scheme of the Ministry of Human Resources Development, Govt. of India. Over the years, considerable progress has been made and the academic departments conducts various activities envisaged under the IIIC independently.

2. The Objectives of Industry Institute Interaction Cell

The III Cell was established with the following major objectives:

- To evolve educational programmes which are consistent with the broad requirements of the industry and which can give rise to engineering personnel capable of coping-up with the accelerating pace of the technological development.
- To create adequate facilities of updating knowledge of professional engineers and technologists to meet the growth and developmental needs of the industry.
- To coordinate the research and developmental activities of the industry and institute.
- To give the industrial exposure to students by promoting activities like industrial training, visit, field trip, internship, expert lecture of industry officials etc
- To promote new technology/ knowledge/ innovation-based startups.

3. Strategy Adopted For Industry Institute Interaction:

The Industry-Institute Interaction would accrue mutual benefits when a symbiotic relationship is developed between them. The ultimate aim of this relationship will be the creation of confidence in industry by the Institute which result would into voluntary involvement of industry in various stages of development at institute.

The development of such symbiotic relationship requires, careful understanding of the industry needs such as research and development, cost effectiveness, time bound programmes, technology upgradation etc. by the institute and, in turn, understanding the capabilities and limitations of the institute by the industry.

Recognising the above, following thrust areas have been identified which require immediate attention:

- Reorientation of curriculum
- Exchange of experts between the Institute and Industry
- Involvement of teaching staff in Industry
- Institute to gain confidence of Industry
- Institute as a consultant in R&D
- Technological database
- Continuing education programme
- Establishment of linkages
- Institutes self-reliance in finances

The interaction between Institute, industry and other organizations is very essential to accomplish the desired goal of economic development of our country on sustainable basis.

4. Road Map:

In keeping with the above thrust areas, following action plan is prepared by the Institute to fulfil the aim of Industry Institute Interaction into achievements:

- Preparing / updating of an information brochure / audio-visual giving salient features of the Institute including various programmes, R&D activities, expertise available along with equipment and testing facilities.
- Establishing / continuing liaison between faculty in the Institute, representatives from the Industries and representatives from organizations involved in the promotion of industrial development in the region through organizing regular group meetings for mutual benefits to both i.e. industry and institute.
- Identifying and preparing / updating a list of top executives and technologists from various industries / establishments in the region and working out a system of inviting them to address the faculty and students.
- Preparing / updating a comprehensive directory of technology experts in different fields of expertise and know-how and forging continuing links with them through various means of involvement like talks, guest lectures, research collaboration, students project guidance, seminars etc.
- Providing the faculty training in industry
- Organising refresher courses / training programmes for working professionals

5. Benefits:

a) To Institute-

1. Greater resource generation.
2. Enhancement of Industrial know-how of the faculties
3. Curriculum development as per Industrial need.
4. Better placement of students.
5. Better utilization of expertise and advanced technology of industry.

b) To Industry-

1. It can have access to the latest technological and management developments.
2. Institute get fresh and well trained technical personnel.
3. Industry can get their research work done through institutions and save cost of R&D.
4. Better communication with higher learning centre.
5. Collaborative research opportunities.

c) To Faculty

1. It gives good understanding of the industry and helps in building up of useful case studies for improving the quality of teaching.
2. It provides an ability to identify research programmes of industrial importance.

d) To Students

1. Gaining real life experiences and hands on training.
2. Application of theoretical knowledge.
3. Enhancement of oral and written skills.
4. Decision making on career opportunities.
5. Gaining access to sophisticated instrumentation.
6. Understanding the work culture of industries.

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

5. CONCLUSION

Additional Information :

The Institute focuses keenly on the holistic development of students and provides them with maximum opportunities and resources to facilitate their holistic development. This is one of the most distinctive features of the Institute. NAAC emphasizes on quality in education. In order to make the holistic development of the students, Institute promotes the student centric activities.

Concluding Remarks :

Institute is working hard to improve the lives of everyone who has a direct or indirect connection, and institute is obligated to comply with the rules and guidelines set forth by the apex bodies. The NAAC provides precise instructions that are required to be followed to achieve the excellence at workplace. All the faculties are accountable through various committees and entities which is a clear sign of decentralization of power.

The placement cell, IQAC and all other relevant teams are working hard to improve the quality education, students placement, their enterpreneurship development and to initiate the start-ups. The Institute is prepared for the opportunities and challenges of implementation of NEP 2020. As a part of NEP, Institute is also planning to become an autonomus Institute. Shree Santkrupa Shikshan Sanstha to which our Institute is affiliated has a dream to form its own Unversity in the span of next ten years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :44 Remark : DVV has made the changes as per shared data tempate document excluding the duplicates .
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 410 Answer after DVV Verification: 402 Remark : DVV has made the chnages as per shared data template document by HEI.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has selected the C. Feedback collected and analysed as per shared supporting document by HEI .
3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0.97	0.38	0.39	00	00 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
00	00	00	00	00	

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	15	01	06	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	15	01	06	08

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	02	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	02	02	02

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	12	06	09	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	12	06	09	05

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

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :1
	Remark : DVV has made the changes as per shared data template document by HEI .
5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability*
	1. Soft skills
	2. Language and communication skills
	3. Life skills (Yoga, physical fitness, health and hygiene)
	4. ICT/computing skills
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has selected the C. 2 of the above as per shared supporting document by HEI.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*
	1. **Implementation of guidelines of statutory/regulatory bodies**
	2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	3. **Mechanisms for submission of online/offline students' grievances**
	4. **Timely redressal of the grievances through appropriate committees**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : DVV has selected the B. 3 of the above as per shared supporting document by HEI.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**
	5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**
	Answer before DVV Verification:

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

15	8	1	9	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	5	6

Remark : DVV has made the changes as per shared data template document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	09	08	29	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	07	24	25

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	53	24	39	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	53	24	39	31

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

Answer before DVV Verification:

27-06-2024 04:10:52

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	26	26	30

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared supporting document excluding the duplicates .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations