



**Sandip Foundation's
Sandip Institute of Technology & Research Centre
Trimbak Road, Nashik, Maharashtra, India.**

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**SELF STUDY REPORT (SSR)
NAAC ACCREDITATION
Submitted to**



**National Assessment and Accreditation Council (NAAC)
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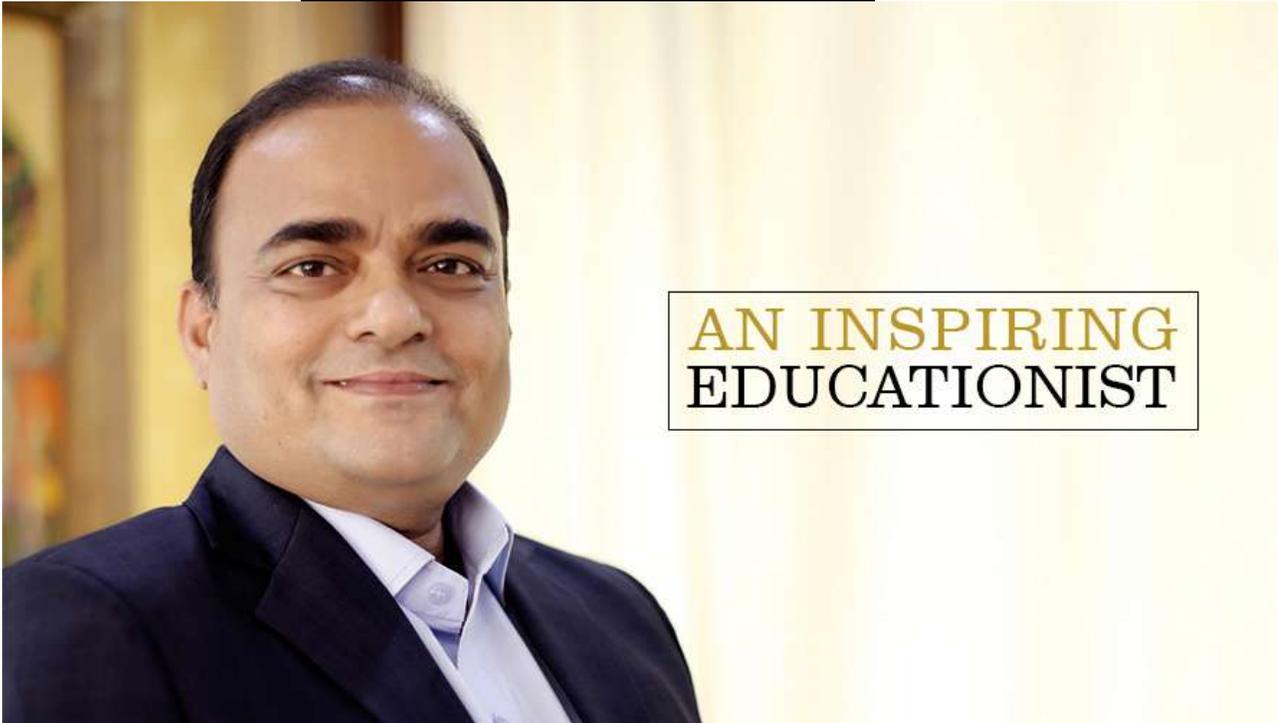
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CONCLUSION

SANDIP FOUNDATION



Dr.Sandip Kumar Jha

Sandip Foundation was established in 2005 with a vision of creating an education system from which the leaders of tomorrow emerge. Since our inception we have been aware of our strengths, motives and goals which we have set out to achieve.

When we embarked on this journey, all we had was a dream and the tools of foresight and strategy. We combined these forces to pave a path of growth towards excellence and merit.

Today it is our endeavour to be the most competitive institution in the country with emphasis on efficiency in everyday operations, reliability for students and thrust on discovery and development of new technologies.

We are an organization that combines the latest developments in the field of education with our scientific and operational skills to create an environment which nurtures and encourages the aspirations of students. It is our aim that the combination of these factors along with the state of the art infrastructure and a

dedicated teaching staff will provide an impetus to the Indian educational system as a whole.

Our first campus is set up at Nashik, Maharashtra where the college building is spread across a 200 acre area. Keeping pace with the times, the campus is Wi-Fi enabled. To ensure the complete educational experience, laboratories with the latest tools and machinery are provided along with a comprehensive library with RFID technology, a computer centre with complete internet connectivity a wholesome cafeteria, all set up in a green environment to give our students the most healthy and pleasant experience as they embark and pursue their professional goals.

What does an International quality Education system consist of? That is the question we asked ourselves when we set out to build this Foundation. India as a country has no problem with unemployment but there are institutions which churn out a large number of unemployable students. Should we consider ourselves an exception to this? The search for the answer has resulted in the faculty and staff to come up with innovative methods in teaching to construct new knowledge in the classroom. Our motto is to always give our students the best of what is happening in and around so that they are always at the cutting edge of academics the world over.

The cultural aspect has always been a strong-point of our College as it has an acknowledged role in moulding the personality, teaching soft-skills, developing leadership and management abilities and strengthening the EQ. Extra-curricular activities, participation in sports and other cultural activities has now become universal contributing to all-round formation which is much needed in the world today.

Finally we look to create an Alumnus for inspiration and support so that our students have wonderful role models to emulate. Our faculty and students remain focused on a quality of education that is not just a college degree but a way of life.

Dr SandipKumar Jha
Chairman , Sandip Foundation.

Principal Message



Our aim is to impart top-quality technical and managerial education in a multicultural environment with the best facilities and a dedicated teaching staff to bring you the best of knowledge.

The modern infrastructure, an exemplary set of dedicated teaching professionals and the exhilarating atmosphere of the campus will surely take you to enviable heights in your intellectual development and help you achieve your future endeavours. To impart training we have a team of individuals with in-depth knowledge and industrial experience in the latest technical fields. Our sole purpose is to develop high quality technical personnel with sound knowledge on basic engineering & managerial principles who are able to adapt themselves to the ever changing business environment along with the highest ethical and moral values.

The aim behind all our co-curricular and extra-curricular activities is to provide an impetus for young minds to explore other possibilities while they pursue their individual disciplines. It is our belief that education should not be bound. Only then will our students reach their pinnacle of talent and passion. Our focus will always remain on raising efficient, confident and highly knowledgeable

engineers, managers and entrepreneurs with global thinking and a futuristic mind set. I expect all my students to have a champion's attitude and an unquenchable thirst for knowledge.

At SITRC we will give you the power to dream, to aspire and to soar towards what you define as success. Let the sky be the limit.

Dr. S. T. Gandhe
Principal, SITRC,
Sandip Foundation.

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sandip Institute of Technology and Research Centre was established in the year 2008 under the flagship of Sandip Foundation. In the quest to enhance the higher education, professional courses across various fields are offered by the institution. It is our Vision to provide education aided by the world-class infrastructure in the congenial atmosphere.

Sandip Institute of Technology and Research Centre is self financed institute approved by AICTE, New Delhi, Directorate of Technical Education, Maharashtra State and affiliated to Savitribai Phule Pune University, Pune in the state of Maharashtra. The intake capacity of UG and PG courses is 480 and 96 respectively and research center in one discipline. The Institution is spread across 15 acres of land in lush green environment surrounded by bustling hills. Desiring to be amongst the Top Engineering Colleges in India, its infrastructure is world class with state-of-the-art equipments in Laboratories, workshop, overhead projectors in every classroom, an extensive library with rich sources of literature, smart class room, hostel facilities, sports ground, canteen, Water treatment plant, Ambulance, Wi-Fi enabled campus and other students centric facilities. Excellent facilities for sports and initiatives towards nurturing the skills for extracurricular activities, strengthens and emulates the potential in all possible dimensions. Faculty and staff members are dedicated in their task of making the Institution a world-class learning center and hence consistently look to improve the learning process. The relentless pursuit of new horizons in research, teaching, and cultural service is what the Institute considers its mission to be.

Vision

To be acclaimed Institution for learning and research

Mission

- To impart in-depth technical knowledge.
- To create conducive environment for research, innovation and entrepreneurship.
To instill the social and cultural values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Rising trend in academic performance.

1. The faculty members are composite mixture of experienced, dynamic and young faculties.
2. Institute provides the transparent, conducive and collaborative work environment as a result faculty members are pursuing Ph.D.
3. Innovative teaching-learning practices adopted during class room and laboratory teaching.
4. The modern infrastructure, state of art equipments in laboratories, ICT enabled classrooms, auditorium, open air amphi-theatre, seminar hall, canteen, hostel for boys and girls showcase the strength of the Institute.
5. The central library is enriched with e-resources and relevant reference material.

6. Active NSS platform leads to success in extension activities.
7. The gaps in the curriculum are identified and bridged by value addition programmes, internship, etc.
8. The institute arranges various seminars, workshops, lectures and events for the students to nurture communication skills, soft skills, aptitude building, logic development, leadership, event management, team building, etc.
9. Sizable contribution of faculty members in terms of research publications in the journals of national and international repute.
10. The placement cell actively functions to place eligible and deserving candidates.
11. A platform of Innovation and Entrepreneur Development Cell (IEDC) cultivates the entrepreneurship aptitude.
12. The institute has devised and made memorandum of understanding (MoU) with companies to impart the training to the students.
13. The faculties and students exhibit their social responsibility by arranging the visits at rural areas, blood donation camp, Swachh Bharat Abhiyan and other social initiatives.

Institutional Weakness

The institute lacks in the autonomy of designing and upgrading the syllabus as per the industry scenario or market trend due to affiliation with Savitribai Phule Pune University, Pune.

1. Despite the expertise of faculty members and modern equipments available, research projects are not converted to consultancy.
2. Enough scope for research by faculties in association with industry.
3. Strengthen the activities of alumni association.
4. Despite of many efforts by the institute, the difficulties are faced in fulfilling the cadre ratio.

Institutional Opportunity

The institute has all the ability to achieve the pinnacle in excellence and thus is well capable to compete with other national and international institutes.

1. With a good student oriented approach, the institute can motivate students to become successful entrepreneurs and play instrumental role for the economic development of the country.
2. Enough scope for collaborative projects between the institute and industry after securing the status of autonomy.
3. The institute hopes to offer specialization based courses in all the branches to bridge the market demand gap with well trained professionals.
4. To become center of excellence in the field of renewable energy and robotics.
5. Networking and strengthening relationship with stakeholders.
6. Induction of faculty with Ph.D. Qualification.

Institutional Challenge

1. With increase in number of institutions offering UG /PG in Engineering and Management, the challenge for the institute would be to maintain legacy of excellence in education.
2. It may become a challenge for institute to balance the research aptitude and feasibility and academic work performance.

3. The quality of the intake has deteriorated to certain extent and becoming the challenge to maintain the center of excellence.
4. Enhancing number of students opting for entrepreneurship.
5. Increasing the number of placements with higher perks and attract blue chip companies for campus placement.
6. Bridging the gap between academia and industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The objective of education is to make a rational human being well versed in the field pertaining to one's education. In the pursuit of this objective, the University designs a holistic curriculum by taking cognizance of stakeholders. The curriculum designed by the University is the mainstay of the Institute for curricular aspects. The institute implements the curriculum by PDCA (Plan-Do-Check-Act) philosophy keeping in mind the goals of institution. The implementation is monitored through various processes that help to understand the shortcomings of the curriculum and hurdles in achieving the goals due to lacuna in the curriculum itself. Some shortcomings in curriculum are fulfilled by the University by introducing flexibility in curriculum such as revising the curriculum, introducing new programs and courses, implementing choice based credit system and offering elective subjects. Few shortcomings in the curriculum are taken care by the Institute by enriching it with the help of Value added programs, soft skill training, industrial projects, and industrial internships. The comprehensive academic calendar is prepared before commencement of semester and it covers all the essential aspects. The schedule mentioned in academic calendar is adhered and execution of the activities therein is ensured. The success of meticulous implementation of curriculum is evaluated by all the stake-holders such as students, teachers, parents, alumni and employers through a formal feedback system. The analysis of feedback leads to an action plan for holistic improvement of curriculum communicated to the University and complete the PDCA cycle

Teaching-learning and Evaluation

The institute follows the Centralized Admission Process (CAP) as per the guidelines given by the All India Council for Technical Education (AICTE), Directorate of Technical Education (DTE), Maharashtra State Government and reservation policies as per the guidelines of the Government.

Institute has proactive tutor system to monitor and ensure the progress of students. The institute strives to achieve academic excellence by developing effective models of Teaching-Learning-Process to cater to needs of advanced and slow learners. These models include implementation of Project Based Learning (PBL), Laboratory Innovation, project and design competitions. The quality of the Teaching-Learning-Process is monitored and governed by Academic Monitoring Committee (AMC)

The Institute encourages and supports faculty to organize and participate in various orientation and faculty development programmes. Teachers are encouraged and trained to adopt creative and innovative Teaching-Learning-Process.

The Institute has adopted the reforms in assessment and evaluation patterns of the affiliated University.

Institute designs academic calendar in line with the University academic calendar. Departments follow this academic calendar and design action plan that is implemented for the effective transaction of curriculum. The Program Specific Outcomes (PSOs) and Program Outcomes (POs) are defined by each department. Various advancement programs and activities are arranged in each department like Value Addition Program (VAP), Student Training Program (STP), remedial lectures, etc to achieve it. The Institute has mapping mechanism to verify the intended learning outcomes and the achieved learning outcomes are mapped.

Research, Innovations and Extension

Fostering the research and innovative culture is the fundamental role of the Institute. To cultivate research culture, the Institute recruits skilled faculties from IITs, NITs and national reputed institutes. The Institute has recognized Research center in Electronics and Telecommunication Engineering affiliated to Savitribai Phule Pune University, Pune. Institute received Grant of 46 Lacs from Department of Science & Technology for establishment of an Innovation and Entrepreneur Development Cell (IEDC). Institute also received grant of 6.10 Lacs from National Science & Technology Entrepreneurship Development Board (NSTEDB) for Entrepreneurship Awareness Camp (EAC) and Technology based Entrepreneurship Development Programme (TEDP).

The institute biannually publishes its own International Journal on Emerging Trends in Technology (IJETT) indexed with Google Scholar, ICI & OAJI. Faculty and students of the institute published more than 500 papers in various Journals and conferences. Institute has IPR cell which has filed 82 patents and 50 copyrights. Institute has signed more than 50 MOUs with renowned organizations. The Institute got 5th rank among top ten Indian Applicants for Patent from Institute & Universities, 2014-15 and 8th rank from Scientific & Research Development Organization, 2015-2016.

The Institute has IEEE Techno-Entrepreneur platform which avails the facility of incubation that support innovations through Technical, Legal, Business and Financial Mentoring. It is certified by IEEE India Council and IEEE Bombay Section. Institute has 'WE-TEAM' cell to promote the culture of Entrepreneurship and Innovations among girl students. Institute also initiated IEEE Women-In-Engineering chapter which conducts several technical and extension activities for welfare of women.

Infrastructure and Learning Resources

The modern infrastructure is strength of the Institute. Presently, the gross Infrastructural area, gross administrative area and area available for amenities is ample and above the norms of AICTE.

All class rooms and seminar halls are equipped with ICT enabled facilities like LCD, Wi-Fi and LAN. The separate hostel facility for boys and girls is available on campus to accommodate about 1000 boys and 250 girls. Sports facilities include two play grounds for outdoor games and an indoor sports facility. The facilities provided for fitness of the students includes Gymnasium, green gymnasium and yoga centre. For cultural events

Institute has provided facilities like music room, dance room, Amphi-theatre, club rooms and two acoustically designed seminar halls.

The library is partially automated with use of ILMS software named KOHA. It is enriched in collection with rare books, e-journals, e-books and databases. The library has memberships of IEEE journals,

SAGE, DELNET and National digital library. The average yearly expenditure on purchase of books & Journals for last five years is Rs. 19,03,994. The remote access to the library resources is available through BSNL leased line of 155MBPS. The Institute continuously update its IT facilities in terms of computers, software's and hardware. The student computer ratio is less than 4:1.

The systems and procedures have been established for maintaining and utilizing physical, academic and support facilities like Civil work, computers, library, transport, canteen, security and housekeeping.

Student Support and Progression

All eligible students are offered scholarships as per norms of Central and State Government. Average percentage of student benefited by these schemes is 55.32%. In addition, Institute also offers scholarships to meritorious and economically weak students. Average percentage of student benefited by it is 5.19%. Institute runs Earn and Learn Scheme of University that extends the support to the financial weak students.

The overall development of Students is ensured by organizing several quality enhancement schemes like workshops, conferences, value addition programs, company specific training courses; VET on different programming language. Average percentage of students benefitted by Vocational Education and Training (VET) is 34.49%.

Student Grievances Cell, Anti ragging Committee, Women Empowerment Cell, Disciplinary Committee look after redressal of grievances of students etc.

Utility of conduct of Bridge Courses and Value Addition Programmes reflects in Placement with average placement of the last five years is 36.25% with package from 1.2 lac per Annum to 4.6 lac per Annum.

Students' progression to higher education for last Five years is 4.26% and average students qualifying in examinations of GATE and GRE during the last five years is 29.45%.

Active students' council constituted as per the norms of University emulates in various sports and cultural competitions at State and National levels.

Active Alumni Association registered in 2017 is in operation since 2012. Every year the Alumni meet is conducted by individual departments.

They contribute in conduct of expert lectures, industrial visits or value addition programs. Separate page for Alumni is available on College website.

Governance, Leadership and Management

Effective functioning of an institution can be computed by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, Financial management and the overall role of leadership.

The governance of institution under effective leadership is in tune with the vision and mission of the institute. The institute practices decentralization and participative management. Institute has perspective / strategic plan and mechanism for its deployment.

Our organizational structure comprises governing body, the institute and administrative set up.

Institute has implemented e-governance in various areas of operations. Student and staff support system through ERP gains advantage of technology for institute. Formation and effectiveness of various bodies/ cell/ committees, their minutes of meeting and resolutions are incorporated into administrative set of institute.

Institute has effective welfare measure for teaching and non-teaching staff viz. Contributory Provident Fund, Gratuity, Superannuation Scheme, Medical Insurance for Employees and their family members, concessional accommodation for faculty, etc.

Institute has Performance Appraisal System for teaching and non-teaching staff in three steps i.e. self appraisal, students' feedback and appraisal by the Head of the Department reviewed by the Principal, Dean and Management Representative.

Institute's Financial management and resource mobilization focuses on regular internal and external financial audits.

The Institute reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through Academic Monitoring Committee. The constitution of Internal Quality Assurance Cell (IQAC) came into function since September, 2017. Hereafter, it will perform and ensure above mentioned tasks.

Institutional Values and Best Practices

Women empowerment is done through a cell that conducts various programs, counseling sessions and genders sensitization is also taken care during the organization of various events.

Naturally blessed scenic beauty is nurtured by maintaining green campus since the inception through beautiful landscaping and the plots of fruits and botanical trees. Institute has been awarded twice for green campus. Water treatment plant is built and development of sewage treatment plant is in progress.

Two check dams constructed on natural flowing nalla through the campus caters to the need of water while installation the solar heaters is a step towards renewable energy. Institute envisages green practices.

Students are given exposure to societal issues through swachh bharat abhiyan, anti-superstitious awareness, cashless transactions etc.

IEDC cell, funded by Government of India promote entrepreneurial skill amongst the students.

Value added courses, internships reduces the gap between institute and industry to prepare industry ready human resources. Best practices adopted by institute provide impact on students. The parent organization has done MOU with many foreign universities. The students from the various Institutes of Sandip Foundation, undergo project based learning in summer school training programmes for forty five days.

The Institute is awarded as outstanding engineering award in western region by ET Now in the year 2013. The Department of Management has been awarded as the Best Business School by Dewang Mehta Education Leadership Award in the year 2012. The parent organization of the Institute, Sandip Foundation has been awarded 'Best Clean and Green Campus' by ISTE in 2016.

2. PROFILE

2.1 BASIC INFORMATION

Name	Sandip Institute of Technology and Research Centre
Address	A/p Mahiravani, Trimbak Road, Tal and Dist Nashik - 422213
City	Nashik
State	Maharashtra
Pin	422213
Website	www.sitrc.sandipfoundation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Prasad Ramchandra Baviskar	02594-222553	9545453212	02594-222554	prasad.baviskar@sitrc.org
Principal	Sanjay Trimbak Gandhe	02594-222552	9545453201	02594-222555	principal@sitrc.org

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	06-06-2008

Name and Address of the

University to which the college is affiliated/ or which governs the college (if it is a constituent college)	
State	University Name
Maharashtra	Savitribai Phule Pune University

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)		
Statutory Regulatory Authority	Day,Month and year(dd-mm-yyyy)	Validity in Months
AICTE	10-04-2017	

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in Sq. mts.
Main Campus area	A/p Mahiravani, Trimbak Road, Tal and Dist Nashik-422213	Rural	15	23329.13

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	B.E. Civil Engineering	48	Passed HSC or its equivalent examination with Physics and Mathematics as Compulsory Subjects and obtained at least Fifty Percent Marks and obtained score in CET conducted by the Competent Authority	English	60	54
UG	BE, Computer Engineering	48	Passed HSC or its equivalent examination with Physics and mathematics as compulsory subjects and obtained at least fifty	English	120	116

			percent marks and obtained score In CET conducted by the competent authority			
UG	BE,Electrical Engineering	48	Passed HSC or its equivalent examination with Physics and Mathematics as complusory subjects and obtained at least fifty percent marks and obtained score in CET conducted by the competent authority	English	60	53
UG	BE,Electronics And Telecommunication Engineering	48	Passed HSC ot its equivalent examination with physics and mathematics as compulsory subjects and obtained at least fifty percent marks and obtained score in CET conducted by the competent authority	English	60	52
UG	BE,Information Technology	48	Passed HSC or its equivalent examination with physics	English	60	56

			and Mathematics as compulsory subjects and obtained at least fifty percent marks and obtained score in CET conducted by the competent authority			
UG	BE, Mechanical Engineering	48	Passed HSC or its equivalent examination with physics and mathematics as compulsory subjects and obtained at least fifty percent marks and obtained score in CET conducted by the competent authority	English	120	102
PG	ME, Computer Engineering	24	Passed Bachelor Degree in the relevant field of Engineering and Technology with at least fifty percent marks and obtained score in GATE conducted by IIT	English	18	12
PG	ME, Electronics And Tele	24	Passed Bachelor	English	18	13

	communicati on Engineering		Degree in the relevant field of Engineering and Technology with at least fifty percent marks and obtained score in GATE conducted by IIT			
PG	MBA,Depart ment Of Management Studies	24	Passed minimum three year duration bachelors Degree Awarded by any of the University recognized by UGC with at least fifty percent marks in aggregate or equivalent and obtained score in CET conduce	English	60	60
Doctoral (Ph.D)	PhD or DPhi l,Electronics And Teleco mmunication Engineering	36	Post Graduation	English	8	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	10				27				97			
Recruited	7	0	0	7	9	1	0	10	75	22	0	97
Yet to Recruit	3				17				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	17	7	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				52
Recruited	44	8	0	52
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				34
Recruited	24	10	0	34
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Programme		From the State where college is located	From other States of India	NRI Students	Foreign Students	Total
PG	Male	37	2	0	0	39
	Female	43	3	0	0	46
	Others	0	0	0	0	0
UG	Male	301	8	0	0	309
	Female	118	6	0	0	124
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	36	9	9	8
	Female	15	3	7	11
	Others	0	0	0	0
ST	Male	12	6	2	1
	Female	4	4	1	1
	Others	0	0	0	0
OBC	Male	148	118	101	88
	Female	55	36	49	60
	Others	0	0	0	0
General	Male	101	133	135	108
	Female	55	59	76	68
	Others	0	0	0	0
Others	Male	36	36	19	13
	Female	12	11	12	17
	Others	0	0	0	0
Total		474	415	411	375

3. Extended Profile

3.1 Programme

Number of courses offered by the institution across all programs during the last five years

Response : 445

Number of self-financed Programmes offered by college

Response : 10

Number of new programmes introduced in the college during the last five years

Response : 04

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2292	2476	2125	1889	1568

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

2016-17	2015-16	2014-15	2013-14	2012-13
459	336	544	526	400

Number of outgoing / final year students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
526	664	439	349	288

Total number of outgoing / final year students

Response : 2266

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
167	159	146	134	115

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

2016-17	2015-16	2014-15	2013-14	2012-13
167	159	146	126	110

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
167	159	146	126	110

Total experience of full-time teachers

Response : 1452.5

Number of teachers recognized as guides during the last five years

Response : 03

Number of full time teachers worked in the institution during the last 5 years

Response : 721

3.4 Institution

Total number of classrooms and seminar halls

Response : 36

Number of computers

Response : 632

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute is affiliated to Savitribai Phule Pune University, Pune (SPPU). The curriculum is designed by the SPPU. The institute offers Six Undergraduate (UG) , three Postgraduate (PG) programs and one Doctoral program. In PG program, Credit System has been fully implemented while in UG programs it is implemented till third year. The marking scheme specifies marks allotted for theory, practical, oral and term-work. Continuous assessment is ensured for the term work evaluation. Performance of students in practical and oral examination is assessed by external examiners appointed by SPPU. Theory examination phases are as follows:

Program		Exam after 4 weeks	After 6 weeks	After 8 weeks	After 18 weeks
UG	FE, SE	Online 1 (25%)	-	Online 2 (25%)	End-Semester (50%)
	TE, BE	-	In-Semester (30%)	-	End-Semester (70%)
PG	ME	-	In-Semester (50%)	-	End-Semester (50%)
	MBA	-	-	-	Online (20%) + End-Semester (50%) + Concurrent evaluation (30%)
Ph.D.	ETC	NA	NA	NA	NA

- **Academic Calendar of Department**

At the end of the semester SPPU disseminates academic calendar for the forthcoming semester. Every Head of the Department prepares their academic calendars in consultation with Principal and Dean (Academics) by incorporating several curricular, co-curricular and extra-curricular activities on receipt of academic calendar. The departmental academic calendar forms the basis for the effective curriculum planning and implementation.

- **Teaching Load Distribution (Subject choice and load distribution)**

At the end of the semester, teaching faculties are asked to submit the choice of the subjects along with preference for forthcoming semester. A subject distribution meeting of faculties in presence of the Principal, Dean (Academics) and HOD is conducted. Utmost care is taken about balance of subject choice and individual expertise.

- **Course File and Teaching Plan of all faculties**

Effective delivery of the course is ensured by preparing comprehensive course file meticulously for allotted subject. A course file includes Course Structure, Prerequisite Diagram, Syllabus, Instruction Plan, Instruction and learning Material and other relevant documents.

- **Syllabus coverage report**

In order to envisage the completion of course delivery, the progress of syllabus coverage is monitored in the middle and at end of the semester.

- **Expert Talks and Industry visits organized by Department**

With view to bridge the gap and exposure, industrial visits and expert lectures are arranged for the facet of subject that may not be incorporated in curriculum.

- **Co-Curricular Activities Organized by the Department**

This platform nurtures the most desirable skills like leadership, event management, professional ethics etc. amongst the students through the professional societies, students' association and organizing technical events like paper presentation, project exhibition and other initiatives falling in line with it. These initiatives lead to enhancement in Emotional Quotient (EQ)

- **Examples of Academic Monitoring through ERP**

ERP facility is employed to maintain the data of staff and students. The attendance is registered in ERP system regularly. Various reports can be generated out of ERP system such as, monthly attendance, subject-wise attendance, consolidated attendance etc. Absenteeism intimation of student is communicated to his parent through SMS facility available in ERP system.

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 43.82

1.2.1.1 How many new courses are introduced within the last five years

Response: 195

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 90

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 9

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 28.21

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
626	1112	960	407	33

1.3 Curriculum Enrichment**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The curriculum designed by the University takes the cognizance of various cross cutting issues and incorporates the awareness and study of them. Some of the examples are depicted below,

Green IT – a course included in the curriculum of BE (IT) relates to Environment and Sustainability. The Course creates awareness among stakeholders and promotes green agenda and green initiatives in the working environments leading to green movement. This movement will create new career opportunities for IT professionals, auditors and other with special skills as energy efficiency, ethical IT assets disposal, carbon footprint estimation, reporting and development of green products, applications and services.

The value of truth, commitments, honesty, sacrifice, care, unity, team work and relationship are taught in the courses such as, Value Education and Soft Skills in the curriculum of BE (Mech). These courses create awareness about social responsibilities, environment and sustainable lifestyle. Moreover, some of the core courses, such as, Energy Audit and Management, Power Plant Engg., Applied Thermodynamics, Turbo-machines, Refrigeration and Air-conditioning etc. focus on design and development of various Mechanical systems in the energy efficient manner. These courses also enable students to study various pollutants of air emitted by mechanical systems and their control leading to improved quality of air.

Department of Management Studies has a subject Human Rights for MBA-I & II in its Curriculum. It is a skill based course that covers the aspects of Human Values, Gender Equality, and Fundamental Rights of a citizen. Also, a Credit Course Managing Business for Sustainability is included at level of MBA-II. It covers the aspects of Environment Sustainability through Corporate Social Responsibility (CSR) Activity. Subjects like Personality Development Lab & Life Skills Lab for MBA I cultivates Professional Ethics.

A course namely Awareness to Civil Engineering Practices is included in the curriculum of BE (Civil) that promotes sustainable development in the field of Civil Engineering. It imbibes high level of professional and ethical conduct in engineering, to develop awareness of the impact of engineering practice in a global and social context. In the course Environmental Engineering, students get conversant with sustainable Water Treatment Practices and also understand the sources, effects and remedial measures for Noise and Air Pollution.

Environment and sustainability concerns are addressed in the curriculum of BE (Computer Engineering). The courses like Smart System Design & Applications, Data Mining focus on the development of applications using concepts of artificial intelligence and analysis of data respectively. The courses like Soft skills, Seminar & Technical Laboratory focus on overall development of an individual and converge to a professional by inculcating professional ethics.

The term professional ethics encompasses the personal, organizational, and corporate standards of behaviours expected during the practice. It enhances decision making, application of skills and reaching to the informed decisions. Courses such as, Business Management and Soft Skills in the current curriculum of BE (Electronics and Telecommunication Engineering) address the foresaid issues.

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 44

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 44

File Description	Document
Details of the value-added courses imparting transferable and life skills	Uploaded on Website
Any additional information	Uploaded on Website

1.3.3 Percentage of students undertaking field projects / internships

Response: 36.49

1.3.3.1 Number of students undertaking field projects or internships

Response: 862

File Description	Document
Institutional data in prescribed format	Uploaded on Website
List of students enrolled	Uploaded on Website
Any additional information	Uploaded on Website

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.09

2.1.1.1 Number of students from other states and countries year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	26	23	15	19

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 65.57

2.1.2.1 Number of students admitted year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
474	415	411	375	392

2.1.2.2 Number of sanctioned seats year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
696	696	696	576	516

File Description	Document
Institutional data in prescribed format	
Any additional information	

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 78.8

2.1.3.1 Number of actual students admitted from the reserved categories year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
415	336	275	325	365
File Description		Document		
Institutional data in prescribed format				
Any additional information				

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Before the commencement of the programme, the Institution arranges a programme called “Orientation Program“ for the freshers and their parents/guardians. During this, Principal, Dean and Head of the Department guide the students about the Institution, Infrastructure facilities, University norms and regulations, the course content, the scope of the course and their outcome.

Institute has proactive tutor system to monitor and support the progress of students. All the students get academic and personal guidance and livelihood counseling from the concerned tutor. Through one to one mentorship tutor identifies slow and advanced learners.

Institute has the ERP system to collect, analyze and use the data/ information on the academic performance of the students. With this, institute is in a position to consolidate all the information and identify the slow learners and the advanced learners.

In order to assess the needs of students from the perspective of academics, the Institute take many initiatives and those are implemented in the following description:

1. During the orientation and interaction session the requirements of the students in terms of knowledge and skills are assessed and subsequently the corrective measures are taken to overcome the gap. Some of the courses in Engineering require sound knowledge and understanding of the basic concepts. Such courses and the level of difficulty in such courses is identified by the faculty members and accordingly expert talks are organized in Foundation Course. Students with low qualifying score (CET, AIEEE/ JEE) are given additional inputs in subjects like mathematics, Engineering Graphics and C programming to bring them at par with students of high qualifying score.
2. Value added programmes and Value essential programs are conducted to improve technical know how of the student. The research attitude is inculcated in the advanced learners using the platform of Innovation and Entrepreneurship Development Cell (IEDC).
3. Advanced learners and meritorious students are encouraged to visit industries, discuss an industrial problem and work on its solution as part of their final year project. Such industry sponsored projects make them professionally competent. Special repository of research and e-learning material is made available to such students to enhance the knowledge in their topic of interest.
4. Advanced learners and meritorious students are motivated to achieve higher performances in their summative assessments by giving awards and scholarships to those who top in University exams. Institute rank holders are honored at the annual gathering ceremony.
5. For slow learners one to one mentoring is provided to identify their weaknesses, soft skill training programs and remedial lectures are arranged , NPTEL tutorials , Spoken tutorials and myEXAMO like ICT are used to enhance conceptual knowledge of slow learners, additional reinforcement of expert faculties for Fundamental of Programming Language subject are deputed in first year. To improve results university question paper solution sets are provided, mock practical/oral exams are conducted. Previous university question papers are made available in departmental library. Problem solving sessions are arranged for individual before examinations during preparation leave to boost their confidence.

2.2.2 Student - Full time teacher ratio

Response: 14.23

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.04

2.2.3.1 Number of differently abled students on rolls

Response: 1

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

Response:

Institute has given the emphasis on outcome based learning. Faculty and students are motivated through various activities in teaching-learning process. The following measures and remedies are applied to enhance student centric learning:

Institute motivates the students to learn by experiences, by means to work with industry on live project. Institute has adopted a practice of inculcating the projects through hobby club which make awareness of functional programming, design patterns and new technical framework among students. Institute also motivates students to work on mini projects to develop problem solving attitude in students. Institute organizes the industrial visits to experience the work culture and technology. Institute also provide the platform to do the internship in the industry. Institute has signed MOU's with various industries to bridge the gap in the curriculum. Institute have initiated the collaboration with professional bodies like IEEE, CSI, IETE, IEL etc. to get students and teachers at esteem global platform. Students get opportunity to present and share their technical knowledge in the department in the form of seminars. Faculty motivate students to refer to quality journal papers and also arrange expert talks on selected topic. Students get an opportunity to give presentation in front of other students and panel of faculty members which improves their self motive and confidence. Institute also imparted Earn and Learn Scheme for the needy and economically disadvantaged students as per the regulations of SPPU. At the end of the final year examination, faculty advise students to pursue higher qualification.

Faculty members are keen to inculcate the participative learning through class room interaction with students, providing case studies, using virtual lab/simulation setup, and effective practical conduction. Model based learning is adopted by faculty members to demonstrate the case studies. Institute offers a soft skill training programme for personality and ethics development among students. Institute has received a grant for Entrepreneurship Development Program from DST to inculcate leadership, entrepreneurship and problems solving attitude in students. Institute motivate students to participate in Students' Council, N.S.S., Cultural Competitions, Games and sports that help them to gain confidence and build aptitude and grow leadership quality. Institute publishes Magazine called "MRUDGANDH", in which number of students shows their creativity through articles, poems, drawing, and competitions every year. Students are motivated to actively participate in project competitions, poster presentation, conferences, quiz competition etc. The

Institute organizes a technical event “AYAAM” for students, composing competitions such as project competitions, quiz competitions, paper and poster presentation competitions etc. to give technical platform to explore their leadership quality and innovative thinking . Students interested in R&D work are continuously motivated and encouraged to present their project/research work in different national/international project competitions/seminars/conferences/workshops and publish their work in national/international journals and conference proceedings. Students are given opportunity to work with faculty on research projects.

Institute motivates the students to identify the socio-technology problems and work on those problems as final year project. Eminent speakers invited from industry to deliver lectures to expose the students to the current developments in the corporate world

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 166

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 19.05

2.3.3.1 Number of mentors

Response: 124

2.3.4 Innovation and creativity in teaching-learning

Response:

Institute is very keen on outcome based teaching learning methodologies. Faculties are provided with financial assistance and motivation to upgrade their skills and state of the art technology. Rewards in terms of appreciation are made by institution. Departments take individual care of the student’s requirement and the faculty members are always vigilant so that services to the primary stakeholders are truly rendered. Financial, academic, psychological and emotional supports are given to students as and when necessary. Faculty members has adopted various innovative and creative teaching-learning aids as follows:

- Technical blog writing for latest trends, Staffs shares their websites to communicate the learning resources.
- Subject specific video lectures and animation series are created by staff members are shared through ERP.
- To meet the needs of new and emerging areas of research, model based teaching, data processing softwares, well maintained instruments and dedicated workshop facility is available in the institution.

- E-learning resources from NPTEL videos , spoken tutorials and Fossey are made available to students to enhance the learning experience.
- Project based and model based learning is provided to students, field based assignment, Role play/one act play practices are adopted by faculty members for proactive teaching learning. Case studies on beyond the curriculum are provided to students for effective understanding of recent trends.
- Technical platform like Robotic club, Mozilla Club is provided to nurture the technical know how skills and enthusiasm in students.
- Subject specific Google class rooms are created for sharing the learning resources.
- Virtual labs are provided for remote-access to labs in various disciplines of Engineering. These Virtual Labs would cater the learning needs to students at the undergraduate level, post graduate level as well as to research scholars.
- To make the classes more interesting and effective, Quiz Programs, Video Clippings etc. are used through ICT enabled class rooms.
- In-house training is given to teachers for the use of Computer technology in ICTs to promote teaching learning process.
- Counseling for Personality Development is given to students by CII (Confederation of Indian Industry) under the able guidance of Career Counseling and Placement Cell.
- The faculty uploads course material on ERP and students are encouraged to use it in order to increase student-teacher interaction. The course material on ERP includes teaching plan, lab assignments and schedule of conduction, lecture notes, sample questions, assignments etc.
- Continuous learning through Faculty Development Programs, workshops, seminars, guest lectures by the faculty members to enhance and update the knowledge of course to deliver the content more effectively to the students.
- Institute has Wi-Fi set up, Internet to each faculty for fast access and well-equipped seminar halls for interactive learning environment.
- Students who are academically sound and sharp are given counseling to pursue coaching for competitive exam and research. Promising PG students are further counseled to concentrate on writing research projects.
- To inculcate scientific temper in students, teachers take avowed interest in urging their students to explore all avenues of modern technology.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 5.1

2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	9	5	4	4

2.4.3 Teaching experience of full time teachers in number of years

Response: 8.75

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 2.48

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	5	1	1	0

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 3.59

2.4.5.1 Number of full time teachers from other states year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	5	6	4

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation (CIE) system at the institutional level****Response:**

Quality education requires an effective teaching and learning environment. To create such environment, institute has a proactive tutor system using which an individual student's performance is evaluated through out the semester.

A comprehensive feedback form designed with stringent parameters analyzed and adopted meticulously is one of the crucial parameter to incorporate corrective measures in teaching-learning process.

Institute is affiliated to Savitribai Phule Pune University (SPPU) and follows the continuous internal evaluation reforms through;

Institute adheres to all examination rules and regulations given by the University.

All the examinations of the University like In-sem examination, online examination, practical and oral examination are conducted with IT infrastructure and facilities provided by the institute.

All circulars and notices regarding the University evaluation reforms are displayed and circulated among the students.

The reforms at Institute level are;

In every semester institute conducts mock online examination series for first and second year students, internal theory tests, mock practical exams and same is reflected in departmental academic calendar.

Before one week of In-sem examinations, all practical classes are converted into theory for effective conduction and completion of syllabus.

After examination, results are displayed on notice board and students with low marks are provided assistance with additional lectures and practical sessions to improve results. The results are communicated to parents through letters.

Subject specific unit-wise assignments, mini projects, case studies are given to the students and based on that, student performance is evaluated. Additional reinforcement of expert faculties for Fundamental of Programming Language subject are deputed in first year

The laboratory courses are conducted by the faculty members with the support from supporting staff. In the beginning of every semester, the list of experiments is prepared which includes experiments prescribed in the syllabus along with additional experiments to be carried out. Laboratory manual is made available to students. The Laboratory equipments are upgraded on regular basis to meet the requirements of curriculum. A maximum batch size is 15 to 20 students so that each student gets sufficient hands on experience. Progressive assessment for the laboratory courses which have term work is implemented.

Teacher mentor is appointed for a batch of 15 to 20 students and student-tutor interaction takes place twice in a semester. Tutor addresses all the issues and with the help of head of the department obtains the solutions for different issues raised during the discussion.

Continuous monitoring of attendance and test marks is done through the ERP system and monthly reports are displayed on notice boards.

Tutorial classes for students, especially of slow learners are conducted by departments depending on their performance in CIE. After regular classes, additional classes are arranged for them. Also after class hours the students approach the teachers for their queries in their respective subjects.

Any changes in the Continuous Internal Evaluation (CIE) methods are discussed in Academic Monitoring Committee (AMC) meeting and the decisions taken are conveyed to other faculty members through HOD in departmental meetings.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Evaluation process, being an important component is well publicized to almost all stakeholders and more specifically to students and teachers.

- At the commencement of semester, students are notified about the criteria for evaluation of term work in the respective labs and lectures.
- Stakeholders of the institution are informed about the internal evaluation process in the parents meetings conducted.
- The Institute strictly follows the guidelines given by the SPPU for the conduction of all the examinations and evaluation process.
- The Institute has installed CCTV cameras for monitoring of online examinations.

- Institute has designed continuous assessment sheet for practicals which considers students' attendance, assignments, performance in practicals, innovativeness in implementation etc. Institute prepares department wise Academic Calendar and displays it on notice boards consisting details of test slot and Institute/department events, at the start of semester.

- All departments maintain record for every student which contains details of student attendance, test marks, assignments etc.
- Institute monthly communicates the student test performance and attendance through letters to parents. After every lecture and practical session the record of absent students is also notified to the parent/guardian through SMS.
- Every department displays the Students consolidated attendance after month completion, internal/mock test marks on the notice board.
- Institute gives assignments to students or conducts retest for under-performing students in the internal test.
- Institute organizes Parents Meet at the end of each semester through which progress of the students is communicated to the parents.
- Institute has proactive tutor system to assess and measure academic progress of the students fortnightly. Based on that one to one mentoring of students is done by the respective tutors. Students can discuss issues regarding academic and test performance with the concerned teacher at the time of tutor meeting. Students having grievances with internal evaluation process can directly discuss their doubts individually with respective faculty members.
- The Institute notifies students and faculties regarding schedule and structure of internal evaluation system through the college and department notice board.
- Results of online and In-sem examinations are declared as per the instructions given by SPPU.
- Final year term work is jointly evaluated by internal and external examiners.
- Evaluation sheets for UG/PG seminars are maintained with seminar coordinators.
- Evaluation sheets for UG/PG projects are maintained by Project coordinator.
- The term work marks, practical/oral examination marks are submitted online to the University by using a unique username and password.
- UG/PG project reviews twice per semester evaluation sheets submission to project coordinator. PG seminars are evaluated as per SPPU guidelines and records are maintained.
- Report of Soft skills activities such as presentations, group discussions, training sessions are conducted to evaluate the performance of the students is maintained.
- The performances of students are monitored at different levels and remedial actions are taken to promote their progress.
- Class teachers, seminar and project guides, subject teachers and tutors inform students about evaluation process and term work assessment

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

Response:

Redressal of grievances is permitted by the University only for end semester examinations. There is no provision made for redressal for online, In-sem, term work/oral/practical, project, and seminar examinations as per University norms.

Departmental Level grievances: The continuous evaluation of students is carried out by faculty in terms of theory lectures, labs, unit tests , assignments etc. The evaluation for each lab assignment is communicated to individual student. The term work is allotted based on defined strategies. Query if any is discussed with concerned faculty, mentor, class coordinator and head of the department.

The institute is inclined on ensuring the redressal of grievances with reference to examination through the following mechanism:

- Students are made aware of the assessment methods at the beginning of the semester and from time to time the amendments in evaluation scheme are brought to the notice.
- Institute has constituted full fledged exam section supervised by the Chief Exam Officer (CEO) assisted by departmental coordinators to address grievances of the students.
- Mock exam marks, Online test and Internal Test marks are displayed on notice boards.
- Students having grievances with the internal evaluation process can directly discuss their doubts individually with respective faculty members.
- Students can appeal the Head of the Department, in case of any grievances.
- The dedicated exam section provides support for solving student grievances related to examination.

University level mechanisms for redressal of grievances :

The queries and complaint about theory examinations are recorded by examination section of the college and submitted to University for corrective action. These corrective actions are normally re-evaluation, re-checking, providing photocopy of answer sheet to the student etc.

Paper setting, conduction of examination, evaluation and declaration of results is done by the University.

At University level, students can apply for verification, revaluation and for photocopy of answer book. The University examiners re-verify, re-assess the answer books and the revised marks if any, are sent to the institute which are communicated to the respective department and to the student.

After the declaration of results, students can apply for photo copy of their answer sheet on prescribed payment of fees to the University.

The photocopy of answer sheets shall be sent to HOD/Principal of the college by the University.

In case of discrepancy observed by the student, he/she can apply for revaluation by paying fees.

Thereafter, the University verifies the following:

- a) Whether the total marks in the given paper awarded to the examinee on the statement of marks matches with the marks awarded to the examinee on the cover page of the answer books?
- b) Whether the question-wise marks awarded to all the questions inside the answer books are correctly carried over to the cover page?
- c) Whether the total of the question-wise marks on the cover page is correct?
- d) Whether all the answer or parts thereof in the answer books have been assessed by the examiner?
- e) Any other matter as may be prescribed by the board of examinations of the University.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The teaching learning process of the University requires the completion of two units before every online examination and three units in case of In-Sem examination. To cope up with this time limit, faculty and departments takes a regular review and the steps are taken to complete the syllabi.

The University provides an academic calendar before the commencement of each semester wherein the number of days for teaching and slot for In-sem examination, End-semester examination are available. This serves guidelines to frame an academic calendar at Institute level. To improve the quality of teaching-learning, institute prepares academic calendar for entire semester of fourteen weeks duration. It is circulated to all departments. The Principal conducts meeting with all HOD's and gives necessary guidelines on the basis of previous feedback. Choice based preferences are asked for next the semester in advance and allocation of portfolios along with course distribution is done in the department meeting.

The university curriculum is followed which is designed by the Board of Studies (BoS) of faculty of engineering. The BOS involves experienced senior faculty members in curriculum design and also organizes training for all its teachers. Majority of the faculty members of our college are involved in syllabus framing, few being chairman and others contributing as team members. Whenever, the syllabus is revised, quality improvement workshops for faculty are organized and faculty members of the institute also worked as resource person in these workshops.

Teaching and evaluation schedules are planned and organized through the following mechanisms -

- The teaching plan is prepared by every subject teacher prior to the starting of the semester which includes number of lectures, topics planned, topics covered, etc. The teaching plan is certified by the HOD.
- Faculty members prepare detailed course file and laboratory manual at the beginning of each semester. Course file includes following details
 - Program Course Structure
 - Vision & Mission of Institute & Department
 - PEO & PO of Department
 - Philosophy of Department
 - CEO,CO & PO Mapping of Subject.
 - Pre-requisite Diagram
 - Syllabus Copy
 - Instruction Plan and Instruction Material.
 - Learning Material
 - Beyond Curriculum
 - Library & Field based Assignments/Tutorials
 - University question papers & solution
- Course file also includes mid semester exam question paper and result, university question papers and solutions, university result of the course and its analysis, question bank, class test record with marks obtained, tutorial record, result analysis of previous year
- Monthly meeting of faculties is conducted by the HOD to discuss the problems if any and to take updates of the conduction of academics.

The formative evaluation of students is done by following ways.

- All the information related to exams is scheduled in advanced and displayed through academic calendar.
- Each department conducts mock tests for oral and practical examinations, internal tests for the students.
- Institute evaluates the students based on attendance, assignments, performance in internal/Online tests.
- **The academic progress of the students is monitored by the mentors and respective class coordinators.**

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The vision and mission statements of the Institute is framed inline with the goals of the Management. These statements are disseminated to the students and stake holders through the Principal, Heads of Departments and faculty members. This becomes the basis for formation of Programme outcomes. These are the expected values the passing student is supposed to possess. The Institute offers various under graduate, post graduate courses and facilitate the research through research center in one of the stream. The offered programmes can be broadly classified into core branches and soft branches. The programme educational objectives accounts further knowledge diversity in their respective field to be imparted. The institute adopts student-centered teaching methodology that aims at combining theoretical knowledge with practical applications through exposure to gain the technical know-how and recent trends.

Institute follows the program outcomes specified by the Accreditation Board for Engineering and Technology. Each department has defined program educational objectives, program specific outcomes and course outcomes . The program educational objectives, program specific outcomes and course outcomes are designed to accomplish and assess the students learning needs.

Students and staff are made aware about the program educational objectives, program specific outcomes and course outcomes :

- The teachers in general and the Principal in particular highlight the desires and aspirations of the institution on special occasions.
- The Program outcomes, program educational objectives, program specific outcomes and course outcomes are discussed by the faculty in the classrooms and labs.
- The Vision, Mission, program outcomes, program specific outcomes are displayed at prominent locations like laboratories, seminar hall, corridors and notice boards of each department.
- The Program outcomes, program educational objectives, program specific outcomes and course outcomes are published in every departmental web pages on the Institute website.

<http://www.sitrc.sandipfoundation.org/ug-courses/>

Faculty prepares CO-PO mapping matrix for the respective course by using assessment through various direct and indirect measures such as unit test, tutorial and the university results.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program from first year to fourth year in a four year engineering degree program as well as two years PG level programs. The course outcomes are written by the respective faculty member using action verbs of learning levels. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes written and their mapping with POs are reviewed frequently by a committee of senior faculty members before they are finalized.

Course Outcomes are narrower statements that describe what students are expected to know, and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire in their matriculation through the course. In a university affiliated college, the CO attainment levels can be measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment.

Institute ensures attainment of program outcomes, program specific outcomes and course outcomes using following means:

Direct Assessment:

- Internal and external examinations in theory and practical sessions
- Online examinations
- Oral Examinations, seminars, assignments and projects.

Indirect Assessment:

- Student's Feedback.
- Industry Feedback.
- Alumni Feedback.

Unit tests and practical mock tests are conducted by the department to assess students understanding of the course and progress on regular basis.

On-line examinations are conducted by the university assess students understanding of the course and progress on regular basis. These tests are for 25 marks each based on two units having multiple choice questions.

End-semester examination is conducted by the university at the end of the semester to assess overall progress in the course of the student after completion of the course. This examination is for 50 marks based on six units of the course.

Students are asked to prepare presentations on various topics/case studies and present/discuss in group in front of all students, through which the presentation and communication skills of students can be evaluated.

Student's understanding is evaluated by teacher through their performance during practical and continuous lab assessment

The new technology deployed by Institute for further enhancing students learning is as follows:

- Lab Innovations are undertaken by providing mini projects about respective labs for the students.
- Project Based Learning is introduced for students to gain knowledge and skills to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
- Value added programs are designed to improve employability skills of students and offered at all levels of the undergraduate program.

Co-curricular and extra-curricular activities to sensitize students towards ethics, environment, technology, society and lifelong learning

2.6.3 Average pass percentage of Students

Response: 89.91

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

Response: 526

2.6.3.2 Total number of final year students who appeared for the examination

Response: 585

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 16.02

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
10.55	2.90	2.57	0	0

3.1.2 Percentage of teachers recognised as research guides at present

Response: 1.81

3.1.2.1 Number of teachers recognised as research guides

Response: 03

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.03

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 25

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

To create an ecosystem for innovations, following initiatives are taken:

Idea Generation Symposium: Brainstorming about societal and industrial problems to find commercially feasible ideas scrutinized by Business and Domain Experts.

Entrepreneurship Services Program: Offering well recognized courses through National/International affiliations to develop entrepreneurial competencies amongst Young Innovators.

Entrepreneurs' and Businessmen Club: Connecting with mentors related to Technical, Business and Legal sectors.

Eureka-The Prototype Development: Development of working model at proposed cost with prior risk analysis in possible aspects.

Business Modelling and Planning: Preparation of B-Plan Canvas of Innovation to showcase purpose to various Angel Investors, Venture Capitalists.

IPR Awareness and Adoption: Connecting Sandip Foundation's IP Cell to protect innovation.

Entrepreneur Summit: Providing mentoring support for participating in Business Pitch Competitions, Crowd Funding

Product Development: Molding as per Industrial Standards so that developed prototype will enter into market with sustainability.

Virtual Company Formation: Simulation of forming Startup and understanding relevant norms suggested by experts.

For creation of this ecosystem, institute accorded:

Rs. 13,20,000/- for setting Innovation and Entrepreneurship Development Cell (IEDC) out of total Rs. 46,00,000/- by National Entrepreneurship Board (NEB), DST, Govt. of India.

Rs. 6,00,000/- from Big Data Initiative Scheme, DST, Govt. of India for 10-days awareness programme.

Rs. 3,20,000/- & Rs. 2,90,000/- in AY 2016-17 and 2017-18 by EDII, Ahmedabad under DST-NIMAT Project for Entrepreneurship Awareness Camp (EAC) and Technology based Entrepreneurship Development Programme (TEDP).

Rs. 2,00,000/- from Ministry of Electronics and Information Technology (MEITy) for conducting 3-days IPR awareness programme.

Institute's Incubation Centre is operational from AY 2016-2017. An IEEE Certified Technology Business Incubator (TBI) is hosted by IEEE Techno Entrepreneur Programme (IETP) IEEE-SITRC Student Branch. IETP TBI facilities are availed to:

Faculty members

Present Students and Alumni

IEEE-SITRC's R&D partners (sponsors of R&D and consultancy projects), IEEE-SITRC's partner universities (having R&D collaborations in place), and Government agencies associated with IEEE-SITRC's research and innovations

The Innovative ideas suggested by students of the institute were endorsed by IEEE MGA India. It's an AdHoc body that nurtures Entrepreneurship and Internship Initiative in Budding Innovators through several activities among IEEE members. This initiative is supported by IEEE Entrepreneurship, IEEE Region 10. In addition, few ideas of our students were shortlisted for IEEE Technology Entrepreneurs' Summit-2016 held at India's largest incubator for startups T-Hub, Hyderabad. Students benefited from various activities held such as Talks and panel discussion from experts as well as startup founders Demos, product pitches & exhibits from shortlisted ideas

In presence of Mr. Pradeep Pillai, Business Development Manager (BDM) of Society for Innovation & Entrepreneurship (SINE) promoted following nominations for financial support.

1. National Initiative for Developing and Harnessing Innovations Promotion and Acceleration of Young and Aspiring innovators and start-ups (PRAYAS)(NIDHI-PRAYAS) Program
2. National Initiative for Developing and Harnessing Innovation Entrepreneur In Residence (NIDHI-EIR)

Also, a student of the Institute Ms. Rasika Nerker got business plan mentoring by IIM, Ahmedabad for commercial plan development through her selection in India Innovation Challenge Design Contest-2016.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 116

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	29	27	18	14

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.14

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	22	44	10	04

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

Response: 0.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
100	100	55	14	18

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Having congenial attitude towards society is moral responsibility of an engineer that is achievable by exposure through active participation in various extension activities. Thus, students of the Institute are sensitized through societal activities conducted using the platform of National Service Scheme (NSS), Students Welfare Department (SWD) and Women Empowerment Cell (WE-TEAM).

These platforms are useful for performing society and environment related activities like every year students collect Ganesh Idols at the end of Ganesh Festival. It is a step towards minimizing the water pollution. It is conducted in association with Nashik Municipal Corporation. Similarly, village surveys are conducted for counting the literacy level. On the parallel line, budding engineers are made aware to social problems like road safety and precautions to avoid the accidents, women health issues etc. Villagers are appealed to remain present during these demonstrations so that they are also getting aware. Renowned persons from diversified fields like police department, traffic department, and health department visits regularly to bring awareness.

The national missions are well responded such as seventy student volunteers worked under “Swachha Bharat Abhiyan” at nearby village Belgaon dhaga to explain the importance of cleanness. Students participated in Kumbhthon where they provided technical solutions to address the problems of Kumbh-2015. Competitions such as Essay Writing, Painting, Kabaddi & Kho-Kho were arranged in Schools of Zilha Parishad to enhance the overall skills of students. Street plays were performed by NSS volunteers on “Gender Issues and Vyasana Mukti” to campaign gender equality and avoid addictions. “Yoga” program was arranged by NSS volunteers where Yog-Guru conducted training sessions. The different activities for team building and team work were conducted that develops team spirit and communication skill. “Health Check up Camp” is organized in association with Wockhardt Hospital, Nasik. Blood donation camps are regularly arranged by the Institute. The students participated in tree plantation programs organized in association with Samsonite Ltd. at different places of Nashik.

“Pani Adva Pani Jirva” a scheme of state government was responded by constructing sand filled gunny bag weir. The demonstration on anti-superstition activities was given by our students to villagers. The Institute is developing crowd management software for Shirdi Saibaba Sansthan at no cost for Resilient India, an NGO.

Health cautiousness amongst the women is generated through “Vidyarthini Arogya Prabodhan Program” in association with SPPU, Pune. To resolve the problems associated with women menstruation, an automatic “Sanitary Napkin Vending Machine”

and “Incinerator” has been designed and developed by girl students & faculty of the Institute. Recently, 200 girl students have participated in “Police Sakhi program” conducted in association with Nashik Gramin Police for awareness of women security.

In addition, the Institute has separate women grievance/empowerment Cell. The cell executes the awareness programs, motivational talks and interactions in association with various industries for overall development of women. The cell has initiated the symposium to generate essential ecosystem for woman entrepreneurs and technocrat viz. “Woman Empowerment through Entrepreneurship among Miniature (WE-TEAM)”. It provides opening up an age to ladies candidates in techno-social domain.

3.4.2 Number of awards and recognitions received for extension activities from Government /recognised bodies during the last five years

Response: 21

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
08	03	03	04	03

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 37

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	05	04	07	06

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 48.42

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1535	898	1322	671	645

File Description	Document
Report of the event	Uploaded on Website

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 133

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
53	29	23	20	08

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 51

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	06	21	02	01

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	Uploaded on Website

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institute adhere to AICTE norms regarding physical facilities. The gross Infrastructural area of the institute is as given below,

1. Instructional Area – 12559.28 Sq. m.

(Requirement of Instructional area as per AICTE norms for the sanctioned intake is 8020 Sq.m)

2. Administrative Area - 2776.50 Sq. m.

(Requirement of administrative area as per AICTE norms for the sanctioned intake is 1470 Sq.m)

3. Amenities - 1630.86 Sq. m.

(Requirement of amenities area as per AICTE norms for the sanctioned intake is 720 Sq.m)

4. Circulation and other - 4241.66 Sq.m.

(Requirement of circulation area as per AICTE norms for the sanctioned intake is 2552.50 Sq.m)

The bifurcation of instructional area is as under

(a) Class Rooms - 30 Class rooms with total area 2631.52 Sq. m (As per AICTE norms 30 classrooms admeasuring 1914 Sq.m. is required.)

(b) Tutorial Rooms: 9 Tutorial rooms with total area 431.26 Sq.m (As per AICTE norms 8 tutorial rooms admeasuring 264 Sq.m. is required)

(c) Drawing Hall: 2 Drawing Halls with total area 330.38 Sq. m (As per AICTE norms 1 drawing hall admeasuring 132 Sq.m. is required)

(d) UG laboratories: 61 UG Laboratories with total Area 5783.12 Sq. m. (As per AICTE norms 50 UG laboratories admeasuring 3300 Sq.m. is required)

(e) Language Lab: 3 language labs with total area 215.83 Sq.m.

(As per AICTE norms 3 language labs admeasuring 198 Sq.m)

(f) PG class Rooms – 2 PG (MBA) class rooms with total area of 193.18 Sq. m and 2PG (ENGG) classrooms with total area 94.18 sq.m.

(As per AICTE norms 4 PG class rooms admeasuring 198 sq.m. is required)

(g) PG laboratories: 2 PG Laboratories with total Area 168.83 Sq. m. (As per AICTE norms 2 PG laboratories admeasuring 132 Sq.m. is required)

(h) Research Laboratories for PG: 1 Research Laboratory with total area 125.2 Sq. m. (As per AICTE norms 1 Research Laboratory admeasuring 120 Sq.m. is required.)

(i) Computer centre: 2 Computer centres with total Area 303.5 Sq. m.

(As per AICTE norms 2 computer centres admeasuring 300 Sq.m. is required)

(j) Seminar Hall : 6 Seminar Halls with total area 1060.2 Sq. m. (As per AICTE norms 6 seminar halls admeasuring 660 Sq.m. is required)

(k) Workshop: 4 Workshop with total area 804.44 Sq.m.

(As per AICTE norms 2 Workshops admeasuring 400 Sq.m. is required.)

(l) Library and reading room : 1Library including reading room with total area 705 Sq.m.

(As per AICTE norms 1 library including reading room admeasuring 600 Sq.m. is required.)

In addition to the above mentioned physical facilities for teaching learning process the institute also has Amphitheatre for 5000 spectacles, 250 KV Diesel Kirloskar make generator for backup power, Electric cars for internal movement, RO plant of 5000 lit/hr capacity,

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

Response:

The parent organization has provided following indoor and outdoor games facility for the constituent institutions.

A. Outdoor games facility on 2 play grounds having total area of 27620 Sq. m. The facilities are provided for the games like,

1. Cricket
2. Volley ball

3. Football.
4. Hockey

B. Indoor games facility is provided by the institution. The details of indoor games are given below,

1. Table Tennis.
2. Chess
3. Carrom

The institute has provided indoor gym, green gymnasium and **yoga centre** in the hostel to cater for fitness of the students.

The facilities provided for cultural events includes Music room, Dance room, Amphitheatre, club rooms, boys and girls common rooms and two acoustically designed seminar halls.

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

Response: 83.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 30

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 16.07

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
197.63	205.43	123.35	109.94	62.94

4.2 Library as a Learning Resource

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

Response:

The ILMS software named KOHA version 3.18.11.000 is used for partial automation of the library. The library operations like circulation, Processing, Catalogue search and overdue alerts are automated using library management software named KOHA. The processes like Book requirements, serial control (Periodical entries) are done manually.

Students and faculty members are extensively using the web based facility (KOHA) for Book search, account information, book reservation and history of circulation.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

1. List of rare Books

SR.NO	NAME OF BOOK	NAME OF PUBLISHER	NAME OF AUTHOR	COPIES	YEAR OF PUBLISHING
1	Emerging Research Directions in Social Entrepreneurship	Springer	Larry Pate / Charles Wankel	1	2014
2	The Role of Fear for Entrepreneurial Venture Creation	Springer	Philipp K. Berger	1	2015
3	Empowering the Market Economy Through Innovation And Entrepreneurship	Palgrave Macmillan	A. CoskumSamli	1	2016
4	Entrepreneurship, Regional Development and Culture	Springer	Marta Peris- Ortiz	1	2015
5	Entrepreneurship, Innovation And Economy Crisis	Springer	Klaus Rudiger/ Marta Peris- Ortiz	1	2014
6	Entrepreneurial Ecosystem	Springer	Mathew J. Manimala	1	2015
7	Social Entrepreneurship	Springer	Anders Lundstrom	1	2006
8	Creativity, Innovation, and Entrepreneurship Across Culture	Springer	Igor N. Dubina	1	2016
9	Sustainable Entrepreneurship	Springer	Christina Weidinger	1	2014
10	University Evolution, Entrepreneurial Activity And Regional Competitiveness	Springer	David Audretsch	1	2016
11	Student Entrepreneurship in the Social Knowledge Economy	Springer	Manlio Del Giudice	1	2014
12	Researching Entrepreneurship	Springer	Per Davidsson	1	2005
13	Innovation And Entrepreneurship Powerful Tools For a Modern Knowledge Based Economy	Springer	Hanadi Mubarak Al - Mubarak	1	2015
14	Business Plans Kit	Learning Made Easy	Steven D. Peterson	1	2014
15	VLSI ARTIFICIAL NEURAL NETWORK ENGINEERING	Kluwer Academic Publishers	Mohmad I. Elmasry	1	1994

16	From Science to Start up	Springer	Anil Sethi	1	2016
17	Start Up Your Restaurant	Collins Business	Jayanth Narayanan / PriyaBala	1	2016
18	Image Processing The Fundamentals	Wiley	Maria Petrou / Costas Petrou	1	2010
19	Jugaad Innovation	Random House India	NaviRadjou / JaydeepPrabhu And Simone Ahuja	1	2012
20	Determination of Bank Involvement with SMEs : A Survey Of Demand - Side and Supply - Side Factors	Springer	Victor U. Ekpu	1	2016
21	Specialization In Online Innovation Community	Springer	Jan Bierwald	1	2014
22	Global Entrepreneurship and development Index 2015	Springer	Zoltan J. Acs	1	2016
23	Technology And Innovation For Social Change	Springer	SatyajitMujumdar	1	2015
24	Innovation Through Cooperation	Springer	Georg Weiers	1	2014
25	Innovation And Entrepreneurship	Springer	Elias G. Carayannis	1	2015
26	Complexity Entrepreneurship, Innovation And Technology Research	Springer	Elisabeth S. C. Berger / Andreas Kucketz	1	2016
27	Creativity, Entrepreneurial Performance	Springer	W. Edward McMullan	1	2015
28	Creating Good Work	Palgrave Macmillan	Ron Schultz	1	2013

2. Other Knowledge Resource

SR. NO.	Name of book/ Manuscript	Name of Publisher	Name of Author	Number of copies	Year of Publishing
1.	IEEE Transactions on Automatic Control	IEEE	Various Authors of the Transaction	397	Feb 1970 to Jan 2010
2.	IEEE Transactions on Industrial Electronics and Control Instrumentation	IEEE	Various Authors of the Transaction	19	Feb 1980 to Nov 1984
3.	IEEE Journal of Robotics and Automation	IEEE	Various Authors of the Transaction	43	March 1985 to Dec 1992
4.	IEEE Transaction on	IEEE	Various Authors	113	March 1993

	Control Systems Technology		of the Transaction		to May 2014
5.	IEEE Transaction on Control Systems Magazine	EEE	Various Authors of the Transaction	196	March 1981 to Dec 2016

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

Response: A. Any 4 of the above

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)

Response: 19.04

4.2.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
9.54	20.47	31.75	7.53	25.89

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.89

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 250

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Academic Year	Description of IT facility	Date of updation	Nature of updation
2016-17	Dell Optiplex 3020 -20	13/08/2015	Computer
	Emerson 20 KVA UPS -1	11/10/2015	UPS
	Canon Lbp 2900 Printer - 2	01/09/2015	Printer
	VU 55 Inch LED TV - 1	19/04/2015	Media
	CCTV IP Cameras -11	21/09/2015	Camera
2015-16	Assembled Machine for Kuda- 1	08/05/2015	computer
	Sony Projector -2	27/04/2015	ICT
	RISO Machine -1	09/06/2015	Xerox Machine
	Dell Optiplex 3020 Computer- 40	30/03/2015	Computer
2014-15	Windows Licenses -40	03/07/2014	OS
	Dell Optiplex 3020 Computer - 33	16/12/2014	Computer
	ZOTAC Make Graphics Card - 10	23/03/2015	Hardware
	Plagarisum Checker X -1	19/03/2015	Software
	CCTV IP Cameras -32	28/11/2014	Camera
2013-14	Canon Lbp 2900 Printer - 1	27/04/2013	Server
	Epson LX 1170 II Dot Matrix Printer - 1	27/04/2013	Xerox Machine
	Epson LX 300 Dot Matrix Printer - 1	27/04/2013	Computer
	Dell Optiplex 3010 Computer -20	25/04/2013	Computer
	Dell Precision T1650 Server - 1	10/07/2013	Server
	Canon IR 6000 - 1	10/12/2013	Printer
	Dell Optiplex 3010 CPU -1	03/07/2014	Software (OS)
	CCTV IP Cameras -100	04/12/2013	Software
2012-13	Dell Optiplex 390 Computer - 30	11/09/2012	Computer
	Dell PowerEdge M710- 1	11/09/2012	Hardware
	FCT Devices -1	10/10/2012	ICT
	Sharp Projector - 1	13/12/2012	ICT

4.3.2 Student - Computer ratio

Response: 3.74

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 7.26

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

2016-17	2015-16	2014-15	2013-14	2012-13
30.29	64.89	92.32	79.58	31.08

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

Response:

The Policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities as follows,

For maintenance of computers the ERP based call log system is implemented in the institute. The faculty/staff requiring computer related maintenance put a call log from his PC. The call Log is then received by systems department and they take care of repair. Similarly, the maintenance in laboratory, class room, sports complex can be done using ERP. The civil work is monitored by Project department. In case of repair, the requisition form has to be filled by the concerned staff and to be given to project department and it takes care of repair and maintenance. The library adopts standard modus operandi; the processes like purchase of library books, receipt of books, book circulation, reissue of books, book bank scheme for FE students, book circulation to staff members, periodical acquisition and circulation periodical and e-journals is explained on web site.

Similarly, the supporting systems like transportation, canteen and security systems are out sourced. In case of transportation, the Institute signs MOU with the agency providing the facility. Adequate and appropriate number of buses is deployed. Safety is taken care by ensuring the checking the fitness of vehicle and safe driving. The cafeteria in the campus provides the nutritious and healthy food maintaining the hygiene. The water served is provided by the water treatment plant on campus. The housekeeping manager checks daily cleaning of classroom and laboratory floors, office furniture, garden leaves and weekly window panes and dadoes etc. The housekeeping manager will deploy agreed number of employees every day; carry out the cleaning at all points/places; use the appropriate cleaning materials and keep clinically healthy person on job.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 55.35

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1581	1447	1116	940	738

5.1.2 Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.97

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
100	61	57	50	42

5.1.3 Number of capability enhancement and development schemes –

- 1.For competitive examinations**
- 2.Career counselling**
- 3.Soft skill development**
- 4.Remedial coaching**
- 5.Language lab**
- 6.Bridge courses**
- 7.Yoga and meditation**
- 8.Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

5.1.4 Average percentage of student benefitted by guidance for competitive examinations and career counseling offered by the institution during the last five years

Response: 6.54

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counseling offered by the institution year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
296	208	102	76	40

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years

Response: 42.02

5.1.5.1 Number of students attending VET year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1158	1519	1324	573	88

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 41.96

5.2.1.1 Number of outgoing students placed year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
341	294	141	123	96

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 4.18

5.2.2.1 Number of outgoing students progressing to higher education

Response: 22

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 14.24

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	10	5	1	1

5.2.3.2 Number of students who have appeared for the exams year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
37	32	33	18	9

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 37

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

2016-17	2015-16	2014-15	2013-14	2012-13
31	6	0	0	0

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

As per the Directives of university, every year student council is formed. Before the university act was modified & came into force since 1st March 2017, the students were nominated.

Each class has a class representative who participates in the decision making of student related issues along with the class teacher & head of department to ensure effective implementation.

Student Council:

Principal	Chairman
SWO or Nominated by Principal	Staff Appointed by Principal
NSS Program Officer.	Staff Appointed by Principal
CR's	Each Dept /Sem Wise
Secretary of College.	
I/c Sports	Staff Appointed by Principal
Student from NSS	Appointed by Principal
Student from Cultural Activity	
Student from Sports	
Two Lady Representatives – Nominated by Principal	Appointed by Principal
Student From SWO	Appointed by Principal

Lady SWO College Ambassador	
Women s Grievance Committee	
Student from Student Welfare Department (Boys)	
Student from Student Welfare Department (Girls)	
National Cadet Corps	

This Council body plays crucial role in effective organization and smooth conduct of various co-curricular, extracurricular and cultural activities. The success story reveals from the organization of some of the events like Techxellence (National Level Paper Presentation and Technical Event), **AAYAAM** (a National level event comprising of technical and non-technical events organized by the Institute), **SANDIPOTSAV (Annual Social Gathering of the Institute)**. Under **National Service Scheme** various activities such as Shramdan, Tree Plantation and Blood Donation camp are undertaken.

Every year, Institute publishes magazine '**Mrudgandh**', which showcases the artistic qualities of students. Students responsibilities are like collecting material, editing, designing and publishing. The Sports committee conducts the sports activities at intercollegiate level during **Sandipostav and Engineers cup**.

Further academic and administrative bodies that have student representatives are described as follows:

Internal Compliance Committee:

Internal Complaints Committee will examine all matters relating to women in the workplace and will make suggestions and proposals to the institute administration regarding such matters.

Women's Grievance Committee:

Women's Grievances Redressal Cell is meant to safe guard and promote well being of all women employees of the organization.

SC/ST Cell :

The operational cell takes the cognizance of all the aspects associated with this cell.

OBC Cell :

The operational cell takes the cognizance of all the aspects associated with this cell.

Anti-ragging committee:

One senior student and one junior student nominated by Principal are members of the committee. Their feedbacks help to understand issues, if any, at an early stage.

Training and Placement Cell:

Placement representatives help TPO in arrangement of various activities related to placement.

Hostel Committee: The Hostel representatives act as an interface between hostel administration and students.

The activities of Student Council include:

1. To organize state, national or university level events.
2. To organize the college level event “Sandipostav” that includes cultural and sports events.
3. Celebration of Nationally important days like Independence day, Republic day etc., to develop the feeling and sense of nationalism.
4. To celebrate Teachers day and Engineers Day.
5. To organize blood donation camp, tree plantation, voter’s awareness programs, etc.

Financial Assistance is provided by the Institute for the above events.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 5.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	5	5	4

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni of any institute have strong emotional attachment with their alma mater. They are the brand ambassadors of the institute spread far and wide. Alumni have been and shall continue to be an important resource for any institution of learning provided alumni linkages are nurtured and their involvement with institute affairs is facilitated. The Alumni Association plays an important role in helping to shape the future of the Institute by representing the views of its members and contribute to build an engaged and supportive alumni community. Institute with its existence over a decade has a significant pool of its own alumni. A good number of them occupy eminent positions and can contribute to the further growth of their parent institution.

Association supports in following areas:

1. Updating information about Placement opportunities in the companies they are employed or related with.
2. Inviting well placed alumni for interaction and discussion with the current students.
3. Bringing in alumni for group discussions and mock interviews.

The functioning of Alumni started since July 2012 and got registered in the year 2017 as “SITRC Alumni Association” with registration number MH/702. The alumni of this Institute are giving the suggestions for recent trends in industry and accordingly the topics are covered through expert lectures, industrial visits or value addition programs. They are also asked to give their suggestions for the courses that can be conducted to bridge the gap between industry and academia which in turn make our students more employable. Network with alumni is made effective through the Alumni association and alumni also keep in contact through the Alumni page on the College website.

Every Department has a separate Alumni coordinator who conducts Alumni Activities. Alumni meets are conducted once in a year at institute and departmental levels. The institute has established a network with its alumni to have their active Participation in the development of the students and in turn Institute. Alumni share their expertise with the students for guidance in Projects / Placement / Contests / Internships and events like SAE-INDIA-BAJA ROBOTRON, HACKATHON etc. They guide students aspiring for higher education by providing guidance and assistance for GATE and other competitive examinations. The alumni are invited for training and expert talk on the recent trends being followed in industry. The institute conducts alumni meet and demonstrates the existing practices in the institute. The alumni are asked to express their views on the existing practices. Feedbacks from alumni are used to improve the teaching-learning process and the overall facilities provided to students.

Alumni directly or Indirectly contributes to the development of the Institute. Alumni in the past had provided sponsorships to events like “Techxellence“ which is national paper Presentation Competition and “Aayaam”, A national Level Technical Festival. A separate page on the College website and Facebook page is created so that alumni are in constant contact. First batch alumni who are now holding good position at Multinational and reputed companies also help in bringing those companies to institute for placements.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 11

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	4	2

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision :

To be acclaimed Institution for learning and research.

Mission :

To impart in-depth technical knowledge.

To create conducive environment for research, innovation and entrepreneurship.

To instill the social and cultural values.

Effective governance is the harmonious fusion of power and authority. It emphasis on equal balance between trust and control where democratic and fair management styles accepted according to need of educational institute. The nature of governance of institute is accountable, transparent, efficient, effective, responsive and visionary.

Top management set the vision and goals, and achieves the objectives in consonance with quality policy through periodic Governing Body (GB), Internal Quality Assurance Committee (IQAC), College Development Committee (CDC) and Local Management Committee (LMC) meetings. Furthermore, they recruits competent faculty members, and provide competitive atmosphere with world class infrastructure to grow.

Principal of the institute shares the vision & decisions taken by management in regular meetings with the Deans and heads of the Departments. He sets up rules & regulations of the institution for effective governance, transparent administration and participatory decision making for collective responsibility, ensures recruitment and appointment processes are undertaken with the aim to attract the highest possible caliber of faculty and staff. Being head of institute he continues to seek opportunities for development of interdisciplinary research and teaching methodologies and also ensures faculty competency and encourages team building. Principal ensures effective communication and engagement with students, faculty and staff members & also ensures availability of infrastructure and supporting facilities to satisfy academic and administrative requirements.

A Dean is the person with significant authority over a specific academic unit, or over a specific area of concern, or both. Principal ensures academic planning, like faculty requirement, execution of judicious load of subjects, preparation of time table, analysis and utilization of classes, feedback of academic system and result analysis, and motivate and promote research activities through Dean Academic. Dean Admin ensures the discipline amongst Faculties, Staff and students of institute. Infrastructural Requirements, Maintenance work, safety and Security arrangements, co-ordinations

of various events and conferences, alumni affairs, hostel, transport and student related issues are addressed by Dean Admin. Both Deans takes instructions from Principal and implement it and provide feedback and suggestions to the Principal.

Registrar assists the Principal in all administrative matter. He/she exercise control over accounts and administration. He/she also provide the necessary information Management. He/she assure that all the administrative reports are department.

Head of the Department is responsible for indentifying needs with regards to labs, syllabus, equipments etc. Head along with Faculty members prepares time table and decides judicious allotment of Load. Close supervision of Content delivery, effective teaching and learning process, monitoring functioning of tutor-mentors system, close liaison with various deans, Provide the MIS report, establishment, up gradation and maintenance of Centre Excellence in each lab, ensuring calibration and maintenances of equipments are among the responsibilities of Head of the Department.

6.1.2 The institution practices decentralization and participative management

Response:

The Institute practices decentralization and participative management is elaborated in the below case study.

Library System :

The institute follows the practice of decentralization and participative management. In this, we present the case study of Library management in our institute.

Faculty to the Top Management is involved in library functioning and updating process. Prior to the start of academic year, the librarian seeks requirement through circular to the Head of the Departments with consent of the Principal. The basic objective of the requirements is to review the existing stock and receive the suggestions for the addition of new titles and volumes of the books, journals, magazines, periodicals, news papers, e-journals etc.

Head of the Department circulate the same among the faculty for the review and suggestion of new learning material.

Furthermore, the faculty members after discussion among themselves suggest the learning material. It is based on the need and appropriateness with respect to the revision of the University syllabus. On receiving the input from the faculty members, the Head of the Department compile the list and send the same to the librarian.

On receiving the requirements from the various departments, the librarian prepares the complete requirement list and places it for discussion with Principal. Principal as per the norms of SPPU and various statutory bodies approves the requirements considering the natural growth.

Meanwhile the librarian asks the quotation from the different vendors and subsequently prepares the purchase order. Checking of and verification of Purchase Order is done by HOD, Dean Academics, Accountant, Principal and then forward it for final approval of management.

Upon the approval of the purchase order by the Management, the same has been sent to the respective vendors. The vendors then dispatch the learning material as per the purchase order.

Meanwhile, the students can put their requirements of learning material at their own in library or through the department.

During the whole process, the assistant librarian and library attendant helps the librarian.

Librarian is responsible for deciding scheme of classification for documents, suggest changes in QMS and library functioning, decide actions on the non conformity observed in library, to take decision to weed out books, and sends books and journals for binding.

Controlling transaction at circulation counter, preservation of books, journals and other printed materials, merging of books and periodicals accordingly and shelf reading and bar code labeling and pasting is done. During the whole process, the assistant librarian and library attendant helps the librarian.

Thus in a Nutshell, Librarian perform various activities viz. verifying the learning material with respect to the purchase order and bills received, physical verification of the learning material, making an entry in the accession register, classification of learning material as per Dewey Decimal Classification (DDC), stamping and coding, preparation of book card, and finally makes an entry in the software. The received bills are sent to the account section for further processing.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The activity successfully implemented based on the strategic plan is explained below:

Placement Activity:

Training and Placement Cell take various initiatives to enhance internship, training and placement opportunities for all the students of Engineering and Management. We follow the ideology of no gender discrimination while considering above activities.

Institute focuses on rigorous aptitude training sessions from faculty and outsourced experts, helped students to develop logical thinking. Also Institute has taken continuous efforts to improve soft skills of student's in the same fashion.

Positive attitude of students is developed through the various grooming sessions on continuous basis. The mock Interviews are conducted regularly to develop self confidence and to make sure that students express their knowledge in a professional manner. It also includes the practice of students to discuss in group for a minute or two with positive body language. Professional profile plays the key role in presenting candidature of job seeker. Through this session students are mentored to prepare their professional profile. To avoid general mistakes commonly made by candidates, this session is helpful.

Thus, the training and placement cell organize various activities for the students such as resume writing, personality development workshop, mock interviews, group discussions, aptitude training and soft skill sessions.

Faculties with highest qualification and diverse experience are the backbone of quality academics in the institute. Subsequently, it gives best results in academics and helps in selection of the students. Apart from regular curriculum, students are also exposed to various value added programme and extra-curricular activity.

Experts with diverse experience from academics and industry are invited for expert lectures emphasizing upon collaborative nature of Industry- Institute Cooperation. Institute has achieved the value added corporate relations with various leading organizations through Industry –Institute Symposium and HR Meets.

Leading with a vision of providing most “industry ready” candidature, the institute has taken major initiative to seek cooperation from various industrial organizations from variety of sectors, ranging from multinational (MNCs) to small scale industries (SMIs). To bridge the gap between the institute and industry, the institute has signed MOU’s with local and multinational companies. The basic objective behind it is to provide better platform to the students via internship, sponsored projects, industrial visit, pre-placement offers and final placements.

Also Institute has decided to organize Job fair & HR Meet every alternate years to initiate “*zero cost recruitment opportunity*” to industries and students as well. Students from other institutes of Maharashtra are invited to participate in Job fair.

Students are also encouraged to take part in the off-campus and the pool campus drives.

Sandip Institute of Technology and Research Centre Nashik has become one of the preferred options for the students seeking Engineering and Management education in the region to assure brighter career path.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Sandip Foundation is registered under Charity Commissioner and Sandip Institute of Technology and Research Centre, Nashik runs under Umbrella of Sandip Foundation. Organizational structure of the institute includes Governing Body and Administrative set up. Governing body comprises Chairman, trustee Members and College Development Committee. Administrative set up includes Principal and various bodies for smooth functioning of an Institute.

Institute is affiliated to Savitribai Phule Pune University, recognized by DTE Government of Maharashtra and approved by AICTE, thus follows service rules, procedures, recruitment and promotional policies designed and recognized by above bodies.

Institute has Grievance Redressal Mechanism for faculties, students and women viz. Faculty Grievance Redressal Committee, Students Grievance and Redressal Committee and Woman’s Grievance Cell, formed at institute level as per directives from Savitribai Phule Pune University.

Recruitment and Promotion Policy :

The recruitments of faculty etc are done through two modes:-

A) University staff selection interviews.

B) Local recruitment :

I) Through advertisement and interviews.

II) Through attracting and talent by offering progressive work environment and the better perks.

A) University Staff Selection Interviews: Through this medium the advertisement is published with posts and category/reservations approved by the State and University. Interviews are conducted by University appointed panel of experts. All the norms of apex bodies are followed.

B) Local recruitment:

i) The advertisement is published in state level/local newspapers. The interviews are conducted by sending the call letters and or through the walk-in, subjected to the guidelines published in the advertisement.

ii) Promotion policy: Any staff member attaining the higher qualification and meeting the eligibility norms is promoted accordingly. However the staff member is sent for very next University staff select interviews to get the promotion ratified/approved.

Grievance Redressal Procedure

To address the discontentment by any stake holders various committees desired by the apex bodies and system are formed which function according to their roles and responsibility.

Committees:

1. Anti Ragging Committee
2. Anti Ragging Squad
3. Women Grievance Committee
4. Student Grievance Committee
5. Student welfare committee
6. Girls Hostel Committee
7. Boys Hostel Committee
8. Minority Cell
9. SC/ST committee
10. OBC Cell
11. Internal Complaint Committee

The complaints, grievances and suggestions received directly in the Department or through suggestion boxes are tried to settle at the department concerned level. If the issue is complicated for Department to handle the matter is referred to the committee concerned. The recommendations are implemented according to the guidelines issued by the committee in the matter in question.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The activity successfully implemented based on the Minutes of the meeting of various Bodies/ Cells and Committees is elaborated below:

Example: Tutor Committee

Institute is very keen on student support system. Tutor system (*Mentor-Mentee*) helps the students for solving their personal and professional issues. In addition, mentoring for students in college helps students to feel more connected and engaged on campus, which can ultimately improve student outcomes.

The institute appoints a central tutor coordinator for tutor system assisted by the department tutor co-coordinator. The departmental tutor coordinator reports to central tutor coordinator regarding the tutor activities in the department. Tutor mentor system constitutes assigning 15-20 students per tutor in their first year of degree course and continues to be his tutor till completion of degree. Tutor hand book is to be filled by student under the guidance of tutor.

Each student is supposed to write personal information in the tutor hand book in the first tutor meet and create portfolio. Apart from personal details student has to fill academic record, achievements, awards, participation in extra and co-curricular activities. Tutor analyzes the student's past academic record and achievements. Assessment of student based on this record and observation is noted by tutor for future references. Tutor mentor meeting is held every fortnight.

Personnel counseling help in identifying the problems faced by the students. It also helps in identifying slow learners & advanced learners. Subject teacher with the help of tutor arranged the remedial classes, library hours, exam paper solutions, and practical assignments. Monitoring of slow learners continues till his progress is seen academically. Advance learners are encouraged, promoted and motivated to participate in co-curricular and extracurricular activities. Advance learners participate in different conferences, seminars, competitions, events and other platforms where they can showcase their Talent and Knowledge. Students are motivated to participate at College, State and National level. The record of national level achievements of advance learners has been noted by tutors. The progress of slow and advanced learners are monitored and communicated to the Head of the Department for necessary action.

The head of the department plan and execute various activities to help these students. The activities conducted for the slow learners include remedial classes, solving question papers and practical

assignments. In addition, the activities conducted for the fast learners include participation in State and National level co-curricular and extracurricular activities, Paper presentation, Project presentation etc.

Tutor system provides encouragement and support to the students, help them learn from the experiences of others, increase social and academic confidence, empowered to take decisions, develop communication, study and personal skills and capable to develop strategies for dealing with both personal and academic issues.

Thus mentoring by college faculties has a positive impact on student's persistence and academic achievement in college as well as in social life of the students.

6.3 Faculty Empowerment Strategies

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

Response:

The List the Existing Welfare Measures for Teaching and Non-teaching staff are given below:

Believing that the satisfied employee is an asset for the institute and can make the institute a productive place, the management has put several welfare measures and schemes for the faculty, non-teaching staff and students. The welfare provisions made are listed below:

- Women Empowerment program
- Employee Provident Fund
- Gratuity
- Medical Insurance for Employees
- Emergency service (Ambulance, etc.)
- Maternity leaves for female Teaching & Non Teaching staff
- Loan Facility from the Institute's Cooperative Credit Society
- Financial support for up gradation of knowledge through QIP/ conferences/ Workshops
- Financial support for up gradation of Qualification Superannuation Scheme (LIC Pension)
- Lien
- Tie up with hospitals (providing discount on Medical treatment bills)
- Sponsoring Membership of Professional bodies
- Free transportation facility for Non teaching staff
- Family and Bachelors accommodation for needy staff
- Recognition of faculty against achievement

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

Response: 13.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
24	30	29	13	3

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 5.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	9	6	5	6

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 36.2

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
89	70	42	36	29

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The functioning status of the Performance Appraisal System for teaching and non-teaching staff is given below:

The institute has a Performance appraisal system for teaching and non-teaching staff. It is carried out annually. At the end of every academic year, report of the contributions of the Teaching and Non-teaching staff members in college activities and their performance is reported by the Head of the Department. The performance of the teaching and non-teaching staff is collected through a well-structured self-appraisal form.

The Self performance appraisal form of teaching staff has various parameters related to contribution in academics, Co-curricular and Extracurricular activities and administration, etc. It has details like Results of subjects taught, Admission contribution, Research Papers, Patents, Faculty Identification, Co-curricular Activities, Extra Curricular Activities, Student Feedback, Department Contribution, Tutor System Contribution, Qualification Up gradation, Behavioural Attitude, Placement, Research Projects / Testing and Consultancy.

Similarly there is Self-performance appraisal form for non-teaching staff. It has details like Admission contribution, Technical Competency, Co-curricular Activities, Extra Curricular Activities, Dept. Contribution, Contribution in Foundation Work and Behavioural Attitude.

Staff Appraisal by the Head of the Department: All Teaching and Non-teaching staff members submit their Self-appraisal form to the Head of the department. The forms are evaluated by the head of the department and give his suggestions if any on the respective form of Teaching and Non-teaching staff. Finally the Remark is given by the head of the department. The self-appraisal helps to improve an individual's performance and his/her contribution to the institutional activities.

Staff Appraisal by the Head of the Department is reviewed by the Dean, Principal and Management Representative. Staff member's performance is discussed and opportunities are created accordingly.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The enumeration of various internal and external financial audits carried out during last five years with the mechanism for settling audit objections is explained below:

Institute has established mechanism for conducting Internal and External Financial audit every year to ensure Financial Compliance.

Internal audit is conducted by the parent body of Sandip Foundation. It is conducted twice a year. First internal financial audit is conducted in October/November followed by the second in April/May. Financial compliance report of internal audit is submitted to Managing Trustee of Sandip Foundation.

Statutory financial audit of Institute is conducted in two sessions, first in the month of October November/ December for period of six months starting from 1st April to September and second in the month of May/ June for the period from October to March. Finalization of account is completed in June and audited statement is prepared in July. The audited statement is duly signed by Principal, Chairman and Chartered Accountant.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropers during the last five years (not covered in Criterion III)

Response: 48.44

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropers year wise during the last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
47.83	0	0.61	0	0

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Resource Mobilization Policy and Procedures of the Institute is given below:

The major source of Institutional funding is through student's fees. The collected fund is deposited in bank and all expenses incur through bank transaction process. For the optimal utilization of fund, Principal ensures that funds are to be used in accordance with budget, with due attention to transparency, economy and efficiency, and only for the purpose for which financing is required.

The Institute has a well-defined policy and procedures to monitor effective, efficient and optimal utilization of available financial resources for institute development.

Policy and Procedures includes;

Annual budget for institute is prepared at the beginning of academic year, considering potential income and expenditures (recurring and non-recurring) involved for the year.

All the Departments of the Institute prepare their annual budget considering required funds for the particular academic year.

The departmental budget for apparatus, equipments, instruments, consumables, semi-consumables items and miscellaneous is prepared by Head of the Department and scrutinized by Principal of the Institute. The consent is sought from the Management.

The budget for remuneration of visiting faculties and honorarium of Guest for Expert Lecture, Seminars, Workshops and Conferences at department is prepared and approved by Management. All the bills/ invoices/ vouchers and purchase order of expenses against sanctioned budget for particular head are scrutinized by the Stores and accountant.

Once the proper verification / evaluation of item are done then Co-coordinating faculty or respective staff completes the process of billing through his/ her ERP log in.

In the final stage, accountant forwards the payment process through Principal to Management and issues the cheque to vendor duly signed by Chairman.

The deficit in budget is managed by Trust through reserve fund/corpus or bank loan, if required.

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

Response:

Initially the Teaching-learning process is monitored and governed by the AMC. Internal Quality Assurance Cell (IQAC) is proposed from this academic year 2017-18. IQAC is established to integrate various academic activities, enhance supportive administrative tasks and effectively communicate to achieve quick actions and get impact on quality objectives of the institute.

Objectives

To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Functions

Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.

Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;

Dissemination of information on various quality parameters of higher education;

Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

Documentation of the various programmes/activities leading to quality improvement

Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices

Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality

Development of Quality Culture in the institution

Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Sandip Institute of Technology and Research Centre, Nashik has best academic practices for student's development. Academic council take cognizance of practices performed at institute.

At the beginning of every semester meeting is held chaired by Principal with Deans and Head of the departments. The intention of meeting is to monitor academic practices and performances thru ought the semester. Day to day plan designed by faculties is discussed. Academic activities and academic calendar for the entire semester is presented by head of departments.

Regular lectures, practical and other academic activities are performed as per the instructional plan. Forth night review of the same for all subjects is to be taken by head of departments and summery report is generated.

Internal assessment of student is recorded using criterion viz.; Class test performance, assignments, field projects, laboratory projects and performances, involvement in co-curricular and extracurricular activities, research, participation in seminars/ conferences / workshops/ guest and expert lectures, active participation in training sessions, leadership qualities and results mid and end semester examination.

During entire semester the tutor notes the observations and inputs from subject teachers based on above criterion and, fast and slow learners are identified. Remedial classes are arranged for slow learners and their performances and improvement is monitored by subject faculty. At the end of the semester department tutor co-coordinator generate and submit the consolidate report of slow learner and their performances after remedial classes to head of the department.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 1.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	1

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above**6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*)
Post accreditation quality initiatives (*second and subsequent cycles*)****Response:**

- 1.Improvement in Cadre Ratio.
- 2.Arranging In-house Faculty Development Program for Improvement in Teaching Methodology and also Improvement in Technical/Core Area Skills.
- 3.Approaching different government as well as Non- government agencies for fetching grants.
- 4.Initiating the Professional Memberships through various Industry/Research Bodies.
- 5.Ensuring a stimulating, research environment that enhances the technical skills of staff and students.
- 6.Improving participation of students in various International/National Conferences of repute.
- 7.Setting up Innovation driven Entrepreneurship Development Cell.
- 8.Maximizing Library Subscriptions for various Books/Journals/Manu Scripts.
- 9.Increase in Placement.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 15

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	6	1	1

File Description	Document
Report of the event	Uploaded on Website

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

SITRC is a co-educational institute that promotes equal opportunity for both genders.

The institution gives equal opportunities to gents and ladies staff member with respect to appointments, higher studies, training, participation in conferences, and administrative responsibilities etc.

The department of electronics and telecommunication is headed by a woman faculty and the registrar of the institute is a lady staff.

Institute/departmental work is delegated to various staff members irrespective of their gender or social background.

The College has uniform for students to prevent gender and economic discrimination.

Composite batches of boys and girls are formed and also Class representatives or office bearer of student council are formed to avoid gender discrimination.

Both genders are involved in organizing the various co-curricular and extracurricular activities like techexcellence, aayam, technical quiz programme, sandipostav, dandiya, ganeshostav etc.

Institute encourages both genders to involve in the activities of IEDC (Innovation and Entrepreneurship Development Centre) where innovative ideas are shared.

For employment initiative/training programmes, the Institute takes efforts for both genders. Presently, 47 boys and 43 girls are involved in the NSS (National Service Scheme) that undertake extension activities.

To ensure security and safety, adequate number of closed circuit cameras (CCTV) are deployed in the campus for security. Out of total 450 CCTVs in campus, 103 cameras are installed in institute and 64 in hostel.

Two women and four gents staff members are accompanying in each bus to observe the decorum. In case of emergency, the college has its own ambulance. In addition, the provision of visiting doctors has been made in boys and girls hostel.

Women's grievance cell is formed by institute. This cell handles issues related to sexual misconduct or sexual discrimination within the college campus. Action is taken quickly on any type of misconduct after enquiry. It resolves the issues of girl students and women employees of the institute. The members of this cell are women faculty member hence girl student do not hesitate to discuss their issues.

Intact security system having 56 Security guards are available for 24 hours that includes six ladies guards. Utmost care is taken for security of girls students as well as hostels.

Gender inequality is a result of uneven distributed power. It is necessary to empower women. Empowerment of women in a socio-political envisages in relation to wider framework of women's' rights. It leads women to realize their full potential, rights to have access for opportunities, resources and choices with the freedom of decision-making both within and outside the home. In line with this, women empowerment cell is formed. The cell conducts various programme like gender sensitization, health education, work life balance, Self Defence, Stress managements etc. Women empowerment cell organizes various activities on women's international day. In addition, women entrepreneurship (WE) cell has been established that promotes entrepreneurship. Using this platform, promising entrepreneurs are honoured.

The counsellor is appointed by the management to bring the awareness in girl students and women staff members.

Adequate girls common room are available at appropriate location.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 6.14

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH) Response: 36000

7.1.3.2 Total annual power requirement (in KWH)

Response: 586608

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 22.36

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 14191

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 63457

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Campus is orientated towards reducing, reusing and recycling the items of disposal. Waste management is necessary for keeping the campus clean and hygienic. The source of wastage inside the campus is generally papers, kitchen and garden. Paper waste is collected from classrooms, labs and disposed in dust bins kept at various locations. Canteen waste is send to Nasik Municipal Corporation for disposal. Garden waste is collected for preparing manure. The total waste is segregated as biodegradable and non-biodegradable. The waste is handled and disposed carefully by project department of Sandip Foundation campus.

The liquid waste generated from hostel, college and canteen is safely disposed into septic tank via soak pits. The rejected water from RO plant is reused for gardening. Organization has started the construction of sewage treatment plant (STP) of 0.35 MLD capacity. The development of biogas plant for utilization of biodegradable solid waste is in process. Electronic goods like kits, oscillators, CRO etc. and computers are put to optimum use. The electronic goods are checked for usability before discarding, the usable parts are reused in other machines. Scrapped computer are dumped at one place by system department of the organization. The UPS batteries are recharged/ repaired/exchanged with suppliers.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The parent organization, Sandip Foundation is spread over beautifully landscaped land of around 225 acres, out of that 15 acres land is occupied by SITRC. Around, 8500 students and 500 faculty members are visiting the campus on every working day. Out of which about 1500 students are staying in hostels on campus. Hence there is huge requirement of water. The Institute avails the benefit of two natural streams of water in its geographical location. Two small dams are constructed to store the water available due to natural catchment area. These dams prevent soil erosion and meet the partial requirement of water. The stored water increases the water level of the eleven wells constructed by the Sandip Foundation. Stored water in dams also increases the water level of wells constructed in the field of local farmers. The huge requirement of water is fulfilled by the dams constructed across these seasonal streams. Both the dams store around one TMC of water. It caters to the need of drinking as well as domestic usage. The water stored in dams also helps partially to maintain the greenery of the campus.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**

• **Green landscaping with trees and plants**

Response:

Entire construction of the Institute is well ventilated and illuminated by sunlight.

The students are also encouraged to avail the facility of public transport or college transport while faculty members are encouraged to adopt carpool to reduce the emissions.

For internal movement, facility of electric car is available and also tar roads with the foot path are built.

Use of plastic is discouraged and slogans are displayed to create the awareness.

The Institute adopts paperless office and prefers internal communication through internet. All the notices, office orders, are circulated through ERP and emails. All types of leaves are routed through ERP. The daily attendance of Theory and practical classes is filled in ERP. The absenteeism of student is communicated through SMS to the parents using ERP.

Sticker are displayed to switch OFF the Lights, fans, computers, etc. when not in use. Beside this the tube lights are being replaced by LED. At present the college is having LED street lights.

The campus is landscaped with trees and plants to *support for raising carbon neutrality*. The Institute is awarded by Indian Society of Technical Education (ISTE) in 2016 for green campus and newspaper SAKAL also honored for maintaining the same.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.7

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
30.64	23.70	37.42	21.62	31.10

7.1.9 Differently abled (Divyangjan) Friendlines Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 28

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
02	05	08	02	11

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 25

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	3	5	3

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Handbook on code of conduct for students and teachers, manuals and brochures on human values and professional ethics	Uploaded on Website

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Core values	Uploaded on Website

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Supporting documents to prove institution functions as per professional code	Uploaded on Website

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 13

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	3	3	2

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

National festivals associated with the spirit of patriotism of nationalities, like Independence Day, republic day, Gandhi jayanti are celebrated at Institute

Independence Day is celebrated to mark the independence of India on 15th August. On this day, various events including flag-hoisting at college is organized to commemorate the day of freedom. The Principal of the college hoists the tri-color national flag at the amphitheater and addresses the staff and students

Republic Day, an auspicious day is celebrated on January 26 to commemorate the adoption of constitution. The Principal of the college hoists the tri-color national flag at the amphitheater and addresses the audience. Various cultural programs are performed by students

Gandhi Jayanti is celebrated to commemorate the birth anniversary of the Father of the Nation, Mahatma Gandhi. At Institution, tribute is offered to Mahatma Gandhi in presence of staff and students. Students sing the devotional songs. Staff and students also addresses on Gandhian values to carry a strong message of peace and harmony, which strengthen the belief on equal society and peaceful and uncorrupted world.

Birth anniversary of Dr. Sarvepalli Radhakrishnan and Bharat Ratna Mokshagundam Visvesvaraya is celebrated as teacher's day (5th September) and engineer's day (15th September) at institution

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

YES, the institute maintains complete transparency in its financial, academic, administrative and auxiliary functions

Transparency in academics helps the students to know “how and why-they are learning”. Faculty design and discuss the assignment with the students based on the learning goal and skill they are going to achieve.

Transparency in administration helps the students, staff and faculty to understand the status and completion of the task. To achieve complete transparency in administration, the institute relies on the information system.

The institute relies on ERP for the transparency in financial function.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice-I

Title of the Practice: Patents and copyrights.

Objectives of the Practice:

To provide a platform to students and faculty members for converting their innovative ideas into patents and copyrights.

The Context:

The institute emphasizes on developing a research culture & promoting the innovative ideas of the students & faculty members to convert them into patents.

The Practice:

Since the inception, Institute encourages students & faculties to develop innovative ideas. For students, it begins from the foundation course which then propagates in due course by making them aware through various workshops & seminars.

The institute supports students & faculty in filing the patents. Patent attorney is appointed to help students & faculty members for clearing art of search. The patent committee of institute facilitate them for getting clearance from patent attorney. During next phase, the patent draft is filed through patent attorney. The institute bears patenting fees of all patents filed by students & faculty members.

Evidence of Success:

The institute has than 90 patents to its credit. In 2014-15, Institute was ranked 5th and in 2015-16, ranked 8th in India in filling patents. Five patents are published till date.

Problems Encountered & Resources Required:

Problems Encountered:

Initially, the process of patent filing was not known to the students & faculty members.

Resources Required:

All kind of e-resources, facilitating patent attorney, financial support by the institute.

Best practice II

Title of the Practice: AAYAM: A National Level Project Competition

Objectives of the Practice:

- To encourage innovative ideas in the pursuit of excellence.
- To provide platform to students for start-ups by interaction with industry personnel.

The Context:

To showcase students' applied knowledge and practical skillset, a sound platform is needed. AAYAM provides an opportunity to exhibit these ideas, interact with industry personnel to avail their expertise and get the exposure to the recent trends and future scope in the respective fields.

The Practice:

The Institute has been organizing Two Days National Level Project Competition-AAYAM every year since 2010.

Students from all the disciplines of engineering can participate. Industry experts are invited for the judgement of the best project. A “Mega Prize” of Rs. 1,00,000/- awarded to a project with significant social impact along with prizes in every discipline.

Evidence of Success:

Improvement in the applied knowledge of students.
Significant improvement has been observed in the quality of participated projects.
Sizable increase in Intellectual Property Generation like Patents / copy rights.
The convergence to entrepreneurs and improved placements.

Problems Encountered & Resources Required:

Problems Encountered

Demand from participants for facilities like 3-phase supply, water tap, pneumatic pressure line, tool box and other miscellaneous items. These requirements are generally not conveyed to the organizers. The institute has to make arrangements for the same at eleventh hour. Attract the sponsorship for this event is a big challenge.

Resources Required

Financial Support of around Rs. 7, 00,000.
Arrangement of stalls as per requirement of projects.
Breakfast, lunch, safety measures and drinking water arrangement.

File Description	Document
Any additional information	
Link for Additional Information	

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

IEDC Cell

The institute has been accorded for establishment of an Innovation and Entrepreneurship Development Centre (IEDC) by NEB, DST, Govt. of India.

First of its kind, DST funded center for Innovation and Entrepreneurship in the jurisdiction of Savitribai Phule Pune University (SPPU), Pune. The principal motive of IEDC is to transform innovative raw idea into commercially viable product. With this view the students are motivated for nurturing their entrepreneurial skills as well as faculties are encouraged to develop their entrepreneurial skills which will be beneficial for society as whole. Institute has received a fund of Rs. 46, 00,000/- over the period of five years. Faculty led students innovation are provided with mentorship related to technical, financial, business and legal aspects. & support to establish their own startups. Further, to generate awareness among student, entrepreneurship development programs are organized.

The core objectives of this cell are

To provide various services including information on all aspects of enterprise building to budding Science and Technology (S&T) entrepreneurs.

To catalyze and promote development of S&T knowledge-based enterprises and promote employment opportunities in the innovative areas.

To respond effectively to emerging challenges and opportunities both at national and international level relating to SMEs and micro enterprises.

The major functions of this cell are

To organize Entrepreneurship Awareness Camps, EDP, FDP and Skill Development Programmes for benefit of S&T persons.

To guide and assist prospective entrepreneurs on various aspects such as preparing project reports, obtaining project approvals, loans and facilities from agencies, information on technologies, etc.

Process of transforming Young Innovators into Budding Entrepreneur/ Entrepreneur takes through 10 different phases as follows:

1. **Idea Generation Symposium:** Brainstorming about the society and industrial problems so to find commercially viable ideas.
2. **Opportunity Evaluation Meet:** Scrutinizing the submitted ideas from Domain and Business Experts.
3. **Entrepreneurship Services Program:** Offering you different well recognized courses through our National/International to develop entrepreneurial competencies amongst your Young Innovators.
4. **EnB Club:** Connecting with different mentors related to Technical, Business and Legal domains.
5. **Eureka-The Prototype Development:** Development of hardware at proposed cost with prior risk analysis in possible aspects.
6. **Business Modelling and Planning:** Preparation of B-Plan Canvas of Innovation to showcase purpose to various Angel Investors, Venture Capitalists.
7. **IPR Awareness and Adoption:** Connecting Sandip Foundation's IP Cell to protect innovation.
8. **Entrepreneur Summit:** Providing mentoring and financial support for participating in various Business Pitch Competitions, Crowd Funding and National / International Entrepreneur's Summit.
9. **Product/Process/Service Development:** Molding various Industrial Standards so that developed prototype will enter into market with maintaining sustainability.
10. **Virtual Company Formation:** Simulation of forming Startup by acquiring the knowledge of legal aspects.

For supporting this entire ecosystem, various stakeholders are helping out wherever needed:

Central Ministries: MSME, MST, MeitY

Industry Communities: CII, MACCIA, MCCIA, SCGT

Research Communities: IEEE, CSI, ISTE, IETE, IEI

Sector Skill Council: MESCC, ASDC, ESSCI, NASSCOM SSC

TTU: AKRUTI BARC

IEEE Techno Entrepreneur Programme - An IEEE Bombay Section certified Technology Business Incubation Facility for nurturing the nearby Ecosystem

5. CONCLUSION

Additional Information :

The objective of education should include individual as well as social amides, with emphasis of social transformation aiming at reconstructing society to make it modernized, productive, perceptive, participative and value oriented nation committed to its constitutional obligations.

In-line with this, the institute strives to appoint qualified and experienced faculty. It adheres to AICTE, University Grants Commission (UGC), State Government and University norms to recruit the faculty. Attempts are made to recruit the faculty members against the sanctioned posts on various cadres. Faculty members are encouraged and trained to adopt creative and innovative Teaching-Learning-Process.

The international linkages are strengthening and as a part of this initiative, parent organization Sandip Foundation has done MOU with many foreign universities like Klapeida State University of Applied Sciences, Lithuania, Alba Business School, Greece, Ural Federal University, Russia, Technical University of Sophia, Bulgaria, University of Strathclyde, UK. Under this scheme, students of our Institute get an opportunity to visit foreign university and stay there for forty five days. They are assigned the project and they complete it within the stipulated time period there itself. Thus they get conversant with project based learning. Students have to bare the expenses incurring on traveling only, while host university takes care of accommodation and food. This scheme avails an opportunity for the students to visit foreign university at affordable cost. It is an opportunity for the students to interact with foreign culture, get conversant with various teaching methodologies, work culture and in turn add potential in many dimensions.

Concluding Remarks :

In all, the scenic place surrounded by bustling hills with beautiful landscaping and pollution free campus creates the conducive atmosphere for teaching and learning. This initiative is further nurtured by the Management by setting the mission, vision and goals supportive to society and that would add valuable contribution to technology. In support, the organization of the events from diversified fields leading to development of student as well as teaching fraternity is encouraged. The outcome reflects in terms of successful conduct of International conferences, Short term training programmes, Workshops, Seminars, Symposiums for faculty as well as students. In addition, the highly desirable skill sets converging to develop emotional quotient are acquired by the aspirants through the forums of professional societies. These efforts in turn strengthen the academics, add potential in many dimensions and envisage the placement.