



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SKN SINHGAD COLLEGE OF ENGINEERING

KARAD ROAD, A/P-KORTI, PANDHARPUR

413304

www.sknscoe.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SKN Sinhgad College of Engineering, which is housed in beautiful campus of 20 acres and developed under dynamic leadership of Hon'ble Prof. M. N. Navale. It is fully residential campus with excellent infrastructure and facilities. We ensure the overall development of students through well-defined teaching learning process and skill based activities. Students gets an exposure for experiential learning through Value Based Education and experiential learning. The team of faculty members of SKNSCOE are committed to prepare our students as tomorrow's leaders to match the need of fast changing world. The teaching learning at SKN Sinhgad College of Engineering is student centric based on Learning Psychology. Students are well supported by team of experienced faculty members. The entire semester activities are planned and displayed at the beginning of semester by well-prepared Academic Calendar. All the departments at SKNSCOE are well equipped with all required hardwares and softwares. The full-fledged library is available with required reference books, journals, and periodicals. The reading hall with 1000 seating capacity is available in the Library. The campus has 300 MBPS internet connectivity and also E-Learning facilities are provided. The continuous assessment is based on well-defined internal assessment norms and supported by two unit tests during the semester. We have incorporated LCD presentation and GD as regular co-curricular activities and performance of these activities are reflected in term work marks. Invited Lectures by experts from industries and academia, Technical Festivals, Workshop, Seminars are the regular activities conducted for overall development of students. Through the process of active Teaching-Learning and activity based learning, we are preparing our students to face tomorrow's challenges in globalized world. To understand academic progress and individual problems, a scheme of Teacher Guardian for every 20 students exist in each department and this initiative helps for shaping our students as good human beings. Sinhgad Institutes are having Centralized Placement cell for all Engineering Colleges under Sinhgad aegis in addition to institute placement cell to provide better placement offers to students. Institute is having remarkable progress through Institute Innovation Council, EDC cell and ARIIA activities.

Vision

We are committed to transform SKNSCOE, as a leading technological institute in India which offers a dynamic learning environment with value based education through self learning and innovative thinking in students.

Mission

SKN Sinhgad College of Engineering offers a unique culture to enhance Self Esteem, Team Spirit, and Life Skills of students to match the need of fast changing world. The institute focuses on self learning abilities;Project based Learning's through well-defined curricular and co-curricular activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well defined teaching learning process resulted in consistent better university results supported by strong feedback mechanism.
- Dedicated and qualified willing to work team of faculty members.
- Personal monitoring of students' progress through Teacher Guardian scheme.
- All curricular and co-curricular activities supported by experiential and project based learning.
- Entrepreneurship Development Cell for self-employability of students resulted in remarkable outcome.
- Focused research in area of solar energy, biodiesel, material, water treatment and biogas.
- MoUs with more than 42 industries and corporates for strong industry interaction.
- Institute have mechanism of empowering the diversified group of students resulting in upliftment of socio-economic status of the country.
- Well maintained fully residential campus for elite.
- Spoken tutorials and e-Yantra for training of staff and students
- Continuous Professional Training resulted in better placement.
- Emphasis on women empowerment through different platforms.
- Social awareness to students through various NSS activities.
- Vibrant activities through IIC, ARIIA, KAPILA like platforms.

Institutional Weakness

- Difficulty to fulfill cadre ratio for teaching due to scarcity of Ph.D. holders.
- No availability of Industry clusters nearby institute.
- Consultancy activities are inadequate.

Institutional Opportunity

- Center of excellence in key areas for supporting various stakeholders and nearby farmer's community
- To fetch more research funding from agencies like AICTE, UGC, DST, CSIR etc.
- To get the status of Autonomous Institute
- To increase institute's visibility at State and National level
- To create startup culture under institute's incubation center.

Institutional Challenge

- To maintain cadre ratio in teaching staff.
- To develop communication level of rural based regional Marathi medium students.
- To make 100% students employable for reputed industries
- To strengthen research and development activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute has a well-defined planning and implementation process for the effective delivery of the curriculum. Institute has representatives from each department involved in framing the syllabus of the University. Suggestions are collected from Industry experts, institute faculty members, and academicians during the framing of the syllabus and it is communicated to the University before designing a new curriculum.

For effective curriculum delivery, academic and activity calendars are prepared and communicated to students before the commencement of the academic program. Accordingly, ISE & ICA norms are designed for continuous assessment and measured the academic performance of the students.

Institute encourages students to participate in add-on, certification courses through MOOC platforms and is also motivated to undergo value-addition programs. Institute has offered 361 courses during the last five years and a total of 3951 students have completed courses successfully.

Institute integrates professional ethics, human values, and environmental issues through the university curriculum and activities.

Institute integrates professional ethics issues through regular or elective courses designed by University such as Professional Ethics and Human Values, Professional Practice: Law and Ethics, Information and Cyber Security, Highway and Traffic Engineering, and Project work among the students and faculty members.

Institute integrates the Human Values through the curriculum subject to Universal Human Values. More than 200 students and faculty members have completed the Universal Human Values course conducted by AICTE. The first-year induction program is planned by considering concepts of Universal Human Values.

Institute integrates the environment and sustainability through regular/ audit course/honors curriculum subject Environmental Science, Environmental Engineering Sustainability Engineering, Electric Vehicle, Renewable Energy Resources, Air & Noise Pollution Control, etc.

Awareness programs and events are organized on national and international days of importance such as World Environment Day, World Health Day, International Women's Day, Teachers Day, Engineers Day, Republic Day, Independence Day, Yoga Day, etc.

Institute motivates students to participate in project activities, internships, and field training to enhance experiential learning. Last year 735 students were involved in various experiential activities.

Institute regularly conducts feedback on academic performance and institute ambience from students, teachers, employers, and alumni. Based on feedback analysis is carried out and necessary actions are taken.

Teaching-learning and Evaluation

The Institution focuses on implementation of student-centric teaching-learning methodologies and follows the well-defined Outcome Based Education (OBE) system based on AICTE's Examination reform policy.

- Student admission at the Institution is as per the guidelines of Directorate of Technical Education, State of Maharashtra and is based on Common Entrance Test (MH-CET). Average enrolment percentage for the last five years is 75.03 and the average percentage of seats filled against reserved category is 66.18.
- Average of student to faculty ratio for last five years is 14.69:1. The average teaching experience of full

time teachers in our institution is 10 years. Number of full time teachers with highest qualification as Ph.D is 16 for academic year 2021-22.

- Experiential learning, Participative learning and problem solving are implemented to enrich the learning experiences of the students using ICT based tools. Students are made compulsory to undergo online or offline mode of Internship and sufficient opportunities are provided for students to interact with Industry people through Industrial visit. To complete different Certification courses and to attend skill development programs, Spoken tutorial, NPTEL, Coursera, Infosys spring guard, TCSion platforms are made available. To improve communication and presentations skill LCD/GD activities are conducted in the Institute. Students are also encouraged to participate in various activities, technical events and competitions, are encouraged to publish their project work in Journals /Conference proceedings.
- The institute has developed a structured mechanism to deal with examination related grievances in a transparent, time-bound and efficient manner. External assessment mechanism is implemented transparent and time bound with reference to guidelines provided by PAHSUS. Any examination related grievances are addressed effectively.
- The affiliated university has provided Course Outcome (COs) statements for every course. COs and Program Outcomes are communicated to students; and are displayed on the website. Learning outcomes are recorded through a well-defined OBE policy.
- The average pass percentage of outgoing students is 97.04 during last five years.
- In addition to different feedbacks from students about the academic practices, Student Satisfaction Survey based on teaching-learning is collected and analysed at the end of academic year, since year 2019-20.

Research, Innovations and Extension

The institute ensures a vibrant research culture by creating linkages with other institutions and Universities. Institute faculty members have fetched many funds from different government research organizations and institutes. Institute faculty members provide consultancy and testing facilities to industries. Institute consists of four PG programs and three Ph. D centers which are affiliated to PAH Solapur University, Solapur. Institute Ph. D centers are equipped with adequate hardware and software infrastructure and other facilities. Institution has created an ecosystem for innovations and has also started working on creation and transfer of knowledge under the guidance of the institutions innovation council of the Ministry of Education. Institute students and faculty members have filed the patents and developed the products also. The institute organizes many workshops, seminars, conferences to create the research culture, innovation, entrepreneurship and new startups. Institute faculty members always publish research papers in reputed Journals and participate in conferences. Institute provides Plagiarism checker software for research articles to ensure originality. Faculty members have worked as editor for books and journals which are published at national/ international level. Students and faculty members of the institute always take initiatives in organizing Extension activities which are carried out in the neighborhood community. The extension activities sensitize students to social issues creating impact on their holistic development. Due to various extension activities carried by the students and faculty members as a social responsibility, the institute has received many awards and recognitions from government and non-government recognized bodies. The students always conduct various programs supporting Swachh Bharat Abhiyaan, social awareness, Gender issues etc. and these events are organized in collaboration with Unnat Bharat Abhiyaan, PAH Solapur University funded NSS units, social clubs and NGOs. The institute has signed 42 MoU's with industries, training organizations, research institutes, publishers, technical training centers and other agencies for promoting training, research and extension activities in technical education. Institutes always supports field trips, project works and internships for overall development of students. Overall effect of research culture and ecosystem supports the students and institute becomes a facilitator for community

development.

Infrastructure and Learning Resources

The infrastructure required for teaching learning is available in all departments and it is in-line with the norms of AICTE. It includes classrooms, tutorial rooms, laboratories, seminar hall, departmental library and others. The infrastructural facilities are being added from time to time to keep in pace with the requirements. All the classrooms are equipped with LCD projector, computer system and CCTV facility at important locations of the building. In addition, several other facilities are available for extra-curricular activities like Cricket Ground, Playground, Indoor Games, Gymnasium, Cultural Center, Canteen, General Stores and Campus Clinic ATM, Laundry, Gents and Ladies Parlors. The institute has sufficient hostel facility available in campus for both boys and girls. There are 4 boy's hostels with a capacity of 384 rooms and 2 girl's hostel having 192 rooms with four seater capacity. About 60% faculty and staff reside in the campus staff quarters. The institute has a campus clinic for counselling and treatment. The institute has play ground with sports facilities such as basketball, shuttle courts, indoor games like table tennis, chess and carom etc. The institute has adequate computing facility in terms of both hardware and software. All the computer systems available are installed with licensed software. The campus is connected to central Sophos XG330 firewall device through LAN which provides internet facility of bandwidth 300 Mbps. Out of which, WiFi facility with band width 50 Mbps is made available 24 × 7. The central library of the institute has floor area of 3196 sq.m. with a reading hall of 2145 sq.m to accommodate 1000 students. It has reprographic, scanning and printing facilities extended for users. It also has Online Public Access Catalog for students and faculty to reserve books. The e-journals can be accessed through LAN and remote access with multi-user facility by all the students and staff. The institute has well established systems and procedures to maintain and utilize the physical, academic and support facilities.

Student Support and Progression

The institute supports the students for getting all kinds of scholarships and free ships offered by State and Central Government. The needy students are also helped through Earn and Learn scheme of institute and Yedkar trust scholarship. Admitted eligible students of reserved category, economically backward class and economically weaker section are receiving financial assistance from State and central Government. Sinhgad institutions has a centralized placement cell as well as an institute has a separate training placement department which takes care of capability enhancement and development of students. Institute has signed MoUs with different training organizations to arrange various capacity development programs which includes language skill development, communication skills, soft skills and technical skills. Along with university curriculum, the institute ensures that co-curricular and extra-curricular activities are embedded as part of curriculum for overall development of a student. NSS activities, UBA, day celebrations and girl forum activities help to improve life skills of students. Institute organizes various placement drives for getting employment opportunities to students. Many sessions related to career guidance and competitive examinations are organized which helps the students for setting appropriate goals in their life. Institute has license copy of GATE TUTOR software for institute students which helps them for many entrance examinations. The institute has a transparent mechanism to address the grievance of students including sexual harassment and ragging cases. The students' personal and academic grievances are taken care of by the teacher guardian, class teacher and the higher authorities, if needed. The institute has an anti-ragging committee and a squad of senior faculty members and student representatives. "Carnival" is an annual regular event organized for cultural and sport activities. Many cultural and sport events are organized for student participation during Carnival. "Advik" is college level magazine. Students write many articles in Advik which supports inventive, artistic and cultural activities. Students are

encouraged to participate in various national and international level events in cultural, sports and technical activities. Several students from the institute received successes by winning the events in all these activities. The Alumni association contributes actively to the growth of the institution through registered alumni association.

Governance, Leadership and Management

The governance and leadership in the institute is functioning in accordance with vision and mission of the institution. The Governing body and College Development Committee take policy decisions regarding the functioning of the institute. Principal is authorized to implement the decisions at institute level in a decentralized approach. Quality policy of the institute aims, according to vision, to be a leading technological institute in India which offers a dynamic learning environment with value based education through self-learning and innovative thinking in students. The institute have faith in philosophy of continuous quality improvement phenomenon and decentralization of power.

Institute follows Government norms for the appointment of the faculty members. The quality of selected faculty is visible through academics and university results. As outcome of these efforts, institute has secured Ph. D. Research Centre in Electronics, Civil and Mechanical Engineering by the PAH Solapur University. The institution offers effective welfare measures, schemes and facilities to stakeholders.

Institute has policy to give financial support to faculty members and students for patent filing process, FDP, STTP, workshop, seminars and conferences. Institute offer appreciation letters, best teacher award and best department award to deserving teachers and departments respectively. Institute organizes need based training programs for skill enhancement and permitting staff members to participate in development programmes. Institute encourages staff members for higher studies and participation in the technical events. Performance Appraisal System for teaching and non-teaching staff is based on performance, punctuality, interpersonal relations, student's feedback and university results. Regular feedback is taken from all stakeholders with proper mechanism and analyzed for improvement of the system as well as for performance appraisal of staff members.

The institute conducts transparent financial audits. A comprehensive examination and verification of all the financial transactions are carried out. The institute has an effective system in place to track how well the financial resources are being used. The financial budget for the academic year is prepared by considering all the possible income and expenditures.

Resource Utilization Strategies, Augmentation of Infrastructure and Salaries of the Employees are important factors used to build the academic environment in the institute. IQAC is effectively performing various functions conferred upon it. Implementation of OBE in all programs and promotion to Certification courses are effectively encouraged among all staff members for excellence in curricular, co-curricular and extra-curricular activities. To achieve these all TPO, Industry Institute Interaction Cell and Research & Development are functioning in collaboration with other premium organizations.

Institutional Values and Best Practices

Institute has established the Savitribai Phule Girls forum for women's empowerment. This forum organizes

various sessions related to woman's safety like self-defense, cyber-crime, and health & nutrition, guidance sessions on rights, and health awareness. Equal opportunities are made available for participation in various events to ensure gender-based discrimination.

National and International commemorative days, events, and festivals are celebrated with a view to promoting patriotism, human values, inclusiveness, and a spirit of camaraderie.

Institute has initiated measures for energy conservation such installation of LED, solar water heaters and solar PVC, sensor-based water level monitoring, biogas generation, vermicomposting, etc.

Quality audits on the environment and energy are undertaken. Green and clean campus and promotion of environmental activities beyond campus are initiated.

An inclusive environment is created in the fields of culture, linguistics, communal socio-economic, and tolerance and harmony.

Students and staff members are sensitized to the values, rights, duties, and responsibilities of citizens by arranging different events, through subjects like DEGG, UHV, etc.

Best Practices-1: To enhance professional skills and empower students with current Industry needs, continuous professional training programs are conducted in the institute. This practice resulted in a remarkable increase in the placements of the students.

Best Practice-2: Institute has implemented a blended learning environment in the institute which enhances the teaching-learning process in an innovative and effective manner. This practice aims to improve and update the quality of education of the students, increase student engagement in learning, enhance student and teacher interaction, and provide students with better opportunities for experiential learning. The success of this practice resulted in qualitatively improved students' curiosity and desire to learn, and the quantitative factor improved the academic performance of the students.

The institutional distinctiveness stands out in efforts for the holistic development of students towards community services and the cause of academics enhanced with humanity, ethics, and social sensitivity amongst youth. Our Institute is located at the holy place Pandharpur where Lakhs of pilgrims visit. Students and staff members have worked on activities like the development of the 'Pandharichi Wari' mobile app, river cleaning drive, awareness of pilgrims about not using plastic, reduction of darshan time in the Mandir, generation of biogas from floral waste, IOT-based water quality analysis of river, etc.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SKN SINHGAD COLLEGE OF ENGINEERING |
| Address | Karad Road, A/p-Korti, Pandharpur |
| City | Pandharpur |
| State | Maharashtra |
| Pin | 413304 |
| Website | www.sknscoe.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|-----|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Kailash J. Karande | 02186-250103 | 7350508899 | - | principal@sknscoe.ac.in |
| IQAC / CIQA coordinator | Altaf O. Mulani | 02186-250156 | 8806806756 | - | draomulani.vlsi@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------------|---|-------------------------------|
| Maharashtra | Punyashlok Ahilyadevi Holkar Solapur University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 06-03-2018 | View Document |
| 12B of UGC | 17-02-2021 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|-----------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 02-06-2022 | 12 | EOA for Academic Year |

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

| Location and Area of Campus | | | | |
|-----------------------------|-----------------------------------|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Karad Road, A/p-Korti, Pandharpur | Rural | 10 | 48848 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|------------|-------------|-------|-----------|------------|-------|
| Programme | Name of Pr | Duration in | Entry | Medium of | Sanctioned | No.of |

| Level | Programme/Course | Months | Qualification | Instruction | Strength | Students Admitted |
|-----------------|--|--------|-----------------|-------------|----------|-------------------|
| UG | BTech,Mechanical Engineering | 48 | HSC | English | 120 | 116 |
| UG | BTech,Civil Engineering | 48 | HSC | English | 60 | 57 |
| UG | BTech,Electronics And Telecommunication Engineering | 48 | HSC | English | 60 | 60 |
| UG | BTech,Computer Science And Engineering | 48 | HSC | English | 60 | 60 |
| UG | BTech,Electrical Engineering | 48 | HSC | English | 60 | 60 |
| PG | Mtech,Mechanical Engineering | 24 | B.E. or B.Tech. | English | 18 | 3 |
| PG | Mtech,Civil Engineering | 24 | B.E. or B.Tech. | English | 18 | 18 |
| PG | Mtech,Electronics And Telecommunication Engineering | 24 | B.E. or B.Tech. | English | 18 | 6 |
| PG | Mtech,Computer Science And Engineering | 24 | B.E. or B.Tech. | English | 18 | 1 |
| Doctoral (Ph.D) | PhD or DPhil,Civil Engineering | 36 | M.E. or M.Tech. | English | 6 | 2 |
| Doctoral (Ph.D) | PhD or DPhil,Electronics And Telecommunication Engineering | 36 | M.E. or M.Tech. | English | 16 | 16 |

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 | 9 | | | | 22 | | | | 53 | | | |
| Recruited | 4 | 0 | 0 | 4 | 5 | 0 | 0 | 5 | 41 | 12 | 0 | 53 |
| Yet to Recruit | 5 | | | | 17 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 22 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 0 | 0 | 22 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 124 |
| Recruited | 105 | 19 | 0 | 124 |
| 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 | | | | 6 |
| Recruited | 3 | 3 | 0 | 6 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 0 | 0 | 4 | 0 | 0 | 2 | 0 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 61 | 12 | 0 | 74 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 227 | 0 | 0 | 0 | 227 |
| | Female | 126 | 0 | 0 | 0 | 126 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 17 | 0 | 0 | 0 | 17 |
| | Female | 10 | 0 | 0 | 0 | 10 |
| | 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 | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 35 | 31 | 20 | 31 |
| | Female | 14 | 11 | 10 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 85 | 92 | 75 | 59 |
| | Female | 32 | 45 | 43 | 41 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 137 | 120 | 81 | 145 |
| | Female | 62 | 50 | 41 | 64 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 1 | 38 | 0 |
| | Female | 0 | 0 | 25 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 365 | 350 | 333 | 353 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The vision and mission of the institute are in-line with New Education Policy. By keeping in view the current changing trends in technology, the institute incorporated interdisciplinary/multi-disciplinary courses into the curriculum. As per the model curriculum of AICTE, the University integrates various interdisciplinary courses and Choice Based Credit System into the syllabus through basic science, humanities, social science, engineering science, management and core engineering courses which satisfy a comprehensive approach to accomplish STEM. As our institute is affiliated with Punyashlok Ahilyadevi Holkar University, Solapur, Institute follows the syllabus set by the University.</p> |
|--|--|

| | |
|------------------------------------|---|
| | <p>Students are extensively trained in new-age skills through various skill development activities. The students work for community development through activities like Unnat Bharat Abhiyaan, NSS, outreach programs, Day celebrations etc. Every discipline consists of Honors degree courses in addition to the regular curriculum offering a multi-disciplinary approach. All the departments of the institute motivate the students to focus on mini and major projects as part of the curriculum in third and final-year engineering. The institute organizes events like Ideathon, Hackathon, Spectrum, WEENGs, Avishkar, etc where student ideas and projects in the field of agriculture, medicine, pharmacy, basic science, engineering science, management, commerce, automation, robotics, renewable energy, etc with multi-disciplinary approach are presented. The innovative ideas and projects are supported by the institute to file the patent. Also, the institute has established an innovation council where creativity, entrepreneurship, incubation, start-ups and related activities are conducted for developing creative approaches among the students. Induction programs and orientation sessions are conducted for newly admitted students to make them familiar with the inter-disciplinary environment. The faculty and students are also engaged in interdisciplinary research through Unnat Bharat Abhiyaan's rural development project (AICTE funded), Jal Dharohar (AICTE funded), seed money funded projects, industry-sponsored projects etc. Funded projects in the field of renewable energy, material science, water purification, PV cell generation, Bio-gas, industrial engineering etc. help to create a multi-disciplinary environment in the institute. The institute supports the students by opening facilities like laboratories, a central library beyond the college working hours for completing multidisciplinary projects. Value-based multidisciplinary education in the form of webinars, seminars, and expert lectures is provided to the students with the intention of developing humanistic, ethical, social, constitutional, intellectual, and universal human values.</p> |
| 2. Academic bank of credits (ABC): | SKN Sinhgad College of Engineering is affiliated with Punyashlok Ahilyadevi Holkar University, Solapur (PAHSUS). The curriculum given by University follows the Choice Based Credit System |

| | |
|------------------------------|--|
| | <p>(CBCS) pattern which includes sufficient scope for self-learning subjects, open electives, and professional elective subjects. PAHSUS offers Honors degrees in addition to a regular full-time degree course. As the curriculum prescribed by University is in line with the New Education Policy (NEP) and credit system structure of UGC. All the students of the institute have registered for the Academic bank of credits portal as per the guidelines provided by University.</p> |
| <p>3. Skill development:</p> | <p>As new age skills are required for employability, the institute initiated various skill development programs through Training and Placement cell. Students are encouraged to participate in various skill development activities that results in knowledge, certifications and employment. The institute has made Memorandum of Understanding (MOU) with the Zensar Employability Skill Development Program, FUEL (Friends Union for Energising Lives), Rubicon, GTT (Global Talent Track), Anudeep Foundation, SHE Arise, Mahindra Nandi Foundation which provides services free of cost. Zensar provides aptitude, soft skill, SQL, Python, Core Java, Advanced Java and Manual Testing training for skill up-gradation. FUEL is providing Quantitative aptitude, Artificial Intelligence and Machine Learning, Electrical Vehicles training to the students. Rubicon imbibes life skill training to young budding engineers. GTT supports technical training on coding languages such as C and Python for students. Anudeep foundation supports Amazon Web Services (AWS) and Java training for the students. She Arise is a special training program for female candidates on Full Stack Development Technology. Mahindra Nandi Foundation inculcates soft skills among the students. The institute offers Student Training Program (STP) in the form of soft, communication, fundamental and Aptitude Training in order to upgrade various skills required to inculcate the problem solving approach within the students. To improve communication skills, subject is added in the curriculum of F.Y.B.Tech. The activities like LCD presentation and Group Discussion (GD) helps the students to improve the oral communication. The activities like Essay competition, resume writing competition, UGCON, PGCON and workshop on research paper writing</p> |

supports to improve writing skills of students. Industry 4 and industry 5 revolutions are expecting new skills. To cope up with the changing scenario, all departments keep seminar, webinar and workshops as well as expert talks of industry persons. Students are motivated to participate in mini-projects for all semesters after completion of first year (F.Y. B.Tech.) academics. F.Y. B.Tech. consists of subject like creativity and Design Thinking through which awareness is made among the students about technical skills. Value addition programs are conducted regularly to update the technical skills as per the industrial requirements. Institute has undertaken the course of honors degree as per the guidelines provided by PAH Solapur University, Solapur for specialization in core technical subjects. The curriculum consists of subjects like Universal Human Values, Democracy and Good Governance, Professional Ethics and Human Values, Creativity and Design Thinking, Environmental Science etc. to ensure the learning of life skill. Students always participate in NSS, Unnat Bharat Abhiyaan and various Day celebrations as well as social activities to learn ethical, humanistic and universal human values. Institute students has established Rotaract club to exchange ideas with leaders in the community, develop leadership and professional skills, and have fun through service.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The institute believes in the approach “We are committed to produce not only good Engineers but good human beings also”. Institute is located at Pandharpur which has a great heritage and is known as South Kashi. In order to preserve the Indian culture and knowledge system institute has conducted webinar series during Navratri in collaboration with Indology Foundation. The webinars were arranged to introduce the unique culture of the Indian Knowledge system and to encourage women’s empowerment through which students are exposed to the need and importance of protecting Indian traditional knowledge related to science, engineering, agriculture and medicine. Institute always encourages the students to participate in cultural activities and Institute Magazine “Advik”. The cultural program and magazine consist of events and articles related to Indian Languages and culture. Cultural activities consist of Street play in regional languages to give a

noble message to the society representing patriotism, integrity, cultural heritage etc. The students always take interviews of eminent personalities for the institute magazine who has contributed to the cultural development of society. Magazine consists of a multilingual section where the students can express their thoughts in the form of articles like poems and stories. Apart from this, students are sensitized to universal human values during the induction program as well as through the syllabus. Institute regularly celebrates Teacher's day and Engineer's day by arranging expert talks of eminent personalities inculcating traditional culture within the institute. Institute was part of "Saint Sammelan" organized in institute premises where many Saints from the Maharashtra region attended one-day session. The topic of the session was related to the social contribution of Saints in nation-building. Institute celebrates the days like Shiv Jayanti at one of the nearest social organizations named "Palavi" where a lecture is organized to give tribute to the cultural heritage of Maharashtra. Institute commemorates various patriotic personalities and social reformers by organizing Pratima puja. The students from the Institute recently completed an internship on "Jal Dharohar" funded by AICTE to preserve the traditional water bodies at "Solapur Fort" The curriculum of the institute is designed to instruct in the English language, but the faculty members conduct separate lectures in English and local language to take care of slow learners.

5. Focus on Outcome based education (OBE):

The Institute has implementing Outcome based education through assessment and evaluation practices in teaching and learning process to reflect the achievement of high order learning. The basic purpose of implementation is to understand fundamentals very well, and also learning new skills or competencies that would enable individuals to cope with the demands of the rapidly changing workplace. Following efforts are taken by the Institute to inculcate the OBE process: 1. Institute has organized various awareness workshops on Outcome-based education for faculty members. The content of workshops mainly enlightened importance of revised blooms' taxonomy, designing of quality question bank and test paper. In addition to this a case study on mapping course outcomes with Program outcomes

| | |
|---|--|
| | <p>has been demonstrated to the faculty members during the workshop. 2. Subject teachers have prepared question bank and designed Test examination paper as per OBE format which includes course outcome, blooms level and performance indicator. 3. Assessment and evaluation is done with reference to course outcome. Course attainment is achieved by using Continuous internal evaluation (ICA and ISE) and End semester evaluation weightage method. The process for finding the attainment of Course outcomes uses Continuous Internal evaluation (30%) and End-semester Evaluation (70%). 4. Continuous Internal evaluation (30%): In-semester evaluations are measured from direct and indirect evaluation which has a weightage of 80% and 20% respectively. 5. Direct Evaluation (80%) display the student's knowledge and skills from their performance. The direct evaluations includes internal test examination and assignment. These methods provide a sampling of what students know or can do and provide strong evidence of student learning. 6. Indirect Evaluations (20%) includes course exit survey which is taken upon completion of the course. 7. End-semester Evaluation (70%): The external evaluations includes End Semester Examination (ESE) conducted by the University.</p> |
| 6. Distance education/online education: | <p>The institute participated extensively in MOOCs through NPTEL courses since 2017. Students and faculty are encouraged to complete various certification courses offered by SWAYAM/NPTEL/Coursera/EDX/Infosys Springboard. Students are offered the flexibility to complete one elective course through NPTEL. The institute is also recognized as a remote center for IIT Bombay and ISRO. Institute is recognized as super RC for the Spoken Tutorial project funded by the National Mission on Education through Information and Communication Technology (ICT). Students and staff are extensively trained in various courses through the spoken tutorial. Institute is the nodal center of Amrita Vishwa Vidyapeetham, College of Engineering, Pune and IIT Bombay for Virtual Lab practice under which the Institute conducts experiments regularly. The Institute also got an appreciation letter from Amrita Vishwa Vidyapeetham as one of the top-performing nodal centers based on Virtual lab usage and activities.</p> |

During the COVID-19 pandemic period, the institute adopted online education and implemented it successfully. Faculty members used ZOOM, Google Meet, Microsoft Team platforms for online lectures and interaction with students. Many seminars, webinars, conference series and invited talks are conducted in online mode. Institute has created a separate server for MOODLE platform where faculty members keep the study material, reference book, MCQs, ISE and ICA assignments and recorded video lectures for the student reference. Faculty members conduct quizzes and online tests which have kept weightage in term work as well as in-semester evaluation.

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Students and assigned faculty members gives voluntary contribution in electoral processes-participation in voter registration of students and communities. Student volunteers assists district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society and senior citizens, etc. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Volunteer Students and faculty members always carries various awareness drives about the right of voter and its importance in society through national service scheme of institute. Students appeals to societal members about participation in electoral processes. The voter awareness and campaign is carried by carrying activities like street play within and outside institute also. |
| 5. Extent of students above 18 years who are yet to be | The volunteer students, NSS coordinators and NSS |

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

faculty coordinators always takes efforts through ELCs and institutionalize mechanisms to register eligible students as voters. The activity of registration is carried with the help of district election commission officer and their representatives at Pandharpur taluka.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1263 | 1207 | 1244 | 1534 | 1712 |

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2 Teachers

2.1

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

Response: 180

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2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 86 | 89 | 100 | 115 | 131 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 436.89 | 415.39 | 508.06 | 419.05 | 477.21 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Institute is affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur. Institute follows the Choice Based Credit System (CBCS) curriculum as prescribed by the University. Institute has a well-defined planning and implementation process for the effective delivery of the curriculum. Institute has representatives from each department involved in framing syllabus of University. Suggestions are collected from Industry experts, institute faculty members and academicians during framing the syllabus and it is communicated to the University before designing new curriculum.

With reference to curriculum, subject distribution is made based on expertise of faculty members and their respective subject choice. The Academic Committee prepares the **Academic calendar** and **Activity calendar** for every semester in accordance with the University academic schedule, which comprises the semester duration, internal examinations and assessments of theory and lab courses, guest lectures, workshops, technical events etc. and disseminates it to the departments. In addition to this, the norms of **Internal Continuous Assessment (ICA)** and **In-Semester Evaluation (ISE)** are prepared. ICA consists of term work part of the subject, seminar and project. ISE consists of internal tests and assignment. The calendar and norms are then communicated to every stakeholder. Faculty members prepares the course file for each course based on Blooms' Taxonomy and maps it with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for activities of Training and Placement cell. The subject teacher prepares a comprehensive teaching and practical plan with reference to time-table.

Focusing on Outcome Based Education (OBE), subject teacher prepares study materials such as lecture notes, a question bank, PowerPoint presentations, laboratory manuals, and uploads it on MOODLE platform from where students can access these study materials. The faculty then delivers the course as per the teaching plan using ICT tools, MOODLE and innovative teaching-learning pedagogy. In addition to the course delivery, guest lectures, seminars, workshops, industrial visits, group discussions and value added courses are conducted. The academic committee monitors effective implementation of curriculum at regular interval through feedback mechanism and implements corrective measures on need basis. With reference to ISE, Internal tests are conducted before final examination. Further, the subject teacher identifies the slow and advanced learners based on their continuous internal evaluation. Remedial classes and counseling support are provided for slow learners and advanced learners are encouraged to pursue courses through Add-on courses to facilitate self-learning.

ICA and ISE are accessed and evaluated on continuous basis by every subject teacher. End Semester Evaluation conducted by University has 20% weightage for Multiple Choice Questions hence students use the platform of MOODLE server for online test. Also, Institute has successfully implemented blended mode of learning during the pandemic situation and continued as per guidelines of UGC. To make academics, co-curricular and extra-curricular activities meaningful and beneficial for overall development

of students,

Institute incorporated own rubrics for ICA and ISE. Additional weightage in ICA is given for all these activities.

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1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 292

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1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 55.53

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 737 | 780 | 743 | 1100 | 505 |

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| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

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

Response:

Institute follows the curriculum provided by the Punyashlok Ahilyadevi Holkar Solapur University, Solapur. Institute integrates cross cutting issues through regular or elective courses, project activities, seminars, co-curricular and extra-curricular activities, conference, Value addition programs and various competitions.

Professional Ethics:

Institute integrates professional ethics issues through regular or elective courses designed by University such as Professional Ethics and Human Values, Professional Practice: Law and Ethics, Information and Cyber Security, Highway and Traffic Engineering and Project work among the students and faculty members. In addition to this, Professional ethics are inculcated through expert lectures and workshops by eminent personality related to Intellectual Property Rights (IPR), Research paper writing etc.

Gender Equity:

Curriculum consists of mandatory subject Democracy, Elections and Good Governance to address the issue of gender equity. All the theory, practical and project sessions of the curriculum are conducted without any gender discrimination. An equal opportunity is given to all the students to participate in events of co-curricular and extra-curricular activities without any gender bias. Savitribai Phule Girl's Forum of institute sensitizes about women rights and gender equity through various activities.

Human values:

Institute integrates the Human Values through curriculum subject Universal Human Values. More than 200 students and faculty members have completed Universal Human Values course conducted by AICTE. First year induction program is planned by considering concepts of Universal Human Values. The efforts are taken by the institute to make student sensitive towards social issue through activities such as visits to historical places, Blood donation camp, tree plantation, pollution awareness camps, Old age home, orphanage home, HIV affected children (Palawi) etc. NSS unit take remarkable efforts to celebrate Constitutional day. Voting awareness program is conducted to make students aware about voting rights and also help them to enroll their names in the voters' list.

Environment and Sustainability : Institute integrates the environment and sustainability through regular/audit course / honors curriculum subject Environmental Science, Environmental Engineering Sustainability Engineering, Electric Vehicle, Renewable Energy Resources, Air & Noise Pollution Control, etc. Institute has adopted five nearby villages under Unnat Bharat Abhiyan to address environmental related issues for sustainable development through tree plantation, water resource management and biogas generation. Faculty and students have done remarkable research in the area of solar energy and agricultural issues helpful for environment and sustainable growth. Institute has taken initiative for sustainable campus development through biogas generation from food waste and vermicomposting from plant waste. Institute has sewage water treatment plant to mitigate issues of waste water and solar water heater for boys and girls hostel using renewable energy source.

Awareness programs and events are organized on national and international days of importance such as World Water Day, World Environment Day, World Health Day, World Cancer Day, World AIDS Day,

International Women's Day, Mother's Day, Teachers Day, Engineers Day, Republic Day, Independence Day, Yoga Day, Sports Day etc.

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

Response: 58.19

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

Response: 735

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1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 78.72

2.1.1.1 Number of students admitted year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 424 | 422 | 314 | 422 | 442 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 468 | 468 | 435 | 600 | 600 |

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Institutional data in the prescribed format

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2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 59.76

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 144 | 132 | 103 | 77 | 138 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 165 | 184 | 173 | 236 | 236 |

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| Institutional data in the prescribed format | View Document |

2.2 Student Teacher Ratio

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

Response: 14.69

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 using ICT tools

Response:

The institute takes efforts to ensure the use of student-centric methodologies for overall development and to enrich the learning experience of students. These methodologies are adapted for better understanding and involvement of students. Institute provides an effective platform for students to develop skill, knowledge and attitude. All department conduct innovative programs to encourage the creative ability and cognitive levels of the students and provide them a platform to develop their problem-solving ability, experiential learning practices and ensure participative learning. Internal assessments are planed so as to encourage students to work independently. Faculty members take efforts in making the learning activity more interactive using ICT based learning tools by adopting the below-mentioned student-centric methods.

Experiential Learning:

- Institute provide platform by conducting seminars, webinars, hands-on workshops, and industry expert lectures through student association forum. Students are encouraged to participate in these activities with the effective use of technology.
- Students undergo internship, to get hands on training while working in the Industry.
- To get exposure of industrial environment and enhance their conceptual understanding and practical knowledge Industrial Visits are organized.
- Virtual laboratories under IIT Bombay, Amritha University forum are used for conducting laboratory sessions. Software and simulation tools, video demonstration, animations are made available for implementing Laboratory Sessions.
- To develop programming skill, Spoken Tutorial platform is provided to the students.

Participatory Learning:

- To develop leadership skills, presentation and communication skills; students are motivated to participate in activities in collaboration with student association activities, LCD and Group discussion activity.
- Students enroll and complete the MOOC courses, NPTEL, spoken tutorial, Coursera, webinars, and certification courses.
- Institute organizes “Weeng’s”, “UG-CON” and “PG-CON” where students participate in teams for, project development, project exhibitions/competitions and technical paper writing in conference. Students learn to work in a team considering the diversity of team members.
- Online Quizzes are conducted regularly on MOODLE platform for student participation at college level.
- Students actively participate as writers, editors, and designers for newsletters, magazines published in the institution.
- National Social Scheme (NSS) helps students to work in teams and learn the importance of social, environmental aspects.

Problem-solving methods:

- Students undertake projects to solve industrial, societal and environmental problems. Hackathon, IDEATHON, Unnat Bharat Abhiyan are the different platforms that provide opportunities for students to find solutions to real-life problems.
- Institute organizes “Spectrum”, a technical event every year for all students. Students are encouraged to participate in the events like “problem statement and poster presentation”, Technical Quiz, Coding, Robo-Race, CADWAR, Lathe WAR etc.
- Students are also involved case study and Survey based projects for solving societal Issues
- The Ministry of Human Resource Development (MHRD), Govt. of India has established ‘MHRD’s Innovation Cell (MIC)’, our institute has set up the Institution’s Innovation Council (IICs). This council promotes innovation in the Institution through various seminars and workshops.
- EDP Cell is organizing ‘Business Idea Competition’ event, where students are encouraged to come up with their own innovative ideas, develop them further, and present them through event

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2.4 Teacher Profile and Quality**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 100**2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 86 | 89 | 100 | 115 | 131 |

| File Description | Document |
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2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 9.6

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16 | 12 | 09 | 07 | 06 |

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2.5 Evaluation Process and Reforms

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

Response:

The institution is affiliated to Punyashlok Ahilyadevi Holkar, Solapur University (PAHSUS) and adheres to the Examination Scheme of PAHSUS which includes In Semester evaluation, end-semester examination, oral/practical examinations and internal continuous assessment. The adherence of assessment schedules is precisely observed. Assessment tools are selected based on the structure and syllabus prescribed by the University and discussed with subject teachers and communicated to the students during the induction / orientation program. The institute has developed a structured mechanism to deal with examination related grievances in a transparent, time-bound and efficient manner. The Institute follows strictly the guidelines and rules issued by the university while conducting internals and semester-end examinations. The process of evaluation is student oriented and supportive to provide free ambience for the students. In this regard, Institute has established Institute level Examination Committee to handle the issues

regarding evaluation process and to provide support to the students.

Internal Assessment:

- Internal assessment tests (Unit Test) are conducted during each semester, the time table for which is prepared well in advance and communicated to the students.
- Seating arrangement and table marking is followed for internal assessment tests and displayed the time table.
- After the evaluation of the answer scripts, the scripts are given to the students to have an idea of their performance in the test. If they come across any doubts or grievances, are addressed and resolved by the subject teacher.
- If any discrepancy like mistakes in question paper, mark allocation, correction is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections are immediately informed to the students.
- Retest for the Internal Assessment are conducted for slow learner Students and who remain absent for internal exams due to genuine reason.
- Within a time bound the Internal Assessment marks are entered in the University web portal.
- Mock practical and oral examinations are conducted with reference to University curriculum. Evaluation is done with transparency based on different parameters like Teachers continuous Assessment, attendance, practical performance and Viva-Voce.

External Examination Assessment at University level:

External examinations is an important criterion in the overall assessment process. When the examinations are scheduled by PHASUS, as per guidelines given by university processes are implemented for smooth conduction of the examinations:

- Any grievance related to the university question paper like out-of-syllabus, repeated questions, wrong question and values, improper split of marks, marks missed during exams are addressed to the Principal in turn he proceeds the same to the university immediately.
- University decision or information after resolving the grievances is intimated immediately to the students.
- In order to maintain transparency, students can apply for photo copy of their answer script and they may decide on re-valuation or reassessment. If student has any grievances, they can claim to university.
- Result are announced before commencement of University Examination. So maximum chances are given to the students to clear the subject. The entire process is maintained transparent and time bound by the Institute.

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2.6 Student Performance and Learning Outcomes

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

Response:

The Institute has implementing Outcome based education through assessment and evaluation practices in teaching and learning process to reflect the achievement of high order learning. Program outcomes (POs) are the graduate attributes, a student should possess after completion of the programme and Course outcomes (Cos) are the statements, a student should be able to do at the end of course.

Guidelines followed for framing CO statements:

PAHSUS has provided CO statements for every course. One active verb is used in the most of CO statement as per revised Bloom's Taxonomy. 4 to 6 CO statements are defined for every Theory and Practical Course. Learning outcomes are recorded through a well-defined OBE policy.

Communication of POs and COs to the Faculty Members:

POs signify the graduate attributes (GA) accepted by NBA whereas PSOs are specifically defined outcomes of the Programme which the learners attain at the end of the Programme.

- CO statements and Program outcomes are discussed in departmental meetings
- Program outcomes are displayed on Departmental notice boards and shared on Institute website in the department.
- Program Outcomes and Course Outcomes are included in the course file for the reference.

Communication of POs and COs to the Students:

- Program outcomes are communicated to students in the Induction and Orientation programs at the commencement of every academic year.
- Course Outcomes are also displayed in laboratories and all notice boards.
- At the commencement of the course, course in-charge communicates the Course outcomes during the theory and practical sessions.
- Lab Manual, ISE Booklet and various study material contains course outcomes.
- Subject teachers have prepared question bank and designed Test examination paper as per OBE format and it is given to the students for reference.
- Assessment and evaluation is done with reference to course outcome along with Bloom's Taxonomy Level.

Attainment of Course Outcomes:

Course attainment is achieved by using Continuous internal evaluation (ICA and ISE) and End semester evaluation weightage method. The process for finding the attainment of Course outcomes uses Continuous Internal evaluation (30%) and End-semester Evaluation (70%).

- Continuous Internal evaluation (30%): In-semester evaluations are measured from direct and indirect evaluation which has a weightage of 80% and 20% respectively.
- Direct Evaluation (80%) display the student's knowledge and skills from their performance. The

direct evaluations includes internal test examination and assignment. These methods provide a sampling of what students know or can do and provide strong evidence of student learning.

- Indirect Evaluations (20%) includes course exit survey which is taken upon completion of the course.
- End-semester Evaluation (70%): The external evaluations includes End Semester Examination (ESE) conducted by the University

LIST OF COURSE ASSESMENT PATTERN

| Assessment | Evaluation | Tools | Frequency |
|------------------------------|---------------------|--------------------------|-------------------|
| Internal Semester Evaluation | Direct Evaluation | Assignment | Twice in Semester |
| | | Unit Test | Twice in Semester |
| | Indirect Evaluation | Course Exit Survey | Once in Semester |
| End Semester Evaluation | Direct Evaluation | End Semester Examination | Once in Semester |

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2.6.2 Pass percentage of Students during last five years

Response: 97.04

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 347 | 368 | 447 | 502 | 432 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 353 | 370 | 448 | 521 | 468 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.93

| File Description | Document |
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Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 30.73

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.45 | 3.33 | 4.04 | 10.17 | 8.74 |

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3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The College has created an incubation center, a separate R&D Cell, and Entrepreneurship Development Cell (EDC) to promote all research activities in addition to this Institutional Innovation Council (IIC) for promoting innovation & entrepreneurship skills amongst students.

Activities Envisaged

Research & Development Cell (R&D): R& D Cell includes Research Advisory Council Committee, Finance & Infrastructure Committee, Research Program, Policy Development Committee, Collaboration & Community Committee, Product Development, Monitoring & Commercialization Committee, and IPR, Legal & Ethical Matters Committee.

Research Advisory Council Committee promotes various activities in the respective academic year which includes funding proposals, consultancy, project grants, conferences, faculty development programs, and patent filling through proper planning and encouraging students.

Finance & Infrastructure Committee prepares budgetary provisions to procure research equipment from funding received through various agencies and institutes. The committee ensures proper utilization of

research fund and make sure that benefit reaches students.

Research Program Policy Development Committee plans seminars, workshops, FDP, conferences, and technical competitions to ensure research culture amongst faculty members and students. At the end of every academic year, the committee takes review of all research activities and its outcome.

Collaboration & Community Committee ensures meaningful and fruitful collaborations with industries, institutions, and NGO for resource sharing, training, activities, project development and consultancy.

The product Development, Monitoring & Commercialization Committee has planned product development activities under the preincubation unit in each department. After proper monitoring and evaluation, these products are transferred to the incubation center for commercialization.

IPR, Legal & Ethical Matters Committee plans various sessions related to IPR, copyright, research, and publication ethics. Committee invites ideas through competitions like IDEATHON, HACKATHON, technical events, SPECTRUM, WEENGs, etc. The innovative ideas are scrutinized and promoted for patent filing.

Entrepreneurship Development Cell (EDC): EDC is established to encourage students to build a new career option. The entrepreneurship development cell promotes innovation and student ideas through various activities before the start of the respective academic year.

Institution Innovation Council (IIC) is established as per the guidelines of the Ministry of Education & AICTE. IIC conducts various activities for budding engineers and faculty members related to creativity, design thinking, innovation, and startups. IIC provides an activity schedule and guidelines to conduct the activities. Under IIC, innovation ambassador programs are conducted to create awareness among faculty members. Ministry-driven activities are also conducted within the institute. As per the guidelines provided by IIC, self-driven activities are conducted. IIC is linked to the YUKTI portal of MIC, where student ideas, prototypes, and business model are registered and scrutinized. IIC is also linked to the KAPILA portal of MIC, where patents filed by students and faculty members are registered.

Institute has established an incubation center which is associated with the PAHSUS UDYAM incubation center to support student innovation & startups.

Institute has received grants from various funding agencies from which the center of Excellence in the field of Material Science & Engineering, Material Testing, Biodiesel research, and Water Purification are established.

To ensure the proper outcome of the ecosystem, the institute organizes high indexed International Conferences. Research articles received through various conferences are published in reputed SCOPUS-indexed journals.

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

Response: 56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21 | 12 | 10 | 06 | 07 |

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3.3 Research Publications and Awards

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

Response: 0.46

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 07 | 14 | 25 | 23 |

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

Response: 0.72

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 13 | 22 | 16 | 36 |

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3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institute promotes regular engagement of students with community for their holistic development through various activities. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women.

- Since our institute is located at holy place of Lord Vitthal (Pandurang), there is continuous flow of pilgrims and devotee from various parts of our country due which our students and our faculty members organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation like. Swachh Bharat Abhiyan, Blood donation camps, Special NSS Camp in village, Tree Plantation, Unnat Bharat Abhiyan, Police Mitra during Vari period, Birthday Celebration of Eminent Personalities, Department of Food and Administration during Wari period, Environmental pollution, Awareness of Legal Rights, Awareness of Oral Health to terminate Tobacco and Cancer, Health Checkup Camp, Farmer Training on sustainable agricultural practices, Training of Rural Women.
- Various students' chapters of respective department conduct activities in association with NGOs like traffic rule awareness, helping hand to the pilgrims of **Vitthal Rukmini temple**. By **participating in International Yoga Day** students become global stakeholders in ensuring sound mind in a healthy body. **Programs like Rainwater Harvesting and Conservation** of drinking water, tree plantation drive, sowing the seeds in nearby agriculture land in collaboration with

Council for Green Revolution, and Forest Department have been taken up as part of environment consciousness and encouraging the community to initiate steps in this regard.

- **Blood donation camps** in the College strengthens the sense of empathy and compassion among donors and also instils in them a sense of commitment and ethical responsibility. The camps facilitate blood drawn up to 150-200 units which is sent to Blood bank.
- **Health Awareness Programme related** extension activities have given the participants exposure to cases of unjust deprivation and have created strong motivation for alleviation of this injustice. **Apart from this the Significance of Clean surrounding**, Hygiene, Sanitation in the neighbourhood, Garbage Disposal, and Sensitizing the Community at large to these vital issues.
- **Programs on Women Empowerment** creates awareness among girl students of their condition and their rights, and among boys a sensitivity towards problems of women, leading to decreasing of gender bias and patriarchal prejudices. All these leads to informed, balanced and responsible citizenship.
- **Impact & Sensitization:** Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. The activities conducted lead imbibing the values of social responsibility. To help people in need and distress, to understand and share the need of under privileged children, to promote cleanliness institute is conducting different social activities.

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

Response:

Institute has fetched many awards by contributing in social, academic, innovation, creativity, awareness program of patent filing, startups etc. Institute is recognized in 2 F and 12 B. In academic year 2021-22, institute received the best college award from PAH Solapur University, Solapur. Institute innovation council activities of the institute were awarded through a four star rating by the ministry of education. The institute was recognized as a band performing institute in Atal ranking of institution on innovation achievement. Institute has conducted many activities in association with the Indian institute of technology Bombay and Indian institute of technology Kharagpur. Remote center being one activity was awarded to be Super RC by IIT Bombay. Spoken tutorial is one of the activities for which the institute was always appreciated by IIT, Bombay. Virtual lab is one of the activities which is conducted in association with many reputed organizations. Institute was specially appreciated as a nodal center of virtual lab by AMRUTA University with cash prize also. Institute promotes institute students for various activities. Two times PAH Solapur University has given certificates to the institute due to active participation in magazine article writing. Based on number of awards received to students institutes was awarded in

“SRUJANTARANG” competition. Due to participation at project exhibition organized by industry group, institute was awarded in it. Due to participation of students in internship activity Maharashtra chamber of commerce awarded certificate to the institute. Due to active participation in online activities conducted by ISRO, the institute has received a certificate from ISRO. Institute has received certification due to its active participation in patent filing awareness program NIPAM. Institute has an active NDL club through which many activities are conducted in the institute, and the NDL has given registration certificates to the institute. Due to participation in the Gandhi global yatra, the institute was awarded and appreciated for conducting a solar ambassador workshop at the institute for students. Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India has appreciated the institute regarding the Swachhta related activities. Institute has received accreditation certificate from society of women engineers and many activities under savitribai girls forum are conducted by institute girl students. The institute built a lush green campus by giving importance to the activity such as waste water treatments (sewage treatment plant) and plantation. The Institute along with NSS and other government and non-government recognized bodies carry out various extension activities in the neighborhood community. The institute organizes various activities like blood camp, Swachh Bharat Abhiyan, Tree plantation, plastic free city, women health and hygiene, women empowerment, etc. The Institute actively participates and contributes to the social uplift. Thus, the Institute has received various awards, recognitions and appreciations from various government and non-government bodies. The Table below gives the information related to number of awards and recognitions received for extension activities from government/ government recognized bodies during the last five years

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 43

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 8 | 12 | 12 |

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| Institutional data in the prescribed format | View Document |

3.5 Collaboration

| <p>3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Response: 42</p> | |
|--|-------------------------------|
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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Response:

Institute has an infrastructure as per the norms and guidelines of AICTE and PAH Solapur University. All the departments are fully equipped with the necessary infrastructure to meet the requirements with adequate classrooms, seminar halls, tutorial rooms, laboratories, and sufficient space for hosting all academic activities.

Classrooms:

- Well-equipped 32 Classrooms which are ICT enabled and equipped with LCD projector, and 07 tutorial rooms.
- All classrooms are well-ventilated, spacious and good ambiance for effective teaching and learning.
- All classrooms are equipped with Dais, Desks, Platform, Fans, Tube lights, Green boards, Whiteboards, Podium and curtains
- ICT enabled five seminar halls for five departments for conducting co-curricular and extra-curricular activities.
- Institute also has one fully air-conditioned seminar hall with having a seating capacity of 450 students, well equipped with LCD projectors, whiteboards and a public addressing system.

Laboratories' Facilities:

- **69** well-equipped laboratories with adequate instruments/equipment to meet the requirement of curriculum as well as Program Outcomes
- In addition to this, some of the laboratories are devoted to research and consultancy activities. The research lab is equipped with modern engineering tools like a 3D printing Machine, e-yantra Robotics Lab, etc.

ICT Facilities:

- Total of 420 computers are available
- **04** Servers (powerful Intel Xeon processors), 02 Laptops, 56 Printing facilities along with one plotter, 08 scanners and HDDs
- Adequate most frequently used Supporting Software in the laboratories
- Internet connectivity of 300 Mbps speed and Wi-Fi connectivity is available throughout the entire campus
- Moodle, MOOCs, Virtual Lab, Spoken Tutorial, NPTEL Videos, Webinars, Gate Tutor etc. are also used to enrich the teaching-learning process.
- Institute is associated with IIT Bombay, IIT Kharagpur, Amruta University, and COEP for Virtual Lab nodal Center.

- Institute is associated with IIT Bombay and ISRO as a recognized Remote center

Other Facilities:

- Boys and Girls Common Room, First aid cum Seek Room, stationery Store.
- Medical and Counselling Facilities.
- Boys Hostel and Girls hostel for the boarding of students
- Canteen, Mess facility, Staff quarter and Guest House Facilities
- Bus transport facility for Students and Staff.
- Electrical Generator is available of capacity 500 KVA D.G. Set

Cultural activities

The annual cultural festival *CARNIVAL* has hosted every year and a separate arrangement for conducting all events is done by the institute. Apart from academic excellence and co-curricular activities, the Institute encourages and provides facilities for students to participate in various extra-curricular activities.

Gymnasium

Multi-gym facility is provided on the college campus with separate time slots for boys and girls. This gym is equipped with all modern gymnasium equipment.

Outdoor Indoor games facilities:

In view of this, a playground having an area of 6349 sq. mtrs has been made available for various outdoor games. Required sports equipment and tools are made available and updated regularly. These outdoor sports include football, cricket, volleyball, basketball, etc. Institute has all indoor game facilities including table tennis, carrom, chess, etc. with all modern sports instruments.

Yoga Center:

Considering the importance of physical and mental fitness and the ever-increasing worldwide acceptance of Yoga, the facility center is made available.

| File Description | Document |
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4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 41.46

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 235.07 | 207.63 | 186.12 | 158.90 | 147.76 |

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| Institutional data in the prescribed format | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library is the heart of all academic activities of the Institute. Students are motivated to make the best use of library facilities to promote affinity towards reading and learning which are vital for the holistic development of the students.

The library has separate (G+3 floors) building. The built-up area of the library is 3196 sq. mt. The reading hall facility is available for the students and faculty members for 24 hours. Separate reading halls are provided for boys, girls, and research scholars.

The library has different sections like OPAC Section, a new arrival section, a stacking area, a circulation section, a reference section, a periodical & journal section, a Digital library section and reading rooms.

The library holds a rich collection of 18233 book volumes comprising 4561 book titles in the stacking area.

In the reference section, there are 2530 reference books, and 80 national & international journals are made available for the users.

The library provides a free-of-cost book-bank facility to first-year students. In addition to this, the library has very good book collections of competitive examination, personality development, entrepreneurship, communication, and managerial skill books.

Automation using ILMS:

The library is partially automated using Soul and Koha LMS software. The library staff is also using KOHA library management open source software; which provides a single-window search and Web-OPAC service which can help the user to search the required books such as title-wise/author-wise and it can be issued to the users quickly. The barcode system is also implemented for the books in the library.

| Sr. No. | Parameter | Details |
|---------|---------------------------|---------------------------|
| 1 | Library Management System | SOUL & Koha |
| 2 | Name of ILMS software | Koha-OPAC |
| 3 | Nature of automation | Partially Automated |
| 4 | Version | Soul (2.0) & Koha (16.04) |
| 5 | Year of automation | 2012 |

Subscription to e-resources

The library has a separate Digital library section, equipped with an adequate number of computers. Users can access various e-resources through a digital library, like.

| Sr. No. | Source | Available (Yes/No) |
|---------|--------------------------------------|--------------------|
| 1 | DELNET | Yes |
| 2 | e-ShodhSindhu | Yes |
| 3 | e-Shodhganga | Yes |
| 4 | e-Pathshala | Yes |
| 5 | Elsevier e-journals/Sci. Dir. | Yes |
| 6 | OA-Journals | Yes |
| 7 | NDL Membership (Database) | Yes |
| 8 | NDL (SKN Club) | Yes |
| 9 | SKNSCOE Moodle – Subject Notes | Yes |
| 10 | Turnitin Plagiarism Checker Software | Yes |
| 11 | Knimbus – Inter Library loan | Yes |
| 12 | FTP e-Books (Open source) | Yes |

Remote access to the Library facility is also available to students through the E-library tab on the college website

Amount spent on the purchase of books and journals, year wise during the last five years

| Particulars | Expenditure (2017-18 to 2021-22) | | | | |
|-------------------------------------|----------------------------------|---------|---------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Books | 67335 | 44793 | 54018 | 164291 | 185351 |
| Print Journals | 171337 | 144526 | 144776 | 144896 | 145321 |
| E-Books / Databases & E Journals | 898963 | 13570 | 13750 | 13750 | 13570 |

| | | | | | |
|--------------------|----------------|---------------|---------------|---------------|---------------|
| Grant Total | 1137635 | 202889 | 212544 | 322937 | 344242 |
|--------------------|----------------|---------------|---------------|---------------|---------------|

Per day usage of library

Library Users Entry Register is maintained through KOHA Open Source Software. In addition to this, the offline book Issue entry register is also maintained in the library.

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4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection****Response:****IT Facilities:**

- Institute has 32 ICT-enabled classrooms, Five Seminar Halls, and one Air Conditioned Conference Hall with LCD projectors, LAN, Wi-Fi, and well-equipped 69 laboratories/classrooms to ensure effective interactive learning.
- The institute has highly configured 04 Servers (powerful Intel Xeon processors), 02 Laptops, 56 Printing facilities along with one plotter, 08 scanners, and 10 HDDs and a total of 420 computers for students.
- Institute has a dedicated 300 Mbps Leased Line with Connectivity
- In addition to high-speed LAN connection, wireless controllers are installed for dual-band Wi-Fi systems in the entire campus
- Moodle server facility is available for all the students of the institute where study material, class notes, ppts, video lectures, and reference books are available and also used to upload assignments. Regular online quizzes and tests are being conducted as part of a blended mode of learning.
- On the note of green campus, various soft copy course materials. Software, Value addition program-related study material, workshop, and FDP-related course material is frequently uploaded on the FTP server. This helps the students and faculty members access the course material anywhere at any time.
- Campus is under full CCTV Surveillance with a total of 450 HD Cameras
- Biometric attendance system is deployed for staff members.

System and Application Software

- Institute has various systems and application software as follows
- Available System software is Windows 10, Ubuntu 16.4, and Microsoft volume license copies of windows 10.

- Application Softwares are available to various departments as per the application required from academic and research point of view. The application software mainly available are AUTOCAD, CATIA v6 discover pack, Ansys 14.5, Pro-E, MSC Nastran, Matlab, Automation Studio V 5.7, Gate Tutor, Staadpro, ETAB, SAP, NI multisim, Tritonide, etc.
- Apart from the above software, required open-source software is being used effectively and students are encouraged to explore them for their learning and development.

Network Management software:

- Sophos XG330 Firewall with Full guard Plus Subscription has been installed to protect all servers from outside attacks. For confidentiality and security issues, access to the Internet is availed through a separate login ID to each individual who wants to use the internet facility, separate IT policy is also implemented for the usage of the Internet through wired or Wi-Fi connection
- Institute uses many open source software and also has adequate most frequently used Supporting Software in the laboratories for various processes and activities
- Institute Computers having internet connectivity are secured with Quick Heal antivirus.

Upgradation of IT Facilities:

- The institute has 24×7 Wi-Fi facility on campus for the student and faculty members to avail of internet connection at any place in the college and hostel. The Internet Bandwidth of 300 Mbps ILL 1:1 is available on the Campus. BSNL and Maxtech are the Internet Service Providers for the campus.
- The Internet bandwidth is upgraded from time to time as per requirement.
- The hardware routers and servers are upgraded regularly to match higher data speed demand. Periodic maintenance of IT infrastructure is done.

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

Response: 3.01

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

Response: 420

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4.4 Maintenance of Campus Infrastructure

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

Response: 26.53

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 97.14 | 79.43 | 112.59 | 149.02 | 160.4 |

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| Institutional data in the prescribed format | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 85.93

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1153 | 1046 | 1088 | 1334 | 1360 |

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5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

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

Response: 50.43

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 673 | 951 | 587 | 825 | 474 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

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

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

Response: B. Any 3 of the above

| File Description | Document |
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5.2 Student Progression

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

Response: 61.18

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 290 | 220 | 214 | 296 | 280 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 358 | 371 | 439 | 487 | 470 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 11.34

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 3 | 10 | 7 | 12 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 63 | 47 | 70 | 72 | 83 |

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

5.3 Student Participation and Activities

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

Response: 79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 37 | 4 | 27 | 10 |

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

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

Response: 31.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 37 | 30 | 52 | 36 |

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

5.4 Alumni Engagement

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

Response:

Institute has registered Alumni association with reference number MH-764/2015.

1. Objectives of the Alumni Association

- To perform smooth working of regular alumni meet.
- Keep the records of the alumni association.

- To promote the association between institute students with alumni to develop professional relations.

Alumni meets are organized consistently in the institute since the first batch of institute passed out. Alumni meet is always carried once in a year. The occasion is generally graced by many Alumni, faculty members and students of the institute. Institute takes great efforts to make this alumni meet a grand success.

2. Major Activities of Alumni Association

- Annual Alumni Meet
- Alumni are invited for counselling of students for career guidance
- Placement Assistance
- Industry Institute Interaction
- Personality Development Programs
- Project Assistance for final year students
- Inviting Alumni to deliver Seminar / Expert lecture
- Alumni are invited as judge for technical competitions

3. Responsibilities of the Alumni Association

- Planning and Organization of yearly Alumni Meet.
- To discuss short term and long term goal as well as objectives of alumni association.
- To collect suggestions from them for institutional growth by conducting different practices.
- To revise the rules and regulations of the alumni association of SKNSCOE if required
- To update the records of Entrepreneur, Prominent and renowned Alumni.
- To organize various events / activities such as guest lecture, seminar, workshop, referee or judge for the event etc. under the guidance of departmental alumni coordinator.

4. Contribution of the Alumni Association

Many alumni communicates their feelings and experience about their learning from new jobs and managerial skills since their joining. They also give suggestions for overall development of the institute through Alumni meet and IQAC. The practice is followed to keep various sessions of successful alumni's for institute students. Alumni Association organizes various events / activities such as guest lecture, seminar, workshop, referee or judge for the event etc. under the guidance of departmental alumni coordinator. Interaction of alumni with students is always carried for better motivation and to support the carrier growth of students. Presently more than 30 activities are conducted by Alumni in the institute which includes placement support to students. Alumni association also invites alumni to work as resource person in seminar and workshop, project support to students, conducting value addition program, working as evaluator for technical event and project exhibitions etc. The Institute has played a key role in transforming the careers of students into global technophile, entrepreneurs, researchers and managers by cultivating a bond with alumni by sharing the success stories of alumni.

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The governance and leadership in the institute is functioning in accordance with vision and mission of the institution. The Governing body takes policy decisions regarding the functioning of the institute. Principal is authorized to implement the decisions at institute level in a decentralized approach. All the HoDs in consultation with the Principal take decisions to execute day-to-day and semester-wise academics and administrative work. Each department conducts regular meetings to convey the decisions made in Principal- HoD meeting. The top management is very keen and committed to serve the society by providing source of quality technical education and overall development of students in rural areas. The Principal is administrative link between management, stakeholders and the society. Institute has vision to implement student centric activities to lay the foundation for building bright career of the students. The leadership believes in participative management and considerations for constructive suggestions from all the stakeholders. Based on constructive suggestions from parents, employer, alumni faculty members and students, various activities are carried out in the Institute. Proper execution of methods to achieve these standards is monitored strictly.

Quality policy of the institute aims, according to vision, to be a leading technological institute in India which offers a dynamic learning environment with value based education through self-learning and innovative thinking in students. Institute provides foremost infrastructure, equipment and competent faculty to shape overall development of the students in terms of their technical excellence and personality traits meeting ever-changing expectations of the stakeholders. As per mission, institute offer a unique culture to enhance Self Esteem, Team Spirit and Life Skills of students to match the need of fast changing world. The institute focuses on self-learning abilities, Project based Learning through well-defined curricular and co-curricular activities.

The institute have faith in philosophy of continuous quality improvement phenomenon and decentralization of power. The Heads of various departments conduct frequent meetings with the staff to review the activities of the previous weeks and plan for the next weeks. In the Principal and HoD meetings, plans and procedures of each department are reviewed, analysed and revised. The Local Management Committee/College Development Committee holds meetings in order to review effective implementation of the policies.

Managerial and administrative skills are nurtured in teaching and nonteaching staff by providing opportunities to lead. Platform for leadership is also provided by giving responsibilities in the areas of different inter-departmental activities like examination, Industry-Interaction, Training & Placement and intra-departmental activities, coordination of student associations, entrepreneurship development coordinator, project coordinator, Class coordinator, sports & cultural coordinator and Laboratory In-charges.

Grooming of Leadership at various levels is carried out by analysing the facts and figures based on

performance and leadership quality exhibition. Responsibility to perform all the activities of a particular class is assigned to class coordinator. Event management skills are enhanced by assigning the responsibility of curricular and extracurricular activities. Institute has tradition to involve all faculty members through proactive engagement to uplift performance of institute and enough space to improve leadership qualities.

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6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Institute has well-defined decision-making procedures like Governing Body (GB) and LMC/CDC of institute are well structured. The decisions taken by the GB and LMC/CDC are informed by the Principal to all teaching and non-teaching staff members. Office administration, academics, training & placement, extra-curricular activities and various committees are the primary sectors with which the functioning of institutional bodies accomplishes effectively and efficiently. Along with statutory committees, various other committees are also functional for implementation of policies by making strategic, perspective & development plans. Student council, clubs and associations works for overall development of the students. Office administration includes Account, Examination, Scholarship, Students and Establishment Section for smooth functioning of administrative set up.

The Institute has quality policy framed after taking consent from the top management and implementation by the Principal, HoDs, staff members and stakeholders to achieve the vision and mission of the Institute. Various activities are conducted in the institute to meet the implementation of the quality policies. The organisational structure with various hierarchy levels operates to build the effective and efficient policies as well as administrative setup. The faculty members are encouraged to involve in planning and implementation.

Institute follows standard norms led by Government such as post sanctioning, advertising in newspapers, etc. Recruitment of well-qualified and experienced staff is carried as per AICTE and PAHSUS norms. The appointing authority for all senior positions at the institution is the Governing Body (GB) of the Institution. The Principal is the appointing authority for all other posts at the Institution level. Application scrutiny is done by Screening Committee & interviews are taken by the panel prescribed by the University. The appointment is offered as recommended by selection committee. The quality of selected faculty is visible through academics and university results. Institute has good record of university rankers as well as campus selection in various industries. College has secured “Best College Award” because of the rules, procedures & deployment of institutional Strategic, perspective & development plan.

The Criteria for service selection procedures are viz. Qualifications, Experience, Special Achievements/Awards, Publications, demo lecture evaluation at department level & Personal Interview. Deployment of institutional Strategic/ perspective/development plans are in order to meet the stated mission. Institute has framed short term & long-term goals and are revised periodically. The leadership believes in participative management and considerations for constructive suggestions from all the stakeholders.

The Institute has a perspective plan for development of all the faculty members including highest academic qualification and growth in the field of research & consultancy. Efforts are made in this direction to encourage the faculty members for higher studies. Presently 15 faculty members are pursuing their Ph.D. Institute has received approval for Ph. D. Research Centre in Electronics, Civil and Mechanical Engineering by the PAH Solapur University. Institute ensures overall development of faculty and staff like deputation to higher studies, skill up gradations, promoting research and consultancy activities. Management supports staff for participation in STTPs, conferences, workshop and orientation programs by providing duty leaves. Management also offers monetary and promotional benefits to staff based on performance and appraisal reports.

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6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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6.3 Faculty Empowerment Strategies

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

Response:

The institution offers effective welfare measures, schemes and facilities:

- Earned leave, Half Pay leave/Medical leave for both teaching and nonteaching staff

- Maternity leave of 180 days for women staff and extended maternity leave if required
- Implementation of pay scales, contribution to Provident Fund and Gratuity
- Availability of campus clinic and a doctor to provide free medical check up for the teaching and non-teaching staff and their families
- Availability of vehicle facility for emergency service at the campus round the clock
- Provision of medical treatment at concessional rates at Shrimati Kashibai Navale Medical College and General Hospital, Narhe and Sinhgad Dental College and Hospital, Vadgaon for the teaching and non-teaching staff and their families
- Faculty and staff quarters at the campus
- Availability of Canteens and Mess facility for students, teaching and non-teaching staff members
- Security guards at institute and residential areas in campus

Following are the other common facilities available in the campus:-

- Free parking for staff and students
- Nationalized Bank ATM and a Post-office box.
- General Store
- Fruit shop
- Laundry services
- Bus/Transport facility
- Fitness/Sports Facilities
- Well-equipped gym
- Cricket ground
- Indoor Games Center

Presently 26 faculty members and 41 non-teaching staff members availed the staff-quarter facility in the campus. Institute has policy to give financial support to faculty members and students for patent filing process, FDP, STTP, workshop, seminars and conferences.

In-door games, gymnasium with all amenities and trainers are made available to all students as well as teaching and non-teaching staff. An express-feeder is providing uninterrupted power supply & WiFi in the college premises.

Institute has practice to offer appreciation letters, best teacher award and best department award for deserving teachers and departments respectively. The appreciation letters and best teacher awards are conferred on the occasion of teachers day every year. The best department award based on various criteria and achievements is conferred on the occasion of engineers day.

The welfare activities for non-teaching staff such as training related to ICT, professional communication skills and virtual platforms modes to upgrade knowledge & boost their confidence are regularly organised. Institute organizes need based training programs for skill enhancement and permitting them to attend similar programs at other institutes. Institute encourages staff members for higher studies and participation in the technical events.

Performance Appraisal System for teaching and non-teaching staff is based on performance, punctuality, interpersonal relations, student's feedback and university results. The performance appraisal are filled by staff members with their credentials & are verified by head of the department. HOD forward appraisal to principal with his recommendations & it is verified by principal. After verification by Principal, the

appraisal forms with the recommendations are forwarded to HR department. Regular feedback is taken from all stakeholders with proper mechanism and analyzed for improvement of the system as well as for performance appraisal of staff members.

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

Response: 66.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 92 | 58 | 37 | 70 | 91 |

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

Response: 53.85

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 109 | 58 | 119 | 107 | 76 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 67 | 71 | 65 | 71 | 76 |

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6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

The institute conducts transparent internal and external financial audits periodically. The internal financial audit of the Institute is entrusted to a committee of accountants working with the SPSPM along with the institute's accounts department. The copies of invoices, vouchers and supporting documents related to the expenditure are maintained in the respective department and the original documents are sent to the accounts department of the institute.

All the documents are verified by the accounting officer and discrepancies if any, are brought to the attention of the head of the department for immediate rectification. The accounts department consolidates all the expenditures made in the financial year. The internal audit committee of the SPSPM audits all of the account records periodically during the financial year. The records are verified during the internal audit. Further, an internal audit is also carried out for all the grants received.

Every financial year, the external financial statutory audit is conducted by a chartered accountant. A comprehensive examination and verification of all the financial transactions are carried out. All observations and objections of the auditor are communicated through their report to the institute.

The institute has an effective system in place to track how well the financial resources are being used. The financial budget for the academic year is prepared by considering all the possible income and expenditures. Being a self-financed college, the primary source of income for the college comes from the fee paid by the students. Every year, the college fees are approved by the Fee Regulating Authority, Government of Maharashtra by considering various expenditures of the institute including the audit reports. The institute conduct the admission process of all the programs as per the norms of the government. Various funding schemes of PAHSUS are utilized for the organization of FDP, STTP, conferences, and workshops. Research funds are also received by faculty members from government & non-government organizations. The Institute applies for various schemes of NSS and the Student Welfare Department of PAHSUS and accordingly utilizes the sanctioned funds for organizing various activities as per the norms of PAHSUS.

1. Resource Utilization Strategies

At the beginning of every academic year, all the departments prepare a budget based on the requirements. The financial requirements of each department are compiled and forwarded to the Principal's office. The Principal's office reviews the budget and presents it to the Local Management Committee (LMC)/ College Development Committee (CDC) for approval. The LMC/CDC critically reviews the budget and it is approved after necessary corrections. Once the budget is approved, the Heads of Departments can proceed with the planned activities.

2. Salaries of the Employees

The salaries of employees are paid as per the statutes and norms of the Govt. of Maharashtra. The remuneration/honorarium is given to resource persons for various academic and administrative events. The institute supports the faculty and staff for seminars/workshops/conferences/FDP/ NPTEL courses etc.

3. Augmentation of Infrastructure

The infrastructure is augmented and repairs & maintenance in terms of classrooms, laboratories, instruments, equipment, software, hardware, furniture and library expenses etc.

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6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) is effectively performing various functions conferred upon it, since its inception. IQAC takes feedback from all the stakeholders regarding quality enhancement and chalks out a plan of action on the basis of inputs received from time to time. The outcomes are observed periodically and corrective measures are taken if needed. IQAC records the incremental improvement in various activities. Meetings are conducted regularly for collecting suggestions from IQAC members to improve the overall performance of the institute. The objective of the IQAC is to develop a system for conscious, consistent, and catalytic action to improve academic and administrative performance.

The IQAC is facilitating the creation of a student-centric environment conducive to quality education and

faculty maturation to adopt the required knowledge and technology for the participatory teaching and learning process. Dissemination of information on various quality parameters via institutional workshops and seminars on quality-related themes is carried out. Proper documentation of the various programs and analysis is carried out which leads to quality improvement. AQAR is presented and documented in IQAC meeting before it is submitted to NAAC. Institute has benefited in a number of ways such as the IIC Ranking, UGC 2f and 12b recognition, “Best College Award 2022” from PAH Solapur University Solapur. IQAC has contributed significantly in the following activities:

Implementation of OBE in all programs:

IQAC takes an effort to induce the OBE system among the teachers and students. IQAC conducted sessions on Bloom’s Taxonomy, Course Outcomes (CO), Program Specific Outcomes (PSO), CO- PO attainment, and Tools used for attainment as per the AICTE examination reforms. CO-PO mapping is done by concerned subject teachers. After CO-PO mapping, the gaps are identified and corrective measures are planned accordingly.

NPTEL and Coursera Certification:

Teachers and students are encouraged to upgrade themselves through NPTEL/Coursera certification.

Best Practices:

IQAC has decided to implement two best practices namely Continuous Improvement Training Program and Blended Teaching and Learning. As a result of it, placement and academic performance of the students has been improved.

Research and Development:

IQAC encourages teachers to organize conferences, publish work in reputed journals, publish patents, organize project competitions, organize seminars for IPR awareness, and organize FDP, submitting proposals to funding agencies for research grants and other grants. Students are motivated to participate in conferences and publish their work. As a result, every year international conferences are organized at the institute and many students started publishing their work. Also, the number of patents filed.

GATE Coaching:

As a part of continuous learning, the institute has procured GATE Tutor software, and provision is made in the academic timetable. This helps students with regular studies and practicing GATE questions.

IQAC has contributed significantly to institutionalizing quality assurance strategies and processes. It reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals and records the incremental improvement in various activities.

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6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: B. Any 3 of the above

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Gender Equity: Institute is taking key efforts to bring the gender equity through various co-curricular and extracurricular activities viz. celebration of women's day, celebration of Savitribai Phule Jayanti, different awareness sessions for women such as health, safety etc.

Institute has established Internal Complaint Committee. This committee ensures that, the no occurrence of sexual harassment in the workplace, any reference to sexism, gender stereotyping or gender-based discrimination, and need for healthy, safe environment for all stakeholders.

Institute also take efforts to bring equity by representing woman members in various policy making and implementation committees.

Equal opportunities are made available for participation in various events viz. sports, cultural, NSS, extension activities, technical events, social activities, etc.

Institute has established Savitribai Phule Girls forum. This forum organizes different programs for girls. Experts are invited to guide our students during various workshops and sessions related to woman safety viz., self-defense, cyber-crime and health & nutrition. Special guidance sessions are arranged for girls about their rights, health awareness etc.

Facilities like Girls common room, beauty parlor and general store are made available in campus for specific needs of girls.

National / International Commemorative Days: Institute celebrates National and International commemorative days, events and festivals with a view to promoting patriotism, concern for the community, human values, inclusiveness and a spirit of camaraderie.

Celebrations on commemorative days such as Shivjayanti, Vivekanand Jayanti, Savitribai Phule Jayanti, Dr. B. R. Ambedkar Jayanthi, Independence Day, Republic Day, etc. are being observed to nurture the spirit of nationalism, national integration, respect for diversity. In addition to this, these programs/festivals help in the holistic development of our students. Thoughts of great Indian personalities are sowed into the young minds by displaying various banners in class room and other locations.

Institute celebrates Engineers' Day on 15th September every year as an exceptional tribute to the best Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya.

Gandhi Jayanti and Lalbahadur Shastri Jayanti are celebrated on the 2nd October of every year to remember their sacrifice towards the nation.

For empowering women, Institute celebrates the birth anniversary of Savitribai Phule every year on 3rd January.

5th September is celebrated as Teachers Day.

Shiv Jayanti is celebrated on 19th February every year. On this day, Institute organizes blood donation camps & various exhibitions for showcasing students' artistic talents.

On 8th March Every year, International Women's Day is celebrated for women's achievements in the social, economic, cultural, and political spheres.

Yoga is an invaluable gift of India's ancient tradition. It embodies unity of mind and body; thought and action; restraint and fulfillment; harmony between man and nature; a holistic approach to health and wellbeing. International Yoga Day is celebrated on 21st June, every year.

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7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

Response: A. All of the above

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

Response:

Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic: The institution shows immense pleasure and responsibility in the aspect of tolerance and harmony in the fields of culture, linguistic, communal socio-economic and other diversities. With the precise inputs from the Management and Principal, Institute takes initiative within and outside the campus to achieve an inclusive environment for all the students and staff members. Institute always focuses on a peaceful, healthy and comfortable campus for all the students.

Institute also takes initiative to find out hidden artistic talent amongst the students by organizing Annual Day Celebration known as 'Carnival'. Themes with various regional, linguistic, social activities are always part of Carnival. Students or groups of students with the best theme and performance get appreciation from the Institute. During Carnival, Traditional Day is also celebrated in which students are in various costumes of different traditions in India to give the message of 'Unity in Diversity'.

Institute publishes biannual Magazine entitled as 'Adwik' wherein one section is reserved for literature in different languages like Marathi, Kannada, Urdu, Hindi, English, etc. It is to promote the students from other regions to explore their talent in their language.

Our students are studying Japanese Language, 2 students have qualified N5 Level and more than 120 students have appeared for N5 & N4 level.

We are working with Indology foundation, NGO working for ancient knowledge and culture of our nation. Institute has carried various sessions along with Indology foundation regarding ancient knowledge and women empowerment during navratri.

Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens: Pandharpur is a well-known pilgrimage of South India. On the occasion of Ashadhi Wari in Pandharpur, students of college work as Police Mitra for traffic management. Our students work for Food and Drug department of Government of Maharashtra for checking the quality of food material served or sold during Wari.

Blood donation camp and Voter awareness camps were arranged by institute for understanding responsibilities of citizen.

Democracy, election and Good Governance subject with examination is introduced in curriculum in First Year B. Tech, for getting awareness of rights, duties, intolerance and responsibilities of citizen.

Universal Human Values subject is also introduced in syllabus for understanding the values of life and harmony. More than 250 students have completed Inculcating universal human values course as a part of induction program conducted by AICTE & Mumbai University.

Institute have worked for the scheme Unnat Bharat Abhiyaan under the guidelines provided by MHRD and IIT Delhi. We carried village survey, household survey, plan of action, gram panchayat development plan(GDPA), other activities as well as financial aids. We worked to complete demographic profile, basic amenities, land and agriculture resources, livestock assets, livelihood economics, source of energy and power. Institute has adopted five villages under Unnat Bharat Abhiyan, and completed project on community biogas to fulfil the requirement of needy families in one of the adopted villages.

Faculty members of institute worked for Oxygen audit of hospitals during COVID-19.

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7.2 Best Practices

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

Response:

BEST PRACTICE-1

1. Title of the Practice: Continuous Professional Training Program

2. Objectives of the practice:

- To enhance the professional skills of students to improve their employability.
- To empower students with current Industry needs and job requirements
- To provide students possible opportunities to learn, understand and sharpen the real-time technical, managerial and life skills required at the job.
- To expose students to the engineer's responsibilities and ethics.

3. The Context:

Engineering Industry and IT based companies needs are frequently changing, and technologies are rapidly updating. Students must be aware of these changes and update their skill sets. They are needed to be groomed in technical, soft skills, aptitude and programming skills so that they can fulfil as per requirements in Industry.

To overcome these challenges, Institute has designed well planned and organized student training programs for soft skills enhancement, aptitude skills development, programming skills workshop and profession skill development activities apart from their university curriculum. Through this program, students build their confidence and practice as per the required skills of the industries.

4. The Practice:

- In order to nurture the students as per the needs of industries, Commencement of the academic year the T&P cell of the institutes prepares the schedule of the various professional training programs to nurture skills of the students.
- To improve communication and presentation skill various presentation activities are regularly conducted for students.
- Regular Company Specific Training, Soft Skills trainings, Aptitude and Technical trainings offered to get better placements.
- Students are motivated to participate in co-curricular activities and value addition program for technical skill enhancement.
- Institute arrange regular practice of aptitude and group discussions session dedicating two hours of a week.
- For practicing programming skill, In-house C and C++ program language value addition program is arranged for second and third year students which is useful for placement perspective.
- Institute arrange personality development sessions of outside professionals for the students to develop, leadership and interpersonal skill.

5. Evidence of Success:

- Due to combined efforts of departmental activities and the training and placement initiatives, soft & technical skills, personality development, & aptitude, an awareness in regards to career consciousness begins to increase among students. Because of consistent efforts by the institute this practice resulted in remarkable increase in placements of the students. Also many students are involved in the activities conducted by the institute which has increased the level of confidence among the students.

| Academic Year | No. of Pass out Students | Students placed | Percentage |
|---------------|--------------------------|-----------------|------------|
| 2021-22 | 358 | 281 | 78.49 |
| 2020-21 | 371 | 206 | 55.52 |
| 2019-20 | 439 | 193 | 43.96 |
| 2018-19 | 487 | 275 | 56.46 |
| 2017-18 | 470 | 261 | 55.53 |

6. Problems Encountered and Resources Required:

- Most of students are from rural backgrounds and have poor English communication skills is challenge and it is attempted.

- The students need to work for more time to couple academics and activities together.
- Institute need to take more efforts to make availability of experts being at rural place.

BEST PRACTICE-2

1. Title: Blended Teaching & Learning

2. Objectives of Practice:

Institute has implemented blended learning environment in the institute which enhance teaching learning process in an innovative and effective manner.

- To improve and update the quality of education of the students.
- To increase student engagement in learning with no restrictions of time, place, and path
- To enhance student and teacher interaction.
- To provide students better opportunities for experiential learning.

3. The Context:

For effective implementation of blended learning, Institute has designed MOODLE LMS to satisfy teacher, students, and institution.

In order to motivate the students for effective learning and to create their interest in learning process faculty members use multimedia techniques such as PPT, videos, animations etc. effectively.

In order to boost out of box learning experience of students and share the knowledge in more effective and interactive way, faculty members have used online teaching learning, virtual mode and e-learning platforms.

4. The Practice:

Moodle Platform facilitated the faculty member to blend face to face teaching with online learning and create flexible learning environment. Before start of semester subject teacher upload the study material. Quizzes on weekly basis are conducted on MOODLE. It allow the students to access the course material, review the classes, assignments and other tasks for detailed understanding. Every subject teacher conducts online test.

Multimedia is necessary part of teaching learning process now days. As all the classrooms are well-equipped with high quality projectors, every subject teacher prepares PPT and extensively use animations, images, videos to enhance interest and level of learning.

Online Teaching learning: In addition to MOODLE platform faculty members have used various online teaching learning resources such as Microsoft team, Google classroom platforms, etc.

E-content on you-tube and recording: Some faculty have also created their own you-tube channels in addition to institute you-tube channel. The links are shared with the students and the contents are openly accessed by all students. To publish videos on YouTube and embed it in Moodle platform, faculty

members have recorded their lectures using Screencast O-Matic, OBS studio etc. In addition to this google meet, Facebook live, zoom meeting, Microsoft teams platforms are used to conduct online classes.

Virtual Lab practice: To give exposure to real engineering instruments and devices, faculty members have conducted online experiments through Virtual Lab practice with the help of simulators.

E-learning: To study the subject in-depth and learn content beyond the syllabus, students and faculty members are motivated to do NPTEL, EDX, Coursera, Infosys springboard online courses with the help of video lessons and web content in addition to their regular classes.

5. Evidence of Success:

- The success of these practices results qualitatively as well as quantitatively. The qualitative factor improves student's curiosity and desire to learn. Also it changes student's perspective towards life. The quantitative factor improves academic performance of the students and participation in co-curricular activities.

| Academic Year | No. of Students Appeared | No. of Students Passed | Passing Percentage |
|---------------|--------------------------|------------------------|--------------------|
| 2021-22 | 1342 | 1301 | 96.94 |
| 2020-21 | 1260 | 1199 | 95.15 |
| 2019-20 | 1270 | 1253 | 98.66 |
| 2018-19 | 1525 | 1185 | 77.70 |
| 2017-18 | 1739 | 1325 | 76.19 |

6. Problems Encountered and Resources Required:

- Some Students are not well equipped with a high internet connection at their residence.
- Institute has taken more efforts to prepare students and faculty members mind set for hybrid learning.

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|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

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

Response:

Societal Contribution of Institute Being At Holy Place

Institutional distinctiveness of SKN Sinhgad College of Engineering stands out in efforts for holistic development of students towards community services and cause of academics enhanced with humanity, ethics and social sensitivity amongst youth. SKNSCOE is providing quality based technical education and upgrade skills of rural background students. Our Institute is located at holy place Pandharpur, popularly known as "Dakshin Kashi" of India and also considered as "Spiritual Capital" of Maharashtra. At Pandharpur lakhs of devotees visits Lord Vitthal Rukminee temple which is sacred place of "Varkari sampradaya" having history of Philosopher Saint Dnyaneshwar and Saint Tukaram.

- At Pandharpur pilgrims stays for "Ashadhi & Kartiki Ekadashi" which is celebrated like national festival. Our Institute is having leading role to provide **basic facilities to the needy pilgrims** and also introduces students to different cultures and religions through various learnings. Every year, our Institute provides primary aid medicines, Aqua water bottles to the needy pilgrims. Students of our institute take active part to provide hygienic sanitation facilities during Wari.
- Students of Computer science & engineering department have developed "**Pandharichi Wari**" **mobile app** to guide the pilgrims at Pandharpur city (https://play.google.com/store/apps/details?id=com.aashadhi_wari). This app provides useful information to the pilgrims about stay arrangement, location of drinking water facility, Palkhi location and medical facility etc. This app is also helpful for executing activity planned for crowd management of pilgrims by Pandharpur Nagapalika administration. CPM PERT chart tool is included in this app so that every sections of Nagarpalika administration can be understood their Proper working time frame and responsibility.
- During "**Ashadhi and kartiki wari**" lacks of pilgrims arrived at Pandharpur to take Lord Vitthal Darshan. Due to more crowd, Pilgrims are waiting for minimum 24 hours in a queue for darshan. Faculty member of our Institute had done research work on **delightful Darshan process and waiting time reduction** by implementing Industrial engineering technique and also designed and fabricated a platform for easy Vitthal Darshan.
- During Darshan pilgrims offer flowers to lord Vitthal. The flower waste generated from the Vithoba Temple at Pandharpur was used for Biogas generation. Faculty member of our Institute has carried out research work on **Biogas Energy generation** from Temple (Flower) Waste. Using different techniques like novel alkaline pre-treatment, solar heating of the digester and co-digestion with food waste give enhanced biogas production from floral waste.
- Students of Institute are supporting to Food and Drug Administration Dept. Govt.of Maharashtra in checking quality of food inspection in various general stores during Ashadi wari at pandharpur.
- Every year students are promoting awareness among Warakaris to use natural leaf plates and drons instead of plastic and thermocol plates which are polluting and harmful to human health.
- In Pandharpur lakhs of Pilgrims are coming during Wari Days who have faith, if they do "Snaan" in Chandrabhaga, will be blessed by God. On the other hand, waste water from surrounding industries and drainage of Pandharpur city is disposed into the river illegally. Because of this issues, the water of Chandrabhaga is polluted. This will create adverse effect on health of pilgrims. In this regard Our Institute has proposed research work on **Design of IoT Based Water quality Analyzer for Chandrabhaga River** at ghat Locations in Pandharpur. To carry out this work

Solapur University has issued grant of Rs.80,000/- under seed money proposal. IoT based kits can be placed at different locations of chnadrabhaga ghats which will continuously monitor the water quality and send its message to pollution control office as well as it will be displayed at Ghat locations, to inform the pilgrims about the water quality.

- Namami Chandrabhaga, a comprehensive development plan for river cleaning on the lines of Namami Gange, a pet project of Prime Minister Narendra Modi. Government of Maharashtra has taken up the challenge of restoring the golden glory of river Chandrabhaga. The one day brainstorming workshop with all stakeholders under program of “Mission Namami Chandrabhaga” conducted at our Institute which was inaugurated by Mr. Devendra Fadnavis, former chief minister of Maharashtra.
- Over the decades, Chandrabhaga, a sacred river, which is untouchable to lakhs of pilgrims who made crowd at Pandharpur to worship Lord Vitthal which has been in a state of neglect. Industrial and domestic effluents have badly polluted the river. Faculty members and volunteers have organised river cleanliness drive for this project at Chnadrabhaga River.
- Students of our Institute have started to make use of “Wari” for mass communication. **Awareness programs** are arranged during “WARI” about disaster management, health issues being communicated through traditional Marathi folk songs and music performances at various locations when pilgrims stay for rest on their way for Vitthal Darshan.
- **Police Mitra** is an Initiative by Maharashtra police to make police administration more friendly. During **Wari** period, due to huge crowd of pilgrims at Pandharpur place crowd management is an issue. The police mitra assist the police for crowd management, law and order assistance etc. Students of Institute have registered as “Police Mitra” and were involved to spare their time to work hand in hand with police.
- During “Ashadhi & Kartiki Ekadashi” Government of Maharashtra deputed Police officers and security at Pandharpur place to control crowd and patrolling the pilgrims. Our Institute provides **stay arrangement facility** for these officers at Institute campus free of cost every year.
- The state government has earmarked 65 acres of land for creating facilities for warkari pilgrims when they meet at Pandharpur on the occasion of Ashadi Ekadashi. The land and drinking water facility is provided to warkari. The department of civil engineering has offered consultancy and services for testing soil bearing capacity of 65 acres land. In addition to this department carry stability analysis of water tank facility provided at 65 acres land.
- In the structural development of Vitthal Rukmini temple, faculty member of our Institute was appointed as an Expert for architecture recruitment process by Vitthal Rukmini Mandir Samiti.
- The students of our Institute have developed many **agriculture based projects** such as Agricultural sprayer, Fertilizer spreading device, crop cutting machine etc. which are useful to nearby farmers and displayed to educate farmers during wari period.

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

5. CONCLUSION

Additional Information :

The Institute offers five B. Tech., four M. Tech. and three Ph. D. degree courses in Engineering and Technology under Punyashlok Ahilyadevi Holkar Solapur University, Solapur. Since its establishment, the institute has made considerable progress in the field of Engineering education and research. As a result of this, the institute is accredited with 'A' grade by NAAC of first cycle in 2017. The institute ensures the overall development of students through well defined teaching learning process and skill based activities.

To understand academic progress and individual problems, a scheme of Local Guardian Teacher for every 20 students exist in each department and this initiative helps for shaping our students as good human beings.

The campus of SKNSCOE is fully residential with 150 staff quarters, 2400 capacity hostel, excellent indoor and outdoor sports facilities, hygienic mess and canteen, dispensary, ATM, Gymnasium in the campus.

To serve the interest of the student's community as well as the corporate and industrial sectors SPSPM maintains a close liaison with the industry and other leading organizations. There are experts from different fields contributing their valuable experience to build the institution as a place of learning and discipline. Entrusted by society to create a sustainable world and enhance the global quality of life, engineers serve competently, collaboratively, and ethically.

Concluding Remarks :

The institute has well defined vision, mission by considering all the stakeholders of the society. Being an affiliated institute of PAHSUS it strictly follows and implements the academic calendar, curriculum as prescribed by University. Few faculty members are on Board of Studies of PAH Solapur University and in addition many faculty members are paper setters and evaluators of University examinations. The institute has effective feedback mechanism for making changes and improvement in teaching-learning process. The Institute is continuously focussing on excellence in technical education. The systematic and well planned efforts of the institute in this regard are reflected in activities conducted throughout these years that resulted in good number of University rankers and other recognitions. The faculty adopts student centric methods and use ICT enabled tools for effective teaching-learning process. The institute has established research and consultancy policy. Moderate number of research papers are published during the last five years in reputed international journals. Several extension activities are planned and executed. All the departments have functional MoU's with industry to enhance the industry-institute interaction in teaching-learning process. It has a transparent mechanism for timely redressal of student grievances. There is a registered Alumni Association in the institute, and it hosts alumni meet every year. Institute takes special effort to uplift students progress through IIC, ARIIA, KAPILA and other related activities.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|------|-----|---------|---------|---------|---------|---------|-----|-----|-----|------|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2.1 | <p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :292 Remark : As per data provided removing 69 Coursera</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>737</td> <td>866</td> <td>743</td> <td>1100</td> <td>505</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>737</td> <td>780</td> <td>743</td> <td>1100</td> <td>505</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 737 | 866 | 743 | 1100 | 505 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 737 | 780 | 743 | 1100 | 505 | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 737 | 866 | 743 | 1100 | 505 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 737 | 780 | 743 | 1100 | 505 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>393</td> <td>390</td> <td>312</td> <td>396</td> <td>438</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>424</td> <td>422</td> <td>314</td> <td>422</td> <td>442</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 393 | 390 | 312 | 396 | 438 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 424 | 422 | 314 | 422 | 442 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 393 | 390 | 312 | 396 | 438 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 424 | 422 | 314 | 422 | 442 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2.1.2 **Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

2.1.2.1. *Number of actual students admitted from the reserved categories year - wise during the last five years*

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 142 | 131 | 80 | 77 | 138 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 144 | 132 | 103 | 77 | 138 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 146 | 165 | 154 | 217 | 217 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 165 | 184 | 173 | 236 | 236 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.45 | 3.58 | 4.90 | 10.622 | 8.94 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.45 | 3.33 | 4.04 | 10.17 | 8.74 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 27 | 25 | 38 | 46 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 07 | 14 | 25 | 23 |

Remark : As per data provided by the HEI

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 10 | 13 | 12 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 8 | 12 | 12 |

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

6.5.2 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international**

networks

3. Participation in NIRF

4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1263</td> <td>1207</td> <td>1244</td> <td>1534</td> <td>1712</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1263</td> <td>1207</td> <td>1244</td> <td>1534</td> <td>1712</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1263 | 1207 | 1244 | 1534 | 1712 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1263 | 1207 | 1244 | 1534 | 1712 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1263 | 1207 | 1244 | 1534 | 1712 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1263 | 1207 | 1244 | 1534 | 1712 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 180</p> <p>Answer after DVV Verification : 180</p> | | | | | | | | | | | | | | | | | | | | |