SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHREE MAHAVIR EDUCATION SOCIETY'S NASHIK SANGHAVI COLLEGE OF ENGINEERING

GUT NO.166, MHASRUL-VARVANDI ROAD, VARVANDI, TALUKA- DINDORI, DISTRICT - NASHIK
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Mahavir Education Society's Sanghavi College of Engineering, located in rural area of Dindori, Nashik, has been providing quality education since its establishment in 2012. The Institute is recognized by AICTE, the Government of Maharashtra, and affiliated with Savitribai Phule Pune University (SPPU), Pune. The Institute offers Bachelor of Engineering (BE) degree programs in Civil, Computer, Electrical and Mechanical Engineering.

The Institute boasts a well-developed infrastructure that includes classrooms, laboratories, administrative offices, and a library. In addition, the Institute also provides facilities such as a cafeteria, indoor and outdoor sports facilities, and two ICT enabled seminar hall and classroom equipped with an Interactive Touch Panel. These facilities have been designed to provide an enriching learning experience for the students.

The College practices a structured system of mentoring that aims to provide guidance to the students not only in choosing the right career path but also in helping them become confident and emotionally secure individuals. The College is committed to making students aware of their social responsibility through outreach programs organized by NSS and SDO to enhance students' social awareness and sensitivity towards the upliftment of underprivileged sections of society.

The Institute's central library is well-stocked with an extensive collection of books, national and international journals, projects, audio-video material, e-resources, and rare book collections. The library is automated using commercial software, making it easier for students to access the resources they need for their studies.

The Shree Mahavir Education Society's Sanghavi College of Engineering is a place where students can develop their technical knowledge and skills, while also being exposed to social awareness and responsibility. The Institute's commitment to providing a nurturing environment and a range of facilities ensures that students have access to everything they need to succeed in their academic pursuits.

Vision

"Sanghavi College of Engineering strives to educate students to become Industry Ready Engineers having Professional Attitude and Groomed Personality."

Mission

To provide well-defined system to ensure quality education by strengthening teaching learning processes.

To provide a platform where students are exposed to the industry, up bridged with the industry standards and requirements.

To train students by teaching them leadership and teamwork skills.

To groom students enriching their personality and social values

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college is approved by AICTE, DTE, and Govt. of Maharashtra, and is affiliated with Savitribai Phule Pune University.
2. The college management has an industrial background.
3. The campus is well-maintained, spanning 27 acres of greenery, and boasts state-of-the-art infrastructure to meet the academic and administrative needs of its students.
4. All laboratories and seminar halls are equipped with Wi-Fi/LAN connections, and there is an e-learning environment on campus via e-resources.
5. The institute continuously augments and renews its infrastructure and facilities, creating a congenial and conducive work environment.
6. There is a focus on sensitization and awareness for gender equality, sexual harassment, women empowerment, and leadership through both curricular intervention and extracurricular practices.
7. The institute employs technology-enabled transparent administration with an ERP and grievance portal to cater to students' grievances.
8. The campus is strategically located near the nashik airport.
9. The institute encourages students to participate in social curricular and co-curricular activities.
10. The institute collaborates with various industries to provide internship and sponsored projects for industry exposure.
11. The institute offers ample placement opportunities from different companies to its students through Pooled campus at Pune, Mumbai, and Nashik.

Institutional Weakness

1. The college's limited accessibility due to its rural location is a drawback.
2. Being situated in a rural area, the students are weak in soft skills.
3. The high potential of faculty is not reflected in the development of research activities.
4. There is an inadequate number of Ph.D. qualified faculty.
5. The participation of alumni in the overall development of the college is inadequate.
6. The college's revenue generation is insufficient.

Institutional Opportunity

1. The college aims to emerge as a role model in the field of engineering education by adapting the best pedagogic practices.
2. Consultancy and research activities can be extended to MNCs and industries through intercommunication, teleworking, and freelance work.
3. The college encourages its faculty to pursue Ph.D. from reputed universities/institutes.
4. The placement of core branches can be improved with the help of the alumni network.
5. The involvement of industries in students' projects and internships can be increased.
6. The college plans to enhance its technical activities in association with professional societies.

Institutional Challenge

1. Meritorious student admissions
2. Examination oriented learning approach needs to be changed.
3. Improvement of soft and hard skills of students to fulfill industry needs.
4. Seek research grants from funding agencies.
5. To increase number of patents and translation of technology into product.
6. To increase number of quality publications.
7. Improve alumni participation in institute development activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the outcome-based education approach as per the Savitribai Phule Pune University academic calendar, and effective curriculum planning and delivery processes are in place. The curriculum prescribed by SPPU is followed, and academic planning starts with the preparation of an Institute and Department calendar. Before the commencement of the semester, the faculty members prepare teaching plans. The prescribed curriculum is mapped with the AICTE model curriculum to identify gaps that are bridged by delivering content beyond the syllabus.

For effective curriculum delivery, academic resources are provided to students, and well-maintained classrooms with LCD projectors are made available. A class teacher is assigned for each batch of students to monitor attendance and performance. Students are regularly evaluated through a continuous assessment system using class tests, practical's, orals, assignments, tutorials, group discussions, etc. Class tests are conducted for each course, and corrective measures are taken to improve the score for weak students.

The curriculum includes courses related to professional ethics, gender equality, and human values for building the best character in the students. The institution organizes Nirbhaya Kanya to raise awareness and give feasible solutions for various problems such as gender discrimination, women empowerment, and social issues. Women's grievance cells continuously monitor women's problems and concerns at the workplace, and equal representation of girls and boys is maintained in different committees.

The institute regularly organizes programs such as Swachha Bharat Abhiyan, Blood donations, etc., as social responsibility for societal benefits. Internships are made compulsory across all programs to provide opportunities for students to familiarize themselves with various modern tools, technologies in industries and to nurture professional and societal ethics to create awareness about social, economic, and administrative activities in industries. Project-Based Learning is added to the curriculum to inculcate independent and group learning, where students develop theoretical, simulation, and experimental models for different societal, environmental, and industrial applications.

Feedback from all types of stakeholders is taken and is helpful for curriculum enrichment, needs of industry, society, and faculty improvements.

Teaching-learning and Evaluation

The institute strictly follows the admission process as per the guidelines provided by the Government of Maharashtra, State Common Entrance Test Cell, and the Directorate of Technical Education (DTE), through the Centralized Admission Process. Each year, the college prepares an academic calendar in accordance with the university academic calendar and strictly adheres to it. The college strives to provide quality education using various ICT tools for concept clarification and employs a feedback mechanism to create a conducive learning environment. At the beginning of each session, Program Educational Objectives (PEOs) and Program Outcomes (POs) are properly communicated to the students. The COS and POs are mapped to determine the attainment level of the respective subject, and the understanding level is evaluated through the attainment of individual subject course outcomes.

The institute evaluates student performance through various assignments, laboratory experiments, project presentations, Viva, class tests, and university examinations. The internal performance evaluation is conducted transparently, and the academic activities are executed by qualified and experienced faculties. Remedial classes are arranged for slow learners at weekend.

To promote participative and experiential learning, the institute arranges field trips, internships, industry-sponsored projects, hands-on training, and in-house maintenance activities. Students participate in various competitions such as Anveshana to solve real-time issues. Resource persons from prestigious institutes/companies are invited to deliver expert talks and workshops to acquaint students with recent developments. Faculties are encouraged to pursue doctoral programs.

Research, Innovations and Extension

The institute is dedicated to fostering an environment for research and development, as well as for extension and collaborative activities. The college infrastructure boasts well-equipped laboratory facilities and a library with a substantial number of books and journal subscriptions to encourage research among the faculty members and students. To promote research activities, the institute organizes various workshops, seminars, and expert lectures by eminent persons from academia and industry. In the past five years, several faculties have published research papers in peer-reviewed journals, and software such as MATLAB, CREO, AUTOCAD, etc., are available in the institute for simulation and analysis purposes.

Each department endeavors to establish a dialogue with the industry to obtain valuable inputs and bridge the gap between the institute and the industry. Faculty members regularly interact with students on upcoming and recent technologies, and the institute has signed several MOUs with industries/institutions for training, internships, and sponsored projects. The faculties and students are encouraged to attend and present research papers at national/international conferences, workshops, seminars, etc., by providing them with financial assistance. They are also motivated to publish their research articles in reputed peer-reviewed journals.

The NSS unit actively participates in national programs such as Swachh Bharat Abhiyan, blood donation camps, tree plantations, and many more. This has an impact on the development of technically and academically sounds professionals who possess strong work ethics and are good human beings.

Infrastructure and Learning Resources

The Sanghavi College of Engineering places great importance on its physical infrastructure to ensure it meets the norms set by AICTE. The institute maintains spacious classrooms, tutorial rooms, and well-equipped

laboratories, which provide a conducive learning environment for discussions and presentations. The campus is Wi-Fi enabled, and there are a total of 220 computers available on the campus, connected to the internet through LAN. Additionally, the library has an extensive collection of books, including print books, e-books, handbooks, dictionaries, reference books, textbooks, journals, magazines, and newspapers.

The laboratories are outfitted with sufficient hardware, internet access, and projectors to enable practical sessions, and each department has an adequate number of computers in their laboratories connected via LAN. The LAN is equipped with the latest networking equipment such as switches, routers, modems, ISPs, and transmission media such as CAT6 to interconnect all devices. The institute has upgraded its LAN networking technology to over 1GBPS and its internet broadband connections from BSNL to 7-STAR DIGITAL WORLD NETWORKS PVT LTD.

The institute has invested in new laser printers with scanners to improve printing capabilities. The language laboratory is well-equipped with language lab software, and the institute is committed to keeping up with changing technology trends. It has signed several MoUs with companies to provide students access to industry technologies on campus. Additionally, free licensed software like Python and R-language are used.

The institute is always updating its infrastructure to meet changing technology trends, and it has the latest version of the server. The campus also has adequate sports facilities, including indoor sports facilities like Table Tennis, Chess, and Carom. The cultural activities for students and staff include an annual cultural festival (ANTARANG), Ganesh Festival, and Fresher's Party and Farewell Party.

The institute has a backup power supply in the form of UPS and generator, which ensures uninterrupted conduct of laboratory sessions. The administrative section of the institute comprises the Principal's Office, the Office with the Account Section, the Student Section, etc.

Student Support and Progression

The institute is striving for excellence in supporting and progressing its students in a holistic way. Regular interaction between students and the institute's faculty members is an effective way to identify and address student progress and problems. Additionally, the institute has mechanisms in place to support students, such as the Student Section, Placement Cell, Student Grievance Committee, and Anti-ragging Committee.

It's also wonderful that the institute provides support to socially and financially weak students and differently-abled students, adhering to government norms. Furthermore, the institute offers scholarships to students from state and central governments, as well as from institutional and non-government agencies. Medical support through health insurance is also provided, which is an excellent way to ensure the well-being of students.

The institute's efforts to encourage students to participate in different competitive exams such as GATE, IELTS, TOEFL, Central, State government, and Defense services exams are commendable. Such initiatives enhance students' employment prospects and higher studies opportunities. Additionally, conducting soft skill development programs, expert lectures, online courses, industrial visits, and project competitions for capacity building and skill enhancement is an excellent way to prepare students for the workforce.

The institute organizes various cultural programs to celebrate cultural diversity. Students from various regional and cultural backgrounds participate in these events and present their regional or cultural folk songs and dances. The weeklong cultural and sport event called ANTARANG is an excellent opportunity for students to showcase

their talents in extra-curricular and sports activities.

Registered alumni association is a fantastic way to maintain strong relationships between the institute and its former students. Alumnae can act as brand ambassadors and provide strong support to the institution, which is essential for its continued success.

Governance, Leadership and Management

Sanghavi College of Engineering has a clear vision and mission to provide quality education and produce industry-ready engineers with a professional attitude and groomed personality. The Principal, who is the Head of the institution, is assisted by the college Examination Officer and Heads of department in all academic and administrative matters. The institute follows a culture of participatory management at all levels, where suggestions from faculty members are considered for teaching, learning, evaluation, and general administration.

The IQAC, constituted as per the NAAC guidelines, has the Principal as the Chairperson. Its prime task is to develop a system for conscious, consistent improvement in the performance of the institution. The IQAC plays a proactive role in reviewing the status and evolving programs, policies, and suggestions to improve quality in teaching and research.

The Management, Principal, and the team of Heads of Departments take concerted efforts to build an organizational culture that fosters overall development of the students. They follow a common methodology of strategy, planning, execution, and improvement to assure the overall growth of the institution and its beneficiary students.

Decentralization, effective participative management, efficient administrative setup, e-governance in administration, faculty empowerment, optimum utilization of resources, and quality assurance are some of the common policies that the institute adopts to make it better.

Institutional Values and Best Practices

Sanghavi College of Engineering is committed to providing an equal and inclusive learning environment for all students, with a special focus on promoting gender equality. The institute strives to create a culture of gender sensitization and equal opportunities for men and women. All appointments and deputations are made without any gender bias, ensuring that women are equally represented at all levels. The internal committees of the institute, such as the Internal Complaint Committee and the Grievance Redressal Cell, include both male and female faculty members to ensure a balanced representation.

The institute encourages the active participation of female students in various extracurricular activities such as NSS, cultural events, and awareness campaigns. Students are encouraged to organize cultural activities and commemorative days under the supervision of faculty in-charges. This provides a platform for students to showcase their talents and develop leadership skills. Students also share information about the contributions and achievements of great Indian personalities, which motivates them to strive for excellence.

Sanghavi College of Engineering celebrates important national and international days to provide students with

knowledge about great personalities in our political, social, cultural, and scientific history. The institute also celebrates two important national festivals, Republic Day and Independence Day, where teaching and non-teaching staff participate in flag hoisting, singing the national anthem, and delivering inspiring speeches. The institute also ensures the safety and security of its students and staff members by providing facilities such as safety and security measures, counseling workshops, and a common room.

The institute also takes initiatives to manage the environment and conserve energy. The institution regularly undertakes quality audits on environment and energy and has provided facilities such as barrier-free environments and specially designed toilets for differently-abled persons. The institute is committed to managing the various types of degradable and non-degradable waste produced.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE MAHAVIR EDUCATION SOCIETY'S NASHIK SANGHAVI COLLEGE OF ENGINEERING
Address	Gut No.166, Mhasrul-Varvandi Road, Varvandi, Taluka- Dindori, District - Nashik
City	Nashik
State	Maharashtra
Pin	422202
Website	www.engineering.shreemahavir.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Navnath Vasant Palde	02557-259090	9405159181	-	principal.scenashik @shreemahavir.org
IQAC / CIQA coordinator	Parag Shivaji Desale	02557-259091	9423285706	-	parag.desale@shreemahavir.org

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 minroity institution	No

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Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	04-07-2022	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gut No.166, Mhasrul-Varvandi Road, Varvandi, Taluka- Dindori, District - Nashik	Rural	10	11660

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering	48	Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I	English	60	9
UG	BE,Computer Engineering	48	Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I	English	60	60
UG	BE,Electrical Engineering	48	Passed HSC or its equivalent	English	60	24

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			exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I			
UG	BE,Mechanical Engineering	48	Passed HSC or its equivalent exam with Physics and Mathematics along with one of the Chemistry or Biotechnology or Biology or Technical or Vocational subjects, Score in MHT-CET or JEE Main Paper I	English	60	19

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4				9				26
Recruited	0	0	0	0	0	0	0	0	10	2	0	12
Yet to Recruit				4				9				14
Sanctioned by the Management/Society or Other Authorized Bodies				0				1				26
Recruited	0	0	0	0	0	1	0	1	11	15	0	26
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	3	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	17	0	38
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	535	2	0	0	537
	Female	180	1	0	0	181
	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	27	18	16	9
	Female	9	6	4	3
	Others	0	0	0	0
ST	Male	40	17	10	9
	Female	10	12	7	9
	Others	0	0	0	0
OBC	Male	48	48	35	43
	Female	20	17	12	11
	Others	0	0	0	0
General	Male	52	43	37	32
	Female	17	12	8	12
	Others	0	0	0	0
Others	Male	21	15	12	18
	Female	11	9	3	3
	Others	0	0	0	0
Total		255	197	144	149

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute has established committees to develop a comprehensive policy for the effective implementation of NEP-2020 across various aspects, such as offering multidisciplinary courses and skill

	development programs. These committees will identify the courses in each program, based on disciplines that can be offered in a multidisciplinary manner to showcase diverse perspectives from different fields. The core committee will focus on creating a schedule/timetable for multidisciplinary courses that aligns with the existing curriculum of all departments. To avoid any scheduling conflicts, these courses may be conducted after college hours or on weekends, allowing for optimal utilization of campus resources and faculty. Interested students will be informed of the available multidisciplinary courses and encouraged to decide in advance which subjects/courses they wish to take from different disciplines. This approach ensures that students can choose the courses that align with their interests without confusion or ambiguity.
2. Academic bank of credits (ABC):	The institution's ability to implement the Academic Bank of Credits relies on the guidelines provided by the affiliated university and the Higher Education Department of SPPU. To achieve this, a centralized database will be created along with the college's database, which will digitally store the academic credits earned by students from various courses. This will enable the credits earned previously to be carried forward when the student enters the program again. Students will be educated about this concept and encouraged to choose courses, including those offered online and through distance learning, by government and other institutes.
3. Skill development:	The rapid technological advancements of recent years have completely transformed the way we work, resulting in significant changes in the skills that employers now require. This has led to a significant skills gap that affects employability across all industries. In order to address this gap and improve the employability of our students, we are committed to providing comprehensive training and development programs that focus on basic skill-based courses. Our institute will take the necessary steps to offer these skill development programs to ensure that our students are well-prepared for the workforce.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The government has initiated the promotion of interdisciplinary research on all aspects of Indian Knowledge Systems, with the aim to preserve and disseminate IKL for further research and societal

	applications. The National Education Policy (NEP) envisions that technical education should also be imparted in Indian languages. In line with this vision, the All India Council for Technical Education (AICTE) has already taken steps and granted approval for conducting technical courses in Indian languages. Our institute fully supports the vision of the NEP, including its focus on flexibility, multidisciplinary, and innovation. We recognize that having good infrastructure and enrollment of students alone cannot ensure quality technical education. It is equally important to focus on quality teaching and learning. Our institute is ready to help create and scrutinize a database of individuals and organizations who have contributed to research, teaching, publication, and preservation in various fields.
5. Focus on Outcome based education (OBE):	The implementation of Outcome-Based Education (OBE) is aimed at achieving standardization of the syllabus for all programs across affiliated colleges of Savitribai Phule Pune University. To facilitate this, a range of teaching and learning approaches such as lectures, seminars, tutorials, workshops, practicals, project-based learning, fieldwork, technology-enabled learning, internships, apprenticeships, and research work are suggested. The student learning outcomes should be defined in terms of knowledge, skills, understanding, values, and employability. As an affiliated institution, we follow the guidelines of the concerned university in implementing OBE.
6. Distance education/online education:	The institution aims to inform and encourage students to study certified courses online and through distance learning offered by government and other institutes such as NPTEL, SWAYAM, and V-LAB. The committees will suggest discipline-wise courses for additional knowledge. In response to the COVID-19 pandemic, the institution has already prepared for online teaching and learning through various modes such as Zoom, Moodle, WhatsApp, Google Meet, etc. The entire campus is equipped with Wi-Fi and digitally interactive panels in classrooms, making online education accessible. The institution is also planning to provide e-content materials prepared by faculty members to students online to meet future challenges.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
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.	NA
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.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NA

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
661	631	598	638	755

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

2 Teachers

2.1

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

Response: 102

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	38	36	48	57

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
200	200	90	150	150

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution plans and monitors the activities for effective implementation of outcome-based education as per Savitribai Phule Pune University (SPPU) academic calendar.

Process for Effective Curriculum Planning:

1.   The institution is affiliated to SPPU and follows the curriculum prescribed by it.

2.   The teaching load is distributed among all faculty members as per norms considering their area of Specialization and experience before starting the semester.

3.   Academic planning starts with the preparation of an Institute and Department calendars by referring academic calendar published by Savitribai Phule Pune University (SPPU)

4.   Before the commencement of the semester, the academic preparation is done by the faculty members. It includes teaching plans, course files, lab manuals, question banks, and assignments.

The prescribed curriculum is mapped with the AICTE model curriculum to find the gaps which are bridged up by delivering the contents beyond syllabus. The gaps are addressed by conducting expert talks, industry visits, projects, internships etc.

Process for Effective Curriculum Delivery:

1.   Course wise academic resources provide to students. Institution provides well maintained class rooms with LCD projector for effective curriculum delivery.

2.   Each department assigns a class teacher for a batch of students to monitor the attendance and performance of all students

3.   Each department regularly evaluates students through a continuous assessment system using class tests, practical, orals, assignments, tutorials, group discussions etc.

4.   Class tests are conducted for each course and corrective   measures are taken to improve the score for weak student

During pandemic, online tests such as, in-semester examinations and preliminary examinations were conducted through various online platform where questions are shuffled to avoid malpractices.

Subject teacher monitors the performance of each student and conducts remedial classes for improvement in slow learners.

Institution has formed various institutional and Departmental functional committees to focus on specific areas such as academic monitoring, time table, internal examinations, results, technical events etc.

Due to COVID-19 pandemic situation, lectures were conducted online using the Google meet, Zoom, Webex platform. All the lectures/Practical's were recorded and made available to students on the Google drive for better understanding of the course.

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

1.2 Academic Flexibility

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

Response: 12

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 16.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	0	100	45	296

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

1.3 Curriculum Enrichment

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

Response:

The syllabus for different programs includes courses related to professional ethics, gender equality, and human values for building best character in the students, environment, and sustainability into the curriculum for the benefit of society.

Professional Ethics:

1. **'Professional Ethics and Etiquettes'** are introduced in Electrical Engineering and Civil Engineering to learn the importance of ethics for social and business etiquettes.
2. **'Business and Sustainable Development'** course in Mechanical Engineering is added as an audit course to create Sustainable Business Ideas.
3. **'Stress Relief-Yoga and Meditation'** course in Electrical Engineering and Civil Engineering is added as an audit course to create health awareness, safety, and welfare of the public.
4. **'Project Management and Leadership Development'** is introduced in Computer Engineering and Electrical Engineering to develop interpersonal skills, effective goal-oriented leadership qualities with moral values.

Gender Issues:

1. The institution organizes Nirbhaya Kanya Abhiyaan to raise awareness and give feasible solutions for various problems such as Gender Discrimination, Women Empowerment and Social Issues.
2. Women's grievance cell continuously monitors women's problems and concerns at the workplace and work over them accordingly. Gender bias is addressed by giving equal opportunities to boys and girls in different committees.

Equal representation of girls and boys in different committees like ICC, Anti-Ragging, Sports, Cultural and NSS etc.is maintained.

Human Values:

1. Institute is celebrating Republic Day, Independence Day, International Yoga Day for creating awareness about National integrity and human values among students.

2. Institute regularly organizes programs such as Swachha Bharat Abhiyan, Blood donations etc.as a social responsibility for the societal benefits.

Environment and Sustainability:

1. Computer Engineering students are learning *Energy Storage System Technologies* which covers Environment and Sustainability.
2. Electrical Engineering students are selecting *'Solar Thermal Systems'* courses to create awareness about renewable energy sources and technologies.
3. The e-waste is collected in the institution and properly dismantled.

Internships:

In the current curriculum, internships are made compulsory across all the programs to provide opportunities for students to get familiar with various modern tools, technologies in industries and to nurture professional and societal ethics to create awareness about social, economic, and administrative activities in industries.

Project Based Learning is added in the curriculum to inculcate independent and group learning where in the students are developing theoretical, simulation and experimental models for different societal, environmental, and industrial applications.

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

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

Response: 43.72

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

Response: 289

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

1.4 Feedback System

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

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 50.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
247	196	144	149	273

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

2021-22	2020-21	2019-20	2018-19	2017-18
369	322	280	458	567

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

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

Response: 59.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
183	138	99	105	206

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
238	207	188	272	329

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

2.2 Student Teacher Ratio

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

Response: 18.89

2.3 Teaching- Learning Process

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

Response:

The institute adopts student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance learning experiences using ICT tools. The following are the highlights of the institute's efforts in this regard:

Experiential learning is one of the key methods adopted by the institute to enhance the learning

experience of students. The institute regularly organizes industry visits, field visits, guest lectures, seminars, and workshops to provide students with practical exposure to real-world scenarios. These activities help students to understand the practical application of theoretical concepts learned in academics. For example, the institute regularly organizes industrial visits to nearby industries, power, dams, electricity boards, BSNL offices, and nearby IT offices to help students understand the practical application of theoretical concepts learned in academics. Guest lectures by industry experts are also organized to bridge the knowledge gap between academics and industry practices.

Participative learning is another important aspect of the institute's approach to enhancing the learning experience of students. The institute encourages students to undergo internships in industries to gain on-the-job training. The institute has signed Memorandum of Understanding (MOU) with different industries to provide students an opportunity to work with them on different projects during internships. The students are encouraged to participate in different competitions to work on innovative projects, such as the "Hybrid Electric Cycle" project by final-year mechanical engineering students. The project was selected at the "Spirit of Anveshana" competition and won a consolation prize. Similarly, the "Multi three in one agree systems" project by final-year mechanical engineering students is useful for agricultural applications and was also selected at the "Spirit of Anveshana" competition and won a consolation prize. Furthermore, the institute encourages students to participate in NPTEL online courses to improve their subject knowledge. The institute has well-developed laboratories where students participate in performing trials on experimental setups.

Problem-solving methodologies are also emphasized as part of the institute's approach to enhancing the learning experience of students. The institute encourages students to participate in different events like Smart India Hackathon, Nashik Engineering Cluster's Innovation Activities, etc.

ICT tools play a crucial role in the institute's approach to enhancing the learning experience of students. The institute has developed smart classrooms with Interactive Touch Panels to deliver the course content effectively. LCD projectors are provided in seminar halls where different activities like guest lectures, seminars, workshops are arranged. Faculty members use different platforms for video lectures like NPTEL, Swayam, and YouTube, which simplify difficult concepts of the subject. Additionally, the faculty provides notes, PowerPoint presentations, and video lectures to students, and a Google Drive folder is shared with students for each subject, where relevant content like animations, PowerPoint presentations, photographs, university question papers, and assignments are uploaded.

In conclusion, the institute's efforts to adopt student-centric methods, along with the use of ICT tools, have significantly enhanced the learning experiences of students.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	38	36	48	57

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

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

Response: 5.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	3

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

2.5 Evaluation Process and Reforms

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

Response:

The Institute follows Savitribai Phule Pune University's guidelines for the internal assessment of the different examination heads as mentioned below.

Term work Assessment:

To ensure transparency in the term work assessment, the performance of each student is assigned 10 marks for each practical based on Bloom's Taxonomy of Learning Domains, which is assessed in front of the student. The subject teacher maintains the performance record of each student in the Continuous Assessment Sheet, ensuring transparency in the assessment process.

Oral Examination:

The oral examination is conducted by an internal and external panel of examiners appointed by the university. The understanding of the subject is evaluated through one-to-one viva of each student, and marks are given jointly by the internal and external examiners. The evaluation is kept confidential until the final results are declared, ensuring the transparency of the examination process.

Final Year Project Examination:

During the final year, the students are divided into groups, and a project guide is allotted to each group, who monitors their performance on a regular basis. The evaluation is done based on periodic review, as well as with the help of an external examiner allotted by the university, ensuring the transparency of the evaluation process.

In-semester and End-semester Examination:

To maintain transparency, in-semester examination is scheduled in the mid-semester by the university, and the complete assessment process is carried out under CCTV surveillance. Similarly, end-semester examination is conducted under the strict surveillance of a university-appointed external senior supervisor. The university also appoints surveillance squads to monitor transparency in the process, ensuring that the guidelines are followed strictly.

Mechanism to address grievances at Institute:

To address student grievances related to assessment, the institution has a mechanism in place. At the beginning of each semester, students are informed about the assessment process, and if any student feels dissatisfied with the evaluation process, they can discuss the issue with the respective subject teacher. The subject teacher discloses the internal assessment record and provides a proper justification for the discrepancy. If the issue is not resolved, the student can approach the head of the department, who then calls for the required assessment documents and discusses the dispute with the involved teacher in front of

the student, providing an appropriate verdict.

If the student is still not satisfied, they can approach the institute principal for a hearing, and the principal tries to resolve the grievances related to internal assessment at the college level. However, if a student is not convinced with the assessment of their answer sheet in the end-semester examination, they can apply on the university's online examination portal. The student can apply for photocopies of the answer sheets or re-evaluation, in which the university verifies the answer sheet for any errors in examining the paper. If any error is found, it is corrected, and the student is communicated through re-evaluation results. In this process, the institution's examination cell provides complete assistance to the student.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Institute has well-defined Program Outcomes (POs) and Course Outcomes (COs) for the four programs offered. As an affiliated institute to Savitribai Phule Pune University, the COs defined by the university in the respective course syllabus copy are adopted by the institute for that course. The course syllabus is available on the University's website and the Institute's website.

All the COs and POs are displayed on the Institute's website to communicate them with all stakeholders, and they are also communicated to teachers and students through displays at respective departments. Each teacher prepares a course file for the courses they deliver, which includes all the COs and POs attached. During theory lectures, students are introduced to the corresponding CO while discussing the related topic. Similarly, practical sessions put emphasis on which COs are being covered after performing a particular practical trial. Students are also encouraged to attach all the COs to their laboratory journals.

By displaying the POs and COs, the Institute ensures that all stakeholders are aware of the expected outcomes of the programs and courses. The course files and laboratory journals help students and teachers track their progress and ensure that all the COs are being covered in a timely and efficient manner. This process helps in achieving the desired POs and also helps the Institute in achieving its goals for accreditation purposes.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

Mechanism of Attainment Evaluation of POs and COs:

The assessment tools used for direct attainment comprise two components: internal assessment tools and external assessment tools. The internal assessment includes Unit Tests and Assignments. The course instructor designs the unit test question papers and assignments, considering Bloom's taxonomy. All the questions of unit test and assignments are aligned to corresponding course outcomes. If the course syllabus includes oral exams, term work, or practical exams, these marks are counted under the external assessment tool, and their attainment is counted for all the COs. Similarly, final marks obtained by the students in the theory examination conducted by the university are also counted as an external assessment tool.

The course instructor enters all the marks of internal and external assessment tools into an Excel sheet that tracks the attainment of COs and POs. The target for attainment for each assessment tool is decided by the course instructor based on the difficulty level of the tool. To compute the final CO attainment, 70% weightage is given to external assessment, and 30% weightage is given to internal assessment.

The course instructor prepares a course articulation matrix that maps each CO to a corresponding PO. Based on the level of attainment for the mapped COs, an action plan for improvement is prepared.

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

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

Response: 84.79

2.6.3.1 **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
142	224	269	117	140

2.6.3.2 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
171	230	277	213	161

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

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

Response:

The institution has established an ecosystem for fostering innovation and has implemented several initiatives to create and transfer knowledge. The focus is on promoting research and development activities, collaborations with industries, and encouraging faculty and students to participate in national and international conferences, project competition and workshops. The institution provides various facilities and resources, such as a well-equipped lab, access to online databases and journals. Additionally, the institution organizes guest lectures, seminars, and workshop to keep the students updated on the latest advancements in their fields. These initiatives help in creating an environment that fosters innovation, encourages entrepreneurship, and prepares the students for real-world challenges.

The institute provides access to workshops, laboratories, a library with DELNET, journals, e-resources and internet facilities. These resources allow for the implementation of innovative ideas and the improvement of existing systems. The major equipment available in the institute includes Switchgear Testing Kit, Power Quality Analyzer, Universal Testing Machine, Diesel Engine Test Rig, Lathe Machine, Drill Machine and RAC Kits, among others. These tools help students to test experimental setups and provide support for better understanding of the subject. In addition, the institute has purchased software like MATLAB, CREO, and FEAST and uses open source software like AUTOCAD, Proteus, and Keli for simulation and analytical purposes.

Some of the projects simulated with these softwares are:

- Finite Element Analysis of crashworthiness of multicell square structure sandwich panel in bumper
- Plant's Leaf Disease Detection
- Crime Spot Detection
- Smart Electric Vehicle

The institute conducts workshops, seminars, and expert lectures by eminent personalities from academia and industry to promote project activities and entrepreneurship. Examples include seminars on GATE exam preparation by Gate-Forum, a guest lecture on "How to Write Research Paper," and a workshop on Electrical AutoCAD. Each department strives to establish a dialogue with the industry to seek valuable inputs and bridge the gap between the institute and industry.

Some of the innovative projects are:

- Product Code impression branding by Rolling Unit
- Elecrofied Road

The institute collaborates with agencies/institutions for shared facilities, enabling student field trips and training. Industry-sponsored projects are also encouraged. Some Industry Sponsored Project categories are:

- " Design & process Modification for Elimination of chips of front fork" Sponsored by Gabriel India LTD
- "Design & Fabrication of Roller Guide Alternating Mechanism" Sponsored by Thyssenkrupp Electrical Steel Ltd.
- "Analysis od 1-14 Armature Plate Voumard CNC Machine" Sponsored by BOSCH LTD.
- "Design & Manufacturing of fixture to maintain the quality of flange yoke on VMC Machine" Sponsored by MSL Driveline System LTD.

The institute encourages faculty and students to pursue online certification courses like NPTEL and students participation in technical competitions such as Anvenshna, NEC Innovation Day and Smart India Hackathon. Faculty members are also appreciated for their achievements.

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

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

Response: 10

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
1	0	3	3	3

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

3.3 Research Publications and Awards

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

Response: 0.09

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
02	02	01	02	02

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

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

Response: 0.13

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
2	5	1	1	4

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

3.4 Extension Activities

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

Response:

Sanghavi College of Engineering is dedicated to promoting a strong College-Neighbourhood-Community network through various extension activities. The college places a major emphasis on student engagement, service orientation and holistic development, which contributes to the overall development of students as good citizens.

The college is committed to fostering a sense of social responsibility among its students. As part of this commitment, it regularly conducts social service activities that help students develop a well-rounded personality. For instance, the college organized a Health Check-up Camp on the occasion of Engineer's Day to spread awareness about health check-ups and the importance of maintaining a healthy lifestyle. This initiative aimed to encourage people to prioritize their health and well-being.

Another significant event organized by the college is the annual Yoga session, which is conducted on International Yoga Day. This event emphasizes the importance of yoga and physical exercise in daily life and aims to raise awareness about the importance of physical and mental fitness. This initiative is an excellent opportunity for students to learn about the benefits of yoga and incorporate it into their daily routine.

To promote environmental awareness and responsibility among students, the college's NSS unit organized a tree plantation programme under the campaign "Save Tree – Zade Lava Zade Jagava" in the college campus. The main objective of the initiative was to create awareness about climate change and its adverse

effects on us. The programme aimed to help students understand their responsibility towards social health and encourage them to take steps to protect the environment.

As part of the Swachh Bharat Abhiyaan Programme, the NSS Unit of the college organized a Cleanliness Drive (Plastic Collection Activity). The main objective of this programme was to create awareness among students about the importance of cleanliness and its benefits. Students from all years and faculty members participated in the Cleanliness Drive, which involved cleaning the entire college. This initiative helped students develop a sense of responsibility towards their surroundings and learn the importance of keeping their environment clean and tidy.

The college also regularly organizes seminars on Nirbhay Kanya Abhiyan (Women Empowerment in India) to communicate various aspects of women's empowerment, its importance, and measures that can be taken to empower girls and women. The seminars aim to create an environment where women can live fearlessly, independently, and have equal opportunities. These initiatives play a crucial role in developing a sense of social responsibility and awareness among students.

In association with Arpan Blood Bank and Nashik Blood Bank, the college regularly arranges Blood donation camps on various occasions. These camps provide an opportunity for students and faculty members to contribute to the "Blood Save Life" campaign. The large number of donors shows the commitment of the college community towards social welfare.

Overall, Sanghavi College of Engineering's extension activities reflect its commitment to promoting social responsibility, awareness, and a strong College-Neighborhood-Community network. The college's emphasis on holistic development, service orientation, and student engagement helps students develop a well-rounded personality, contributing to their growth as good citizens.

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

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

Response:

Sanghavi College of Engineering has a strong commitment to extension activities, which has resulted in the institution receiving Awards and Recognition from the Government and Government recognized bodies for its involvement in these activities.

The college has also become a part of the Lokmat Aspire Educational Fair, an initiative of the Lokmat Group to bridge the gap between institutes providing the best education and talented students. This participation in the fair provides an opportunity for the institution to showcase its offerings to a wider audience and attract potential students who are looking for quality education.

In addition to its participation in educational events, the college is also dedicated to serving society. Staff and students of the institution have donated blood to the society through blood donation camps organized in association with Arpan Blood Bank and Nashik blood bank. This initiative, under the campaign "Blood Save Life", has seen a large number of students and faculty participates, contributing to the noble cause of saving lives.

The college has also been recognized as a RedHat Academy partner, affiliated and authorized by Red Hat India Pvt. Ltd., This partnership provides opportunities for students to learn and develop skills in open-source solutions that make it easier for enterprises to work across platforms and environments, from the core data center to the network edge.

The institution has participated in various exhibitions and events, including the Project Exhibition organized by the Nashik Industries & Manufacturers Association and the Jaycee Week Grape City Festival, Nashik. These events provide a platform for students to showcase their talents and innovations, encouraging them to participate and learn from industry experts.

Also, the college has taken part in the NECC Training & Placement Meet, which provides more career opportunities to the students. This initiative helps students to interact with potential employers, learn about various industries, and understand the job market trends.

Overall, the institution's involvement in these extension activities demonstrates its commitment to student engagement, service orientation, and holistic development of students contributing to good citizenship.

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

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	2

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

3.5 Collaboration

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

Response: 8

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The management of the institute places great importance on the physical infrastructure of the institute and ensures that it is in accordance with the norms set by AICTE. As a result of their efforts, the institute has been able to maintain a well-maintained infrastructure that is conducive to the all-round development of students.

The Academic section of the institute comprises spacious classrooms, tutorial rooms, and laboratories that provide a conducive learning environment for discussions and presentations. Each classroom is spacious, nicely ventilated with ample natural light and is about 100 sqm in size, providing a promotive environment for gratifying and conducive discussions. The faculty and students are able to expand their presentation skills by utilizing these facilities. Some of the classrooms and labs are equipped with ICT tools, like Interactive Touch Panel, Projectors for strengthening academic discourse. The campus is Wi-Fi enabled for the benefit of students and faculty. There are a total number of 220 computers available on the campus, which are connected to the internet through LAN. The computers are located in various labs and are also made available to each faculty member.

Additionally, all of the laboratories are very roomy and well-equipped. The PCs in the software-based labs contain the necessary installed software, which offers a different learning environment. To enable practical sessions, the laboratories are outfitted with sufficient hardware, internet access, and projectors. The language lab was established when the institute first opened its doors in 2012, and ETNL software has been added to it to help students develop their soft skills and communication. As a central computing facility, the computer centre with 30 modern machines is made available. The workshop facility has been provided with a variety of divisions, including machine shop, fitting section, carpentry, etc., in accordance with the curriculum. All departments' students use the workshop's resources for their projects.

By contacting the facility in advance, common amenities like Seminar Halls can be used. These are used to conduct workshops, training sessions, and guest lectures. Wi-Fi is available at the well-stocked library, which also offers a reading area with enough space for everyone. The main characteristics of the central library include the availability of a sizable selection of reference books and periodicals, book bank services

for financially strapped students, and access to e-resources. The Principal's Office, the Office with the Account Section, the Student Section, etc. make up the Administrative Section of the Institute.

The institute has instant power back up for its IT infrastructure and Lab equipment in the form of UPS and generator, which ensures uninterrupted conduct of laboratory sessions. The institute has adequate sports facilities, playgrounds for Box Cricket, Cricket, Football, Volleyball, Kabaddi, etc. The cultural activities for students and staff include an annual cultural festival (ANTARANG), Ganesh Festival, and Fresher's Party and Farewell Party. Indoor sports facilities like Table Tennis, Chess, and Carom are also available.

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

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

Response: 43.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	40	50	50

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

4.2 Library as a Learning Resource

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

Response:

About Central Library: -

Established in 2012, Sanghavi College of Engineering's library spans a total area of 490 sq. m. It boasts an extensive collection of more than 12,024 books, including print books, e-books, handbooks, dictionaries, reference books, textbooks, journals, magazines, and newspapers. The library offers books on soft skills, personality development, interview techniques, and GATE preparation, among others. Additionally, it is a member of the National Digital Library, providing access to an even broader collection of books. The library has open access for all students, allowing them to browse, select, and use reading room facilities with a seating capacity of 100. Library automation software i.e. Book Smith, and barcode technology are utilized for efficient organization.

Nature of automation (fully or partially): Partially

The library is automated with Book Smith software, which utilizes Version 12.0.0 in web format using ASP.Net. Developed using Visual Basic and SQL (Structured Query Language) Server platform, the software is both robust and user-friendly. Its one-click power search provides easy access to both current and archived data, with centralized management and control. Book Smith software facilitates circulation, procurement, and OPAC (Online Public Access Catalog) functions. All library documents are bar-coded, enabling easy issuance of books to users. The software's versatility allows for the generation of all necessary daily reports.

The Sanghavi College of Engineering's library is partially automated and has been a member of DELNET for the past five years. It is extensively utilized for interlibrary loan (ILL) and database searches of other member libraries. Additionally, the library has become a member of NDL (National Digital Library) and NPTEL-SPOC (SWAYAM NPTEL, Local Chapter) to access vast e-resources, and internet facilities are available for e-resource access. On average, 100 students utilize the library resources, with user numbers logged in a register for circulation section use. Staff members also frequently use the library's vast resources. The library's section contains processed project reports, books, bound volumes, reports, and other reading materials, all of which are readily accessible to students and staff. The library committee, which meets at regular intervals, oversees smooth library functioning and the selection of books and materials. The library includes books on English language skills and various dictionaries, such as those of Oxford and Webster, in addition to departmental libraries with significant collections. In this way, the institute enriches its knowledge resources to benefit library users.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The institute boasts excellent IT facilities and a network comprising 220 computer systems. Each department has an adequate number of computers in their laboratories connected via LAN, as per curriculum requirements. Recently, the computer systems have been upgraded to i5 and i7 configurations. Additionally, the institute has invested in new laser printers with scanners to improve printing capabilities.

The LAN is equipped with the latest networking equipment such as switches, routers, modems, ISPs and transmission media such as CAT6 to interconnect all devices. This infrastructure is updated regularly every year. The computer center and all computer laboratories have an adequate number of computer systems available to students, exposing them to e-resources and internet browsing.

The language laboratory is also well-equipped with language lab software. The institute is committed to keeping up with changing technology trends and has upgraded its LAN networking technology to over 1GBPS. Internet broadband connections have also been updated from BSNL to 7-STAR DIGITAL WORLD NETWORKS PVT LTD.

The operating system is regularly updated to new versions, including Windows 7, 10, and 11. The institute has been using the open-source operating system Ubuntu 32/64 bit since 2012, which is updated annually in line with curriculum requirements.

In December 2013, the institute purchased IBM RSA/RSE application software, as per curriculum requirements. MS Office is regularly updated to O365, with the latest version available for use. The Mechanical department has a CAD/CAM laboratory.

The institute is always keeping track of changing technology trends, and updates or adds infrastructure accordingly. Wi-Fi connectivity is available throughout the campus, and various software applications essential for industries are made available to students. The institute has signed several MoUs with companies such as Red Hat, Sumago Infotech, and NETleap to provide students access to industry technologies on campus.

Updating of open-source operating systems is done regularly, from version 14.0.4 to 24.0.4, making computer access easy for students. The institute also has the latest version of the server. As the world is getting smaller, the institute is also working on IoT technologies such as Raspberry Pi and Arduino Boards. Free licensed software like Python and R-language are also used to give students an industry-friendly environment. Recently, the institute has also purchased an Interactive Touch Panel that supports operating systems like Windows and Android.

The institute has created a unique email ID for all faculty members within the college domain. The college website provides essential information for all stakeholders. The institute also periodically organizes training programs through webinars to upgrade programming skills of both students and faculty. Additionally, each class has a WhatsApp group to communicate with students effectively.

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

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

Response: 3

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

Response: 220

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

4.4 Maintenance of Campus Infrastructure

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

Response: 37.97

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
25	50	50	100	75

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 89.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
613	569	568	638	537

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 6.76

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
19	30	65	53	55

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

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

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

Response: B. 3 of the above

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

5.2 Student Progression

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

Response: 24.78

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
18	30	65	53	55

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
142	224	269	117	140

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

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

during the last five years

Response: 20

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
2	0	2	7	9

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

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

Response: 4

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
5	0	5	5	5

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

5.4 Alumni Engagement

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

Response:

Alumni associations play a significant role in the growth and development of educational institutions, as they act as a bridge between the institution's past, present, and future. They also provide valuable guidance and support to current students, faculty members, and administration. The Alumni Association of Sanghavi College of Engineering, Nashik (AASCOE) is a registered alumni association of the Sanghavi College of Engineering, which was established in July 2016 and registered in 2018. The AASCOE's vision is to maintain and activate an alumni network for their own excellence and to participate in the college's wide community to approach the college's excellence, while its mission is to provide a strong foundation platform for alumni and present students, to support alumni in accomplishing their professional objectives, and to give the college's vision recognition as one of the leading institutions in rural area in academics.

The AASCOE organizes various activities that benefit the current students of the college. For instance, the association invites alumni to provide guest lectures and seminars for the learners in their areas of expertise. This not only benefits the students but also provides a platform for the alumni to share their knowledge and experience. The AASCOE also helps to organize educational and industrial visits for students. This allows them to learn more about different aspects of life outside of the classroom.

The outcomes achieved through the AASCOE are numerous. Some of the alumni have started successful startups in various sectors, and the AASCOE invites these successful entrepreneurs to discuss their success stories at various events of the institute. This creates awareness among students about entrepreneurship and motivates them to pursue their dreams. The AASCOE also improves interaction between alumni, students, and junior students to understand the gap between industries and academics through various seminars and guest lectures.

The AASCOE hosts an annual alumni meet, where the institute felicitates alumni students for their achievements so that current students get motivated. This is the best platform for sharing new trends and current happenings in business terms. Alumni are connected to each other and teachers in various parts of the world through social media sites like WhatsApp, Telegram, emails, etc. The AASCOE also assists in studying opportunities in various firms, and the first alumni meet was held on 06 February 2017 for the first batch 2015-16. These alumni are motivating students by inviting them to participate in activities they organize by participating in social activities during their graduation days. This chain continues, and students become aware of social responsibilities.

The AASCOE and its alumni are actively involved in carrying out social business activities for the welfare of society. The AASCOE provides mentoring and networking opportunities and knowledge transfer opportunities. The contribution of alumni to mentoring, industry partnership, alumni engagement, and knowledge transfer can help the institution enhance its reputation, attract more students and faculty, and stay relevant in a rapidly changing world.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Sanghavi College of Engineering has a vision to educate students to become industry-ready engineers with a professional attitude and a groomed personality. The mission of the institute is to provide quality education by strengthening the teaching-learning process, exposing students to the industry, teaching leadership and teamwork skills, and grooming their personality and social values.

The governing body of the institute is the Shree Mahavir Education Society, which provides guidelines and plans for the institute's development in line with its mission. The Local Management Committee is in place for monitoring the academic and administrative processes. The institute has a well-defined organizational structure for decision-making and implementation at various levels, with freedom given to the Principal and the head of departments to execute academic processes.

The institute has a plan for achieving its mission and vision. It aims to spread technical education in rural and urban areas, provide adequate infrastructure to students, educate economically backward students, recruit qualified faculties, depute faculty members to attend training programs, and provide facilities to staff to upgrade their qualifications. The institute has developed an academic monitoring system, invites industry experts for guest lectures and seminars, collaborates with industry and signs MOUs for internships and industrial visits, and arranges programs for overall personality development of students.

The institute has different committees that play a significant role in effective governance, such as the Local Management Committee, Internal Quality Assurance Cell, Minority Cell, Internal Complaint Committee, Academic Monitoring Committee, Anti-Ragging Committee, Grievance Redressal Cell, and SC/ST Cell. The Academic Monitoring Committee prepares the academic calendar of the institution, oversees its implementation, and ensures the smooth functioning of classes, examinations, and all other academic requirements. The IQAC ensures the effective implementation of quality initiatives through continuous reviews and periodic meetings.

The institute is committed to the needs of society and organizes different activities such as blood donation camps, tree plantations, and road safety awareness workshops that address the needs of society. The institute has well-defined service rules that include policies related to recruitment, increment, promotion, and leave rules. To maintain transparency and harmony, all faculties and staff are made aware of their roles, responsibilities, and code of conduct.

Sanghavi College of Engineering is committed to providing quality education and ensuring that its students are industry-ready engineers with a professional attitude and groomed personality. The institute has a well-defined governance structure and plan for achieving its mission and vision, and different committees ensure effective implementation of academic and administrative activities. The institute is committed to the needs of society and has well-defined service rules for maintaining transparency and harmony among its

staff and faculties.

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

6.2 Strategy Development and Deployment

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

Response:

In recent years, decentralization has emerged as an important concept in organizational management. Decentralization refers to the distribution of power, responsibility, and decision-making authority away from a central authority to subordinate or regional units. The benefits of decentralization are numerous, including faster decision-making, greater flexibility and responsiveness, improved accountability, and more effective use of resources.

One organization that has embraced decentralization is an institute of higher education. This institute has a strong decentralization of authority, with administrative, academic, and financial policies developed at the administrative level. However, inputs for policymaking are derived from various stakeholders, including internal faculty, staff, students, the university, the Directorate of Technical Education, alumni, recruiters, faculty experts from other institutes, industries, and research organizations. This participative management approach allows for greater inclusivity and diversity in decision-making, resulting in better outcomes and a greater sense of ownership among stakeholders.

The institute has also appointed various positions to ensure effective decentralization of authority, such as heads of department, academic coordinators, faculty coordinators for student activities, incharge heads for electrical, civil maintenance, security officers, and canteen in-charge. These positions allow for greater delegation of authority and more efficient decision-making at the local level.

In addition to these positions, the institute has also constituted different committees that play significant roles in effective governance. These committees include the Local Management Committee, Internal Quality Assurance Cell, SC/ST Cell, Internal Complaint Committee, Academic Monitoring Committee, Anti-Ragging Committee, and Grievance Redressal Cell. These committees meet periodically to discuss issues and provide recommendations, ensuring that the institute remains responsive to the needs and concerns of its stakeholders.

The institute also has well-defined service regulations for all teaching and non-teaching staff members, including recruitment and promotion policies. The institute follows the Savitribai Phule Pune University mandated recruiting process for teaching faculty, and policies for recruitment, leave rules, increment and promotion are framed and followed for effective implementation.

The Internal Quality Assurance Cell (IQAC) has taken the lead in developing a prospective strategy for the institute's growth and development. The Perspective Plan is a long-term planning document that outlines the institute's goals and objectives, and provides a roadmap for achieving them. The Perspective Plan includes a SWOT analysis, an assessment of the institute's current state, and a list of strategic priorities and initiatives that will help the institute achieve its goals.

The institute's strong decentralization of authority and participative management approach have resulted in more efficient decision-making, greater inclusivity and diversity in decision-making, and improved accountability. The appointment of various positions and the constitution of different committees ensure that decision-making is efficient and responsive to the needs and concerns of stakeholders. The institute's well-defined service regulations and the implementation of the Savitribai Phule Pune University mandated recruiting process ensure fairness and transparency in recruitment and promotion policies. Finally, the IQAC-led Perspective Plan provides a roadmap for the institute's growth and development, and ensures that the institute remains focused on achieving its goals and objectives.

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

6.2.2 *Institution implements e-governance in its operations*

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The welfare measures provided by an institute are crucial in ensuring the overall well-being and satisfaction of the faculty and staff. This leads to a positive work environment and higher productivity. The

institute under discussion has well-defined professional endeavors and parameters for its faculty and encourages its staff through various means.

The institute provides Group Medical Insurance for both teaching and non-teaching staff members. Faculty members are eligible for availing Casual Leave of 10 days per year, and summer and winter vacations of 60 days are sanctioned for teaching and 30 Earn Leave for non-teaching faculty. Medical leave is available for 8 days per year for teaching and non-teaching faculty members. Additionally, the institute allows faculties to attend short-term courses and provides financial assistance for the same. The institute also provides on-duty facility for attending training, workshops, conferences, and seminars.

For teaching staff, financial support is provided for attending conferences, workshops, and seminars, and travelling allowances are provided. For other official purposes, the institute also provides vehicle facilities to the staff concerned. The institute provides medical facilities on campus and medical kits in case of emergencies. It arranges women empowerment programs, blood donation camps, yoga sessions, and financial planning seminars for all staff members.

The non-teaching staff can avail themselves of the same benefits as the teaching staff. The institute provides casual leave, medical leave facility, duty leave, and earned leave for both teaching and non-teaching staff members. They are also eligible for financial support for higher studies, appreciation from college, women empowerment programs, medical insurance, and free bus transportation facilities.

The performance of the teaching and non-teaching staff is collected through a well-structured self-appraisal form. The self-appraisal form for teaching staff has various parameters related to their contribution to academics, co-curricular and extracurricular activities, and administration. Similarly, there is also a self-appraisal form for non-teaching staff.

At the end of every academic year, the head of the department reports the contributions of the teaching and non-teaching staff members in college activities and their performance. All teaching and non-teaching staff members submit their self-appraisal form to the head of the department, which is then evaluated by the head of the department, who provides suggestions, if any, on the respective form of teaching and non-teaching staff. The staff appraisal by the head of the department is reviewed by the Principal and then Management, and opportunities are created accordingly. This performance appraisal evaluates parameters like faculty academic contributions during the academic year, professional development activities (co-curricular and extracurricular), national/international publications, research projects undertaken, any other significant contribution, and awards received.

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

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

Response: 3.74

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
00	00	00	08	00

File Description	Document
Institutional data in the prescribed format	[View Document]
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document]
Provide Links for any other relevant document to support the claim (if any)	[View Document]

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

Response: 9.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	5	3	7

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
08	12	12	08	16

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

6.4 Financial Management and Resource Mobilization

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

Response:

The excerpt provided highlights the financial management practices of an institution, with a focus on budgeting, funding, and financial audits. Financial management is a crucial aspect of any organization, and it is especially important for educational institutions like the one described in the excerpt. Effective financial management ensures that an institution can provide quality education and resources to students and faculty, while also maintaining its financial stability and sustainability.

One of the key sources of funding for the institution described in the excerpt is student fees. It is common for educational institutions to rely heavily on student fees to fund their operations, and it is important for these institutions to ensure that the collected fees are used in an efficient and transparent manner. The institution described in the excerpt has a well-defined policy and procedures to monitor the effective, efficient, and optimal utilization of available financial resources for institute development. This ensures that the collected funds are used in accordance with the budget, with due attention to transparency, economy, and efficiency.

In terms of budgeting, the institution described in the excerpt has a well-defined process for preparing departmental budgets. All the Departments of the Institute prepare their annual budget considering required funds for the particular academic year. The departmental budget for apparatus, equipment's, instruments, consumables, semi-consumables items, and miscellaneous is prepared by the Head of the Department and scrutinized by the Principal of the Institute. The budget for remuneration of visiting faculties and honorarium of Guest for Expert Lecture, Seminars, Workshops, and Conferences at department is prepared and approved by Management. This approach ensures that each department has a clear understanding of its budgetary requirements and can allocate resources effectively.

The institution also conducts regular internal and external financial audits to ensure financial compliance. Internal and statutory audits of the institutional accounts are conducted on a regular basis. At the beginning of every financial year, budget requirements are submitted by all departments. During this process, HODs

prepare a budget for the department based on requirements provided by all laboratory in-charges. Laboratory in-charges prepare the requirement based on revised syllabus. The budget is proposed by Principal in the Governing Body and Local Management Committee, and is approved by them. This approach ensures that the institution's finances are regularly reviewed and audited, and any issues are addressed in a timely manner.

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) was formed in June 2018, with the aim of improving the overall quality of education at the institute. The IQAC includes members such as the Chairman, Trust Coordinator, Principal, HODs, and representatives from the staff and industry. The IQAC discusses various issues relating to academic, administrative, and infrastructural development, and has emphasized the significance of ICT-based education. To support this, the institute is providing the necessary infrastructure and support.

One of the initiatives taken by the IQAC is the formation of an Industry Institute Interaction Cell. This cell aims to strengthen the bond between the industry and the institute. Faculty members are coordinating with various industries for collaboration, and many students are going to the industry for internships. This provides students with practical exposure to the industry, which helps them to bridge the gap between theory and practice.

Another initiative is the encouragement of NPTEL certification for both teachers and students. This is an important step in upgrading the skills and knowledge of faculty members, which in turn benefits the students. To help students with their preparation for the GATE and other competitive exams institute arrange expert lecture and skill development program. This helps them to study regularly and also provides them with guidance whenever they need it.

The institute also has an active Training and Placement Cell, which helps to bridge the gap between academia and the industry. The institute has collaborated with various training center, to provide soft skills training to students. The alumni of the institute are also actively involved in the development of the institute, conducting seminar on advanced technologies and providing references for internships, field visits, and projects.

The IQAC encourages students to participate in different competitions organized by other institutes and the university. The institute has established an Innovation cell, which conducts various activities such as seminars on cyber security and technical events. The IQAC is committed to the overall development of the institute and provides support for the same.

The initiatives taken by the IQAC are aimed at improving the overall quality of education and developing

the skills and knowledge of faculty members and students. The industry institute interaction cell, NPTEL certification, GATE coaching, training and placement cell, and innovation cell are some of the initiatives that the IQAC has taken to achieve this. These initiatives are helping students to bridge the gap between theory and practice, and are also enhancing their employability. The IQAC is committed to the development of the institute and is taking steps to ensure that the institute continues to provide quality education to its students.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

Gender equality is of utmost importance in today's society. Women deserve equal opportunities and rights as men, including education, employment, and more. The college is dedicated to ensuring the safety and security of its female students and faculty members. It has always displayed an unbiased approach towards both male and female students and employees, with women even holding various top management position of Shree Mahavir Education Society. Both male and female students and staff members are treated fairly and given equal opportunities in all respects, including the selection of class representatives and participation in various events.

The college takes several measures to ensure the safety and security of its students, including having a day-night watchman at the entrance gate and security guards to deal with safety and security concerns of both male and female students. There is also a security check on entry to every college bus, and gate passes are mandatory for anyone leaving the college before college hours. Visitors are only allowed to enter the campus with a gate pass. Cyber security awareness programs are arranged from time to time, and a Grievance Redressal cell and Internal Complaints Committee (ICC) have been formed to address the issues of female students and staff members. Any complaints received by the ICC are taken seriously, and immediate action is initiated if required. CCTV cameras are installed throughout the campus for the safety and security of students. Female students also have the facility of a college bus from their destination to college with half fees.

Class teachers have been appointed to take care of both male and female students, with class teachers responsible for academic counseling and counselor from faculty members responsible for overall counseling, including personal issues. The girls' common room has been provided for female students and staff members with all required facilities.

The institute celebrates several national and international commemorative days, including International Women's Day, Engineer's Day, Teacher's Day, and Chhatrapati Shivaji Maharaj Jayanti. On International Women's Day, the college organizes seminars on Nirbhay kanya abhiyan, empowering female students to speak out against unfair treatment and behavior. The college also celebrates Marathi Bhasha Din on 27th February, the birth anniversary of Kusumagraj, a great poet, playwright, novelist, short story writer, and humanist. Independence Day and Republic Day are celebrated with great enthusiasm and joy on 15th August and 26th January respectively, honoring the sacrifice, struggle, and bravery of our freedom fighters. The college also celebrates Yoga Day, promoting physical fitness and wellbeing.

The college is committed to promoting gender equality and providing a safe and secure environment for all of its students, especially its female students and staff members. The college takes several measures to ensure the safety and security of its students, and female students are given equal opportunities and treated fairly in all respects. The college also celebrates several national and international commemorative days, promoting empowerment, wellbeing, and academic and personal growth.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

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

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

Response: C. Any 2 of the above

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

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

Response:

In 2020, Shree Mahavir education society organized a Fit India Cycle Rally to promote cycling as a means of improving health and protecting against diseases such as heart attack, stroke, diabetes, and obesity. The response for the rally was so good by faculty members by considering their social responsibility towards environment. The college also recognizes the impact of plastic waste on the environment and ecology system, and under NSS camp, conducted a collection drive for plastic waste at Ramshej Fort.

The institute advocates for a paperless office and encourages the use of online documentation to save paper and trees by reusing single-sided papers for writing and printing in unavoidable paper work. It is a Green campus with a focus on landscaping, and both students and faculty are encouraged to plant more trees to make the campus a garbage and plastic-free zone. The college also runs tree plantation programs to promote an eco-friendly environment and raise awareness among the villagers. The institute emphasizes on energy conservation by regularly issuing instructions to switch off lights and fans when not in use. Tobacco products are strictly prohibited within the college campus. The institute ensures minimal water wastage and no loss of water due to leakage or overflow from overhead tanks as we have ball type float valve in water tank.

On 27th February, Marathi Bhasha Din is celebrated to acknowledge the importance of the third language in India and state language of Maharashtra, to commemorate the birth anniversary of Kusumagraj, a renowned poet, playwright, novelist, and humanist who wrote extensively on poverty, freedom, and justice. The college also celebrates important national events such as Independence Day, Republic Day, Engineers' Day, Women's Day and Teachers Day to honor the sacrifice, struggle, and bravery of freedom fighters, engineers, and women.

Other festivities at the institute include Navaratri's Dandia celebrations, Yoga Day for physical fitness, Bail Pola Festival to show gratitude towards farmers, and Ganpati making workshops to promote creativity, enthusiasm, and joy. The institute also provides a variety of activities to promote an inclusive environment,

such as tree plantation drives and Swachha Bharat Abhiyan. On the Independence Day and Republic Day, the institute conducts flag hoisting ceremonies and conduct interactive with retired army person and social activist.

Shree Mahavir education society's Sanghavi College of Engineering is committed to promoting a healthy and sustainable environment and fostering an inclusive and diverse community through various cultural and educational activities.

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

7.2 Best Practices

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

Response:

Best Practices 1

1. Title of the Practice: - Earn & Learn scheme under Student Development Officer.

2. Objective of the Practice: - The main objective of the scheme is to develop a student as a multifaceted personality with academic excellence and a commitment to an egalitarian society. The scheme aims to develop students as well-rounded individuals with academic excellence and social commitment, particularly those from rural, economically disadvantaged backgrounds.

3. **The Context: -** The institute follows the curriculum of Savitribai Phule Pune University (SPPU) and students must balance work and study, making it challenging. Monitoring and evaluation are important to ensure effectiveness, and raising awareness of benefits and eligibility is crucial.

4. The Practice: -

The "Earn and Learn" scheme in higher education provides students with practical work experience to improve employability. It aligns with students' areas of study and financially assists affiliated institutions. However, the scheme is limited to Savitribai Phule Pune University students. To enroll, students submit an application and receive equal opportunity in different work types. Although there are limitations, the scheme has potential to enhance employability and contribute to industry development, despite the need for better coordination between educational institutions and industry partners.

Bottom of Form

5. Evidence of Success: - The evidence of success is the Participation of students willingly in each year is seen.

Sr. No.	Academic Year	Number of Students enroll
1	2017-2018	0
2	2018-2019	15
3	2019-2020	11
4	2020-2021	0
5	2021-2022	0
6	2022-2023	11

The "Earn and Learn" scheme has several positive aspects. Firstly, the payment of an honorarium of Rs.45/- per hour provides students with an opportunity to earn money while gaining work experience. This can help offset some of the expenses associated with pursuing higher education. Secondly, the requirement for students to open a bank account promotes financial literacy and responsibility, preparing them for the realities of the workforce and promoting financial independence. Thirdly, the scheme is operating effectively and efficiently, identifying areas of improvement and ensuring that it meets its intended goals and outcomes.

6. Problems Encountered and Resources required: -

6.1 Problems Encountered

Two major challenges of work-integrated learning programs are securing employer participation and accommodating students' schedules to balance work and study. Employers and educators may need to be flexible to ensure meaningful work experience opportunities for students.

6.2 Resources required

In terms of resources required to implement the scheme, some key resources may include:Top of Form

Administrative support: The scheme requires a significant amount of administrative support to manage student enrolment, track attendance, and process payments.

Funding: The scheme requires funding to cover the costs of student honorariums, administrative support, and other associated costs.

Program evaluation: To ensure that the scheme is meeting its intended goals and outcomes, program evaluation is essential. Staff is required to conduct regular evaluations of the program.

Best Practices 2

1. **Title of the Practice: -** 50 % Bus Fees for the Girls Students

2. **Objective of the Practice**: - This initiative aims to increase girls' education in rural areas, particularly in Dindori Taluka, known for its tribal population. The policy aims to address gender inequality and improve accessibility to education for girls from lower-income families.

3. **The Context**: -

Designing and implementing a policy of discounted bus fares for female students requires addressing issues such as gender inequality, safety concerns, affordability, implementation challenges, and sustainability. The policy aims to reduce the financial burden of transportation for girls from lower-income families, but stakeholders such as transport companies, and educational institutions. To ensure the policy's long-term sustainability, monitoring, evaluation, and stakeholder engagement are crucial. Careful consideration of these factors can help increase the accessibility of education and address gender inequality in the long term.

1. **The Practice: -** In promoting greater access and equity for female students in India, initiatives such as providing free or discounted transportation face challenges, including the need for coordination between stakeholders, funding and resources, monitoring, evaluation, and sustainability. Nonetheless, such policies have the potential to reduce barriers to higher education, particularly for girls from low-income families, by addressing the financial burden of transportation.

Some of these include:

Limited resources: Providing free or discounted transportation for female students across the country can be a costly endeavor. Limited resources may make it difficult to sustain the policy over the long term.

Cultural attitudes: Some communities may not prioritize education for girls, which could limit the impact of the policy.

Implementation challenges: Implementing the policy effectively may require coordination and collaboration between different stakeholders, such as transport companies and educational institutions.

Monitoring and evaluation: It is important to monitor and evaluate the policy's effectiveness over time to ensure that it is achieving its intended outcomes. However, this can be challenging in a context where data collection and analysis can be limited. In terms of transportation for students, the college in question offers a pick-up and drop bus service from various locations at reasonable charges, starting from Rs. 4000 per year. The campus is also easily accessible by road from the Nimani bus stop.

1. **Evidence of Success: -** The policy has led to an increase in girls' admission and attendance in schools and colleges, especially in rural areas.

Sr. No.	Admission Year	All admission	Girls	
1.	**2017-18**	278	88	
2.	**2018-19**	138	33	

3.	**2019-2020**	144	34		
4.	**2020-2021**	197	56		
5.	**2021-2022**	255	67		
6	**2022-2023**	255	66		

1. **Problems Encountered and Resources required: -**
   1. **Problems Encountered**

Implementing a free/discounted transportation policy for female students in India could face challenges such as coordination, funding, monitoring, and stakeholder engagement, requiring resources and careful consideration.

6.2 Resources required

To successfully implement a policy of providing free or discounted transportation for female students in India, there is a need for funding to cover transportation costs, improved transportation infrastructure, and collaboration among stakeholders. Monitoring and evaluation are also important to ensure policy effectiveness and make necessary adjustments. Bus in charge can play a key role in overseeing the policy implementation.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	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:

Shree Mahavir Education Society was established in 1996 as one of the leader in Technical Education in the rural area. The trust was started with a clear objective of providing high class education system in rural area and to give employment fillip to the women of rural area through need based education. Our

management started its rapid growth and began to play key role to meet diversified educational needs of rural people in Maharashtra particularly in Dindori District of Nashik.

"The college is to bring Social change by educating the rural youth there by incorporating economic progress" With this view our college has its own mission statement accordingly we always try to function enhance quality of rural area student. As far as our Mission and Vision is concerned, college always tries to implement the distinctiveness in the work. Our college has a large number of students from the surrounding villages. The number of girl students is more in number. Most of the students from rural areas poor background, but they are not poor in talent, knowledge and humility. The priority of the college is to provide quality higher education aimed at enhancing the required knowledge and skills.

The main aim is to provide an opportunity to the rural students of this area especially the rural girl's students to pursue the higher education for their economically development and progress of the family. In accordance with mission statement the rural students get an opportunity to participate in every curricular, extracurricular and extension activities very actively like professional, cultural, social consciousness, alertness, responsiveness. Student welfare offers them the schemes to earn their own by participating in earn and learn scheme to fulfill the partial fees of the education and they can stand on their own independently. Cultural committee provides them with an opportunity to participate in various cultural competitions. Number of student playing national state level game every year and also number of student get job in private and government sector every year. The college always considers the progress of rural area student is actual strength of the institution which covers

Scholarship by 'Youth Dreamer Foundation' and 'Pernod Ricard India Foundation (SEGRAM) Scholarship' for Engineering, Pharmacy Students from Dindori Taluka: The Pernod Ricard India Foundation (SIGRAM) and the Youth Dreamer Foundation work to channelize the economic and weaker sections into higher education. The scholarship program in association with Pernord Record India Foundation (SIGRAM) and Youth Dreamer Foundation has been undertaken for the past few years to students of Sanghavi College of Engineering, Mahavir Polytechnic and Mahavir Institute of Pharmacy of Mahavir Education Society located on Mhasrul-Varwandi Road in Dindori area. Scholarships are Granted every year in a representative form. The Programme of scholarship certificate distribution to some students was done in the college.

Gift of laptop from institute for online education

In outbreak of covid-19 pandemic situation in nashik as well as in the state and it has affected all the education sectors, in such a situation the difficulties faced by the student studying at home in online education should be understood, for online engineering education laptop is better tool instead of mobile and considering this our management has distributed 'Free Laptops for Online Education' to the newly admitted students of Sanghavi College of Engineering.

Covid-19 Immunization for College Students

Vaccination under 'Mission Yuva Swastha' in all colleges of Mahavir Education Society, Nashik Department of Higher Technical Education Maharashtra State 'Mission Yuva Swastha', Vidyarthi Vikas Mandal, Pune University is conducting Covid-19 vaccination for college students today on 27th October at Mahavir Education Society, Mahavir Polytechnic, and Sanghavi College of Engineering and Mahavir

Institute of Pharmacy colleges. Students were vaccinated against Covid-19.

Sanghavi college of Engineering staff & students visited Aadharthirth Ashram, Anjineri orphanage home as a part of their community service activity. They spent a day with the children and engaged in various fun activities such as dance and songs. They served lunch and provided gifts such as stationary items and biscuits and chocolates to the children and volunteers. The visit provided the students with a valuable opportunity to learn about empathy and compassion towards those who are less fortunate. Overall, it was a fulfilling and enriching experience for both the students and staff members, who are looking forward to more such opportunities in the future to contribute towards the welfare of the community.

Unleashing the Talents of Students in Annual Social Programme "ANTARANG".

Art work of students through drama, singing, music, dance in Annual Social Programme "ANTARANG" once in a year. Annual Social Programme is the peak of everyone's love, enthusiasm, joy and hope. Shree Mahavir Education Society's Sanghavi College of Engineering student celebrate Traditional Day, Group Day, Mismatch Day and Chocolate Day with enthusiasm, which is going on for three days, 'Rose Day', Saree Day, Tie Day, Fashion Show as well as various competitions, Rangoli Competition, Art Exhibition etc. are organized by the colleges. The campus atmosphere of 'Mahavir' has become very lively and energetic as well as cultural due to the students who come in colourful costumes and the encouragement given to their artistic qualities. The Antrang Annual Symposium of Mahavir Education Society organized at Karmaveer Dadasaheb Gaikwad Auditorium, Mumbai Naka, Nashik was well received by the youth and the artistic creation of the students got a big platform.

 Active Participation of students in Intercollege sports activities.

The message of 'Fit India' by taking out the bicycle rally of Mahavir' teachers Cycling is essential for a healthy life

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institute is dedicated to enhancing academic activities to deliver quality education that prepares students to succeed in a competitive environment. The central library is stocked with sufficient volumes, titles and also provides access to online journals and lecture videos by NPTEL. Each department has the necessary infrastructure to implement effective teaching and learning processes, including departmental libraries and tutorial room.

Additionally, the institute holds cultural and sports activities for both students and faculty members. Training and placement activities are carried out throughout the year by inviting distinguished academic and industry professionals for training and seminars. Various recruiters are also invited to place students, and alumni have achieved success both in higher education and in placements in India and abroad.

The Student Welfare Office (SWO) and National Service Scheme (NSS) take initiatives to organize social programs, such as Women Empowerment, Tree Plantation, Health check-up, Blood Donation Camps, Swachh Bharat Abhiyan, and No Vehicle Day, among others. NSS camps are held in nearby villages, and a variety of programs are conducted during these camps.

The institute has taken several measures to promote the overall welfare of its students. The SWO and NSS organize various events throughout the year to encourage students to participate in social activities and develop leadership skills. The institute also conducts training and placement activities to ensure that students are well-equipped to pursue their chosen careers. The institute's alumni have excelled in their respective fields, reflecting the quality of education and training offered at the institute. Additionally, the institute places great emphasis on the physical and mental health of its students and provides a safe and supportive environment that fosters their overall development. Overall, the institute is dedicated to providing quality education and preparing its students to become responsible and successful citizens of the future.

Concluding Remarks :

Based on the report, the following conclusions can be drawn:

Firstly, the Institute is committed to academic excellence and providing a strong foundation for technical and skill-based education through the teaching-learning process. This is achieved through the provision of well-equipped laboratories and other resources to produce competent engineers, team leaders, and administrators.

Secondly, the Institute's campus is located in a pollution-free environment with ample greenery, making it an ideal place for learning and growth.

Thirdly, the Institute is actively working towards achieving its desired goals and is putting in continuous efforts to improve its interactions with the industry by signing MOUs.

In conclusion, the Institute's focus on academic excellence, well-equipped infrastructure, and commitment to

improving industry interactions positions it well to continue providing a high-quality education to its students and making significant contributions to the engineering field in the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 12 Answer After DVV Verification :12
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>97</td><td>0</td><td>100</td><td>45</td><td>296</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>97</td><td>0</td><td>100</td><td>45</td><td>296</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 299 Answer after DVV Verification: 289
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>369</td><td>322</td><td>280</td><td>458</td><td>567</td></tr></table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
369	322	280	458	567

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
183	138	99	105	206

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
183	138	99	105	206

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
238	207	188	272	329

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
238	207	188	272	329

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	40	38	50	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	38	36	48	57

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
142	224	269	117	140

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
142	224	269	117	140

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	3	3

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
02	07	01	02	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	01	02	02

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	1	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	2

Remark : Data updated after excluding the yoga day & Tree plantation day .

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

Answer before DVV Verification :
Answer After DVV Verification :8
Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
180.42	196.58	45.36	55.56	77.31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	40	50	50

Remark : HEI has not provided the supporting documents.

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

4.3.2.1. **Number of computers available for students usage during the latest completed**

	academic year:
	Answer before DVV Verification : 220
	Answer after DVV Verification: 220
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*
	4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34.75	60.42	52.54	114.64	82.42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	50	50	100	75

Remark : HEI has not provided the supporting documents, and DVV is not able to verify the data.

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*
	5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
613	569	568	638	537

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
613	569	568	638	537

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability*
	1. Soft skills
	2. Language and communication skills
	3. Life skills (Yoga, physical fitness, health and hygiene)
	4. ICT/computing skills

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. 1 of the above
Remark : Data updated as per supporting documents.

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 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** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
19	30	65	53	55 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
19	30	65	53	55	
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5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
19	30	65	53	55 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
18	30	65	53	55 | 5.2.1.2. **Number of outgoing students year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18	

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
10	0	19	13	21 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
5	0	5	5	5	
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6.2.2	*Institution implements e-governance in its operations* 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Data updated as per supporting documents.
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
16	07	06	08	05 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
6	4	5	3	7 | 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18	

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Data updated as per supporting documents
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
661	631	598	638	755

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

661	631	598	638	755

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 102 Answer after DVV Verification : 102

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	40	38	50	57

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	38	36	48	57

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
215.17	257	97.9	170.2	159.73

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	90	150	150