SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

SINHGAD INSTITUTE OF TECHNOLOGY AND SCIENCE, NARHE, PUNE

S. NO. 49/1, NARHE-AMBEGAON (BK), OFF. WESTERNLY BYPASS, PUNE-
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad Technical Education Society (STES) established in the year 1993 under the dynamic leadership of Prof. M. N. Navale, Founder President, with an objective of providing quality education in the fields of Engineering, Management, Hotel Management, Architecture, Medicine (General and Dental), Nursing, Pharmacy, Science, Arts, Commerce etc. and the basic school education from kindergarten to higher secondary. There are more than 80 institutes under the aegis of STES offering School Education, Diploma, Graduation, Post-Graduation and Ph.D. programs in various fields enlisted above.

All the institutes under STES are recognized by the concerned statutory authorities by meticulously fulfilling the norms and standards. The STES has hand-picked eminent personalities from the fields of Education and Industry as members of the Management Committee, who are committed to provide necessary guidance and advice, both on academic and professional fronts from time to time. To serve the interest of the student community as well as the corporate industrial sectors, STES maintains a close liaison with the industry and other leading organizations.

Sinhgad Institute of Technology and Science (SITS), Narhe, Pune was established in 2008. SITS was accredited by NAAC in the first cycle of assessment and now the process of assessment of cycle 2 is going on. SITS is a premium self-financed institute with strong brand of STES with necessary infrastructural facilities in place to support all academic activities in each department.

The institute is focused on achieving academic excellence by providing quality education. Teaching-Learning-Practices (T-L-P) in all the departments are streamlined for the improvement of academic performance. Also co-curricular and extracurricular activities help in the holistic development of the students.

Vision

We are committed to produce not only good engineers but good human beings, also.

Mission

Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant Society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Under the umbrella of 'Sinhgad Institutes' Pune, well known for quality technical education.
- Compact and secured campus with CCTV surveillance and well connected to prime locations in Pune.
- Dedicated team of full time qualified faculty and supporting staff.
- Excellent infrastructure with spacious and well equipped laboratories as per the norms of AICTE and University.
- Consistent performance over the years in the University examinations with 20+ rankers.
- Excellent track record of placement of students.
- Very good internet connectivity through leased line and Wi-Fi.
- Library with sufficient number of books, reading hall and digital access.
- Emphasis on holistic development of students through participation in co-curricular and extracurricular activities.
- Well planned and organized Student Training Program (STP) and Value Addition Program (VAP).
- Train the Trainer (TTT) program for faculty members before the commencement of each semester.
- Joint academic and research programs like faculty PhD and student's internship with International Universities.
- Outcome oriented Industry linkages.
- Well implemented Teacher Guardian (TG) scheme for counselling and monitoring the progress of the students.
- Inculcating the culture of social responsibility among students and staff.

Institutional Weakness

· Less number of faculty with Ph.D. qualification.

· Less number of research grants and patents.

· Moderate industry institute interaction.

· Feeble consultancy and extension activities.

· Alumni connect is not so strong.

· Less number of entrepreneurship development activities.

Institutional Opportunity

· Strengthening alumni network for the benefit of students.

· Scope for qualitative placement of students with higher packages.

· Enhancing industry institute interaction through training programs, guest lectures, and collaborative research.

· Scope for writing research proposals and fetching research grants.

· Space for improvement in entrepreneurship development activities.

· Scope for activities related to research consultancy and patents.

Institutional Challenge

· Attract students for the admission to core branches of engineering.

· To attract meritorious students.

· To secure place in NIRF ranking.

· Enhancing employability skills to increase placements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sinhgad Institute of Technology and Science (SITS) ensures effective curriculum delivery through a well-planned and documented process. The institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE). Teachers of the Institution participate in the activities related to curriculum development and assessment of the affiliating University such as syllabus revision, paper setting, paper checking, practical oral exams, etc. Academic flexibility is provided to the students by offering various elective subjects and honor courses. Different add on/certification courses are offered to the students to cope up with the recent industry trends.

Student Training Program (STP) conducted in every semester is used to bridge the gap between curriculum and industry. Seminar, workshops, site visits, tie-ups through Memorandum of Understanding (MoU) with industries, industrial visits, participation in various technical activities and Value Added Programs (VAP) are also helping the students to learn beyond the syllabus. Various certificate courses are conducted for professional development of the students.

Institute integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability via the Curriculum designed by university. The percentage of courses that include experiential learning through project work/field work/internship is good enough to make our students ready product for the industry. Institution obtains feedback on the syllabus and its transaction at the institution from the stakeholders such as students, teachers, employers, and alumni.

Teaching-learning and Evaluation

Sinhgad Institute of Technology and Science admits students as per the reservation policy of the Government of India. Slow learners are identified based on performance in University examinations and internal examinations. If the performance is poor in internal examinations, faculty interacts with students to find the root causes and counseled accordingly. If the performance is poor in University end semester examination, remedial classes are conducted for such slow learners. The toppers in University examinations, students having attendance above

95% in a semester and winners of curricular and extracurricular activities are felicitated every year. Advanced learners are encouraged to participate in hackathons, international/national conferences/seminars/workshops, and project competitions. Well-qualified full-time teachers are appointed against sanctioned posts to maintain a student-teacher ratio as per AICTE norms.

The institution ensures student centric methods, such as experiential learning, participative learning and problem solving methodologies both inside and outside the classroom. The courses are assigned to the faculty before the commencement of the semester. Faculty prepare teaching plan and handouts as a part of the course file. The Institute follows ICT enabled teaching learning method in addition to the traditional classroom education. Teachers made a swift transition from classroom to online teaching during the lockdown due to COVID-19 pandemic. Platforms such as Google Classroom, Google Meet, and Microsoft Teams were used to create virtual classrooms. Recording of video lectures is made available to students in respective Google Classroom for long term learning and future referencing. Google Groups and Google Classrooms are used to collect assignments, conduct tests and practical examinations as well as for sharing notes, practice questions and other e-resources. The mentor-mentee scheme is in existence to counsel and mentor students for academic and other related issues.

Institute has a robust mechanism to ensure that the process of internal assessment is transparent and efficient. All departments follow this to calculate internal marks of all students. The marking scheme of internal assessment is explained at the start of the semester. Institute adopts transparent and efficient mechanism to deal with internal examination related grievances. The schedule of internal examinations is communicated to the students at the beginning of semester through academic calendar. The grievances in the internal examination are addressed by subject incharge.

A set of PEOs, POs and PSOs are framed for every programme based on the 'outcome based education' approach. Programme outcomes, Course objectives and outcomes are defined by the university in course-specific syllabi to prepare students with knowledge, life skills, and moral values. At the end of semester, faculty prepares CO-PO attainment matrix for the respective course by using assessment through various direct and indirect measures such as unit test, assignments and University results.

Research, Innovations and Extension

Institute promotes activities related to Research and Resource Mobilization. It has received few grants for research projects during last five years and continue with efforts to fetch the research grants. Institute has conducted good number of seminars/conferences/workshops. Faculty and students have published 450+ papers in the journals and 250+ edited volumes/ books and papers published in national/ international conferences. Also, 150+ extension and outreach programs are conducted in collaboration with community, Non-Government Organizations (NGOs) through NSS and student council. These activities are carried out in the neighborhood community for sensitizing students on social issues for their holistic development and impact thereof. More than 100 collaborative activities for research, faculty exchange, student internship are conducted. There are 25+ linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five year.

Infrastructure and Learning Resources

Sinhgad Institute of Technology and Science, Narhe has a beautiful landscape, aesthetic architecture, eco-friendly environment. Physical Infrastructure consists of four storied two buildings with 27 ICT enabled classrooms, 7 tutorial rooms, 48 well equipped laboratories, one computer center and 5 seminar halls. All the equipment and machinery in the laboratories are well established to carry out practical sessions and project implementation. The campus has internet connectivity through a leased line with bandwidth of 100 Mbps with wired as well as Wi-Fi mode. Institute has 645 numbers of computers for both students and administrative work which satisfies the norms.

The Institute accords high importance to the physical well-being and cultural expression of the students. The institute encourages and provides facilities for students to participate in various extra-curricular activities in order to build team spirit and leadership qualities. The institute has well maintained and well-equipped sports facilities for both indoor and outdoor sports. Under the banner of Sinhgad Karandak, Cultural fest-NEON and Techfest- Techtonic events are arranged every year. Every year the institute organizes Sinhgad Sports Karandak activity wherein more than 3000 students participate and it is organized for inter-campus, inter-collegiate and international students. Institute has a clinic in the campus for regular medical examination and treatment.

The institute has well-furnished and spacious library as per norms. Library is automated with Auto Lib Library Management Software with Online Public Access Catalogue (OPAC).The library facilities include stacking area, reading hall and digital library.

The institute has a unique website that provides all the necessary information needed. The institute provides well-established system for maintaining its physical, academic and other facilities. Institute has adequate budget/expenditure for purchase and maintenance of infrastructure. Minor maintenance is carried out by laboratory assistants/technicians/workshop staff. Maintenance work of major equipments is assigned to an external agency through proper process. Maintenance of lifts, water tanks/coolers, air conditioners, garbage disposal etc of the entire building is done through AMC.

Student Support and Progression

Students from economically weaker backgrounds are guided and assisted to get scholarships from various government and private organizations. Institute takes initiatives in capacity building and skills enhancement such as soft skills, language and communication skills, technical skills and research paper writing skills by conducting Student Training Programme (STP).

Institute has a Teacher Guardian (TG) mentor system with one mentor for around 20 students, which supports the students in academic and personal matters. The institute has an established mechanism for resolving grievances related to gender and human rights through an Internal Complaints Committee and an anti-ragging committee.

The Training & Placement Cell of the institute provides career guidance and organizes campus recruitment drives. It prepares the students for placement activities through various initiatives such as online assessment tests and campus to corporate readiness programs.

Students are motivated for higher studies by arranging sessions on various opportunities in higher education. Also, transcripts and recommendation letters are given to the students aspiring for higher studies abroad.

To ensure the overall development of students, the institute regularly conducts co-curricular and extracurricular activities. Institute organizes 'Sinhgad Karandak' to foster the varied talents of the students and also to motivate and guide them to participate in events at various levels.

The institute has accommodated students in various administrative bodies of the college such as Student Council Cell, Grievance and Redressal Committee, Magazine Committee, Sports Committee, IQAC of the College, etc. The institute has a registered Alumni Association since 2012. The alumni contribute by sharing their experiences with the present students by mentoring them.

Governance, Leadership and Management

Institute believes in participatory management, maintain transparency, adherence to vision and mission, and strive for continuous development towards excellence. Providing intellectual, social, cultural, economic and technological benefits to communities through programs of education, research, training and extension are the commitments of the institute.

Institute has a decentralized approach to quality management where all the faculty and staff are responsible and accountable for quality assurance and enhancement. Various quality standards are monitored by institutional committees and an IQAC which comprises of different stakeholders of the institute.

Institute has an organizational structure which clearly defined roles and responsibilities of each individual and provides opportunities for open and healthy communication which makes environment in the Institute free, fair and transparent. Different committees are formed with members from different sections to run the administrative and academic activities of the institute with focus on holistic development of students, faculty and staff. To name a few; College Development Committee, Anti-Ragging Committee, Internal Complaints Committee, Training and Placement Committee, are some important committees.

Well established performance appraisal system for teaching and non-teaching staff is in place. The institute ensures transparency in budget and expenditure, and finalization of external audited balance sheet. Institute ensures optimal utilization of resources. The institute's leadership has been forming perspective plans and has been continuously evaluating itself every five years. The plans have put into place numerous quality practices, the outcomes of which are clearly seen in the results, research output of the institute today. Suggestions of IQAC are incorporated while defining strategy and perspective plan of the institute.

Institutional Values and Best Practices

The strong belief that the academic practices and the culture/ learning environment provided in the institute not only develops professional engineers having respect for environment and nation but also contributes to technological development. Key aspects for holistic development of institute are betterment of stakeholders like students/faculty/staff/alumni through enhanced teaching-learning experience and constructive feedback, industry interactions to increase placements further. Institute encourages community services, recycling practices, utilization of renewable energy, maintaining academic honesty and value added education for social, moral, environmental consciousness. The results of all the steps taken towards holistic development of the stakeholders are seen in the overall progress of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SINHGAD INSTITUTE OF TECHNOLOGY AND SCIENCE, NARHE, PUNE
Address	S. No. 49/1, Narhe-Ambegaon (Bk), Off. Westernly Bypass, Pune-Mumbai Expressway, Pune, Maharashtra- 411041
City	Pune
State	Maharashtra
Pin	411041
Website	sits.sinhgad.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S D Markande	020-66831702	8308816104	020-6683171 0	principal_sits@sin hgad.edu
IQAC / CIQA coordinator	K R Jagtap	020-66831720	8888823262	020-6683171 1	iqac_sits@sinhgad. edu

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	27-06-2008

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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	30-04-2020	12	Extension of Approval

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	S. No. 49/1, Narhe-Ambegaon (Bk), Off. Westernly Bypass, Pune-Mumbai Expressway, Pune, Maharashtra- 411041	Rural	13.5	13666

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,Computer Engineering	48	HSC Science	English	120	117
UG	BE,Information Technology	48	HSC Science	English	60	60
UG	BE,Electronics And Telecommunication Engineering	48	HSC Science	English	120	53
UG	BE,Mechanical Engineering	48	HSC Science	English	120	2
UG	BE,Civil Engineering	48	HSC Science	English	120	4

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9				18				87
Recruited	4	2	0	6	2	1	0	3	53	34	0	87
Yet to Recruit				3				15				0
Sanctioned by the Management/Society or Other Authorized Bodies				9				18				87
Recruited	4	2	0	6	2	1	0	3	53	34	0	87
Yet to Recruit				3				15				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				90
Recruited	61	29	0	90
Yet to Recruit				0

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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				16
Recruited	13	3	0	16
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.	3	2	0	1	1	0	3	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	1	0	0	50	42	0	94
UG	0	0	0	0	0	0	0	0	0	0

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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	1494	39	0	0	1533
	Female	493	10	0	0	503
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	35	44	13	7
	Female	6	8	4	7
	Others	0	0	0	0
ST	Male	4	6	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	96	103	28	36
	Female	25	27	7	17
	Others	0	0	0	0
General	Male	212	196	60	40
	Female	70	57	19	69
	Others	0	0	0	0
Others	Male	42	50	16	41
	Female	15	16	5	14
	Others	0	0	0	0
Total		505	507	153	231

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	SITS offers undergraduate programs in multiple disciplines like Computer/Information Technology as well as core engineering branches like Civil, Mechanical, Electronics and Telecommunication. We

	run choice based credit system (CBCS) curriculum affiliated to Savitribai Phule Pune University (SPPU). Effective implementation of the same is done through well-defined teaching learning processes those make use of course file, audio visual, online tools for delivering academic contents. The curriculum includes electives, audit courses as well as Honors courses to encourage interdisciplinary approach. We ensure learning outside classroom by arranging co-curricular and extracurricular activities for the students. The students from different disciplines are encouraged to take up multidisciplinary projects as a part of curriculum and also they are encouraged to participate in various design competitions involving circuit and non-circuit disciplines.
2. Academic bank of credits (ABC):	As per guidelines from the regulatory authorities, every university is required to form academic bank of credits system. Being affiliated to SPPU, the Institute will implement the guidelines regarding academic bank of credits. Presently institute is focusing on creating awareness amongst faculty members and students about National Education Policy (NEP). At present, free and open e-resources for earning credits are introduced to students for various certification courses. Students are earning credits through courses as follows. 1) Institute facilitates students with various courses offered from IIT Spoken Tutorials. 2) Students are also getting benefits of attending free of courses from Coursera with institute collaboration. 3) NPTEL/SWAYAM platform is available for students to take certification courses from them. 4) IBM Skills Build program offers various courses for students and staff.
3. Skill development:	Increasing employability is real challenge for the engineering institutes. To address this issue, institute offers various skill development programs as follows. 1) Institute offers five modules of student training programs (STP) for skill development and certification as mentioned below: STP-1: Soft Skills STP-2: Pillars of Communication STP-3: Pillars of Technical Skills STP-4: Research Why & How, Literature Review and Technical Writing STP-5: Value Addition Program 2) Institute offers various audit courses and skill development opportunities for the students. 3) Students are facilitated with various skill development programs such as soft skills development, electronic skill development, project

	management, etc. 4) The institute has established Universal Human Value (UHV) cell as per the guidelines form AICTE. Through the activities under this cell, the institute is providing value based education to inculcate positivity among the students and faculty.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Institute supports culture supporting activities as follows. 1) Institute encourages students for various social schemes like NSS, Mukkam Post Pune, etc. for helping local community through organizing different programs. 2) Various days are celebrated such as Shivjayanti, Dr. Babasaheb Ambedkar Jayanti, Teacher's Day, Engineer's Day, etc. to make students aware about our cultural values.
5. Focus on Outcome based education (OBE):	The effect of student centric teaching learning process at the institute is measured by the parameters like: 1) Project Based Learning is implemented for all the first year, second year, third year and final year students. 2) Technical design Competitions. 3) Internal Hackathon 4) IoT Challenge Competition 5) Third Year Mini Project and Final Year Project The outcome of such activities is seen in the enhancement of employability of the students.
6. Distance education/online education:	Effective use of online platforms for education along with conventional teaching is need of the hour. 1) Institute motivates students to get certification for Massive Open Online Courses (MOOCs) such as Coursera, NPTEL, Spoken Tutorial, IBM SkillsBuild, ISRO outreach programs. 2) The Institute made it sure through the use of online platforms like Google Classroom, Microsoft Teams, etc. for classroom teaching. The e-learning material in the form of lecture notes, videos, etc. is shared through these platforms. 3) For conduction of few practical sessions, facilities like Virtual Labs is used.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
169	169	168	168	168
File Description			Document	
Institutional data in prescribed format			View Document	

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2036	2008	2103	2610	2677
File Description			Document	
Institutional data in prescribed format			View Document	

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
330	400	348	348	348

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
654	695	681	638	723

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
104	113	119	134	141

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
114	113	119	134	141

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 32

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
237.2	335.42	428.00	511.50	889.55

4.3

Number of Computers

Response: 645

4.4

Total number of computers in the campus for academic purpose

Response: 605

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

·   SITS is committed to provide good quality education. The teaching and learning processes are streamlined which has yielded good results in the university examinations.

·   Being the affiliated institute, the institute implements the curriculum prescribed by Savitribai Phule Pune University (SPPU). The SPPU provides the academic calendar for every semester.

·   Subject choices are taken from faculty members and subject distribution is done ahead of time based on faculty choices. Every faculty prepares a course file consisting of a teaching plan and syllabus to be discussed during the sessions with respect to expected outcome. Content delivery is aligned in such a way to achieve expected course outcomes. The teaching plan also gives links between various related topics, a variety of university questions and practical applications related to syllabus points. Bloom's Taxonomy Levels are considered while deciding course outcomes. Assignments are given. The planning of the academic year and other programs is discussed in HoD meeting first and then in department meetings. The minutes of meeting are prepared for these meetings based on the points discussed and decisions made.

·   Train the trainer (TTT) program is organized at STES level for the guidance to teachers from the expert of that subject. The course material is exchanged by the faculty members and it helps in the preparation of the course file of that course.

·   Timetable is prepared based on the discussions in the HoD meeting and thereafter faculty meeting. It includes the slots for STP sessions and TG meetings, etc. TG meeting records are kept by individual mentor faculty.

·   Notices are drawn and communicated to students and faculty time to time regarding various Institute and University forthcoming activities, student scholarships, many competitions, etc.

·   After analyzing the result of the unit test, faculty identifies slow learners from the class and takes additional remedial sessions for effective transformation of subject matter to them. (Curriculum delivery effectiveness is tested through analysis of unit tests, assignments, etc.).

·   As a part of curriculum, students are required to carry out mini projects, projects. These projects are helpful in understanding the concepts applied to address various problems in the real world.

·   The student avails the reading room and digital library facilities at institutional library. The book bank facility is also provided to needy students. The library also consists of lab manuals, data sheets, reference books, magazines, previous seminar and project reports; video lectures from NPTEL are available on a hard drive that can be accessed from the digital library.

·   The institute encourages the students by means of internships, industrial visits, and site visits for exposing the students to the industrial environment and learning experience.

·   Bridge courses and value addition programs are taken up through student training programs. (STP-I to STP-V).

·   Students are undergoing various courses through NPTEL, Spoken Tutorials, IBM SkillsBuild, Coursera, etc.

·   During the pandemic lockdown, Google Classroom and Virtual Lab are used effectively.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- Academic calendar is framed to nurture the students in the right direction to deliver appropriate professional knowledge with human touch. The SPPU provides the academic calendar for every semester.
- The university academic calendar provides date of commencement of the academic session, duration of semester, period of examinations like university practical/oral examinations and final semester examinations etc.
- Based on the university academic calendar, college prepares the academic calendar which provides detailing of the curriculum implementation.
- For effective implementation of the curriculum, the following process is developed and deployed. At the outset, the meetings of all the department heads, IQAC coordinator along with Principal is conducted to develop strategies for effective implementation of the curriculum and accordingly academic calendar of institute gets prepared.
- It mentions dates of commencement of the academic session, duration of semester, period of internal assessment tests like Unit tests, Prelim examination, mock practical/oral exam, mock online exams, final semester examinations etc.
- Based on the academic calendar of the institute, every department prepares their own calendar with the inclusion of co-curricular and extra-curricular activities. It includes guest lectures, workshops/trainings for students, industrial visits, seminars and Cultural Fest, Sports Events and Tech fest under the name Sinhgad Karandak.
- TG meetings are also planned and get executed accordingly.
- The Teaching-Learning process adopts different methods such as experiential learning, participative learning and problem solving methodologies utilizing ICT facilities, LMS like Microsoft Teams, Google Classroom to share e-resources developed by subject teachers during pandemic.
- Teacher Guardian (TG) system is in place for counseling and to monitor academic and personal issues of students.
- Continuous Internal Evaluation (CIE) is done on the basis of assignments, unit test, prelim exam

and insem exam performance for every course in each semester.

- The internal marks evaluation scheme is conveyed by head of the department to the students at the start of each semester during induction program. The syllabus of the course and its COs, POs, PSOs and question paper pattern is discussed with the students by the subject teachers in the beginning of the new session.
- Transparency is maintained while awarding internal marks. Internal assessment marks are given on the basis of performance of student in unit test, prelim exam and insem exam performance, marks obtained in assignments, regularity of attendance, participation in different activities like competitions, workshops, seminars, industrial training/ internships, sports etc. and efforts taken by the student to improve his/her performance over the semester.
- Lab assignment completion and practical performance is also taken into consideration for continuous internal evaluation. After the completion of each practical, student needs to complete the lab assignment work and get it assessed by the respective teacher. Teacher guardian evaluation is also considered while giving term work marks.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 5	
File Description	**Document**
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 818

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
212	195	193	198	20

File Description	**Document**
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 97.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
1841	1941	2193	2663	2480

File Description	**Document**
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

SITS offer courses in their curriculum which integrate cross cutting issues relevant to Gender, Environment and Sustainability, Human values and Professional Ethics. These cross cutting issues are integrated into mandatory and Humanities courses in the under graduate programs.

Professional Ethics:

- Ethics in engineering practice is about professional responsibilities of engineers. Professional ethics have been recognized as an important foundation in the practice of engineering for several decades in many industrialized countries.
- Codes of ethics have been invoked as a basis for professional engineering licensure.
- Recently, ethics has attracted the attention of several colleges of engineering around the world. In this regard, ethics started merging into engineering curricula for the last two decades.
- Implementations varied from introducing some ethics case studies into existing courses, to introducing standalone ethics courses.
- Under SPPU, we at SITS are providing the courses such as STP, Business Communication Skills (SE Comp), Business Analytics (BE IT), Engineering Economics and Construction Management (TE Civil), etc.

Gender:

- The institute provides equal opportunities to boys and girls in all types of student activities organized. Special programs for girl students are arranged towards achieving Women Empowerment.The Institute always tries to create awareness amongst students and faculty about the values of gender equality, and inclusive development.
- Institute provides equal opportunity for all to participate in administrative, co–curricular and extra-curricular activities. The Institute also deputes faculty for orientation courses. Faculty members are nominated in committees without any discrimination (gender, caste, religion).
- The institute gives equal opportunities to boys and girls in leading various students' activities and allows them to become member of students' council that is formed well at the beginning of every academic year.
- Women grievances cell is formed and it functions separately for the benefit of the women employees and girl students.
- FE PBL, SE PBL, TE mini projects & seminars, BE project groups contain the mixing of male and female students.

Human Values:

- In 2018, AICTE included Universal Human Values (UHV) in the Model Curriculum. UHV-II (Understanding Harmony) is to be offered as an essential 3-credit course (H-102) in 3rd/4th semester after an orientation to values in UHV-I, which is a prominent module in the Student Induction Program.

- At SITS, we have incorporated UHV-1 from AY 2020-21 and now for AY 2021-22, UHV-2 is offered for third semester engineering.

Environment and Sustainability:

- Environmental degradation is a global concern and an increasing one.
- Increasing population pressures, escalating consumption patterns and rapid industrial development are key contributors to this degradation.
- There is a growing recognition that sustainable development policies, plans and actions have a better chance of being implemented when they are supported by an educated, informed public.
- Various subjects are included in the SPPU syllabus such as Environmental Issues and Disaster Management (Audit Course for all branches), Ability Enhancement Compulsory Course (AECC), Environmental Studies-1, and Environmental Studies-2, etc.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 31.69

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
82	54	49	43	39

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year

Response: 80.89

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

Response: 1647

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)	

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 60.72

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
275	244	181	537	527

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

2020-21	2019-20	2018-19	2017-18	2016-17
540	540	600	600	600

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 46.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
119	128	76	264	237

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institute has set mechanisms for identification of slow and advanced learners at different stages of their studies.

At entry level :

The merit list of the admitted students is analyzed based on the parameters like marks obtained in 12th, CET, background of the students (rural/urban), medium of school education etc. These parameters serve as inputs while grouping the students for the formation of divisions of first year students. In this way the students are broadly classified into similar learning level groups.

This exercise helps the teachers while delivering the contents in the class as well as frame the assignments accordingly.

On the very first day, the institute hosts an induction program for the fresher students along with their parents. The students are made aware of the academic calendar which makes it easy for the students to plan their studies. The induction programme gives clarity about the structure of the curriculum. The students are briefed about the Student Training Programme which helps the different types of learners to plan their career. During the induction programme, students are introduced to human values in education along with skills which help students to remove the different barriers and interact freely with each other. SITS carries out a number of co- curricular activities through which all round development of students takes place.

During the course of studies:

We identify advanced learner and slow learner students based on their academic performance and participation in different activities.

Steps taken for advanced learners:

1. Toppers in SPPU examinations and winners of curricular and extracurricular activities are felicitated.
2. Encouraged to participate in hackathons, international/national conferences/seminars/workshops, project competitions
3. Issue recommendation letters for pursuing higher study.
4. Encouragement to pursue internships in companies to enhance their skills.

5. Inspired to write technical/nontechnical articles/poems in college magazine/departmental newsletters.
6. Motivated and counseled to prepare for entrance and competitive examinations.
7. Topper of each class is appointed as the Class Representative and nominated for student council.

Steps taken for slow learners:

1. Slow learners are identified based on performance in SPPU examination and internal examination. If the performance is poor in internal examination, faculty interacts with students, counsel accordingly. If the performance is poor in SPPU examination, remedial classes are conducted for such slow learners.
2. The teacher guardian updates parents whose ward is having poor performance in internal and SPPU examinations during Parent-Teacher Meeting. The teacher guardian/head of department counsels parents of such students to motivate their wards to improve studies.
3. Weak learners are likely to be spotted because of change in medium of instruction in school to college levels and shyness due to their rural background. Teachers right from the entry level address this consciously.
4. Language barrier while public speaking is tried to bridge through the activity like 'Fire the Fear'.
5. Parents are informed about the progress of their ward through telephone calls or messages.
6. Encouraged to take part in departmental activities.
7. Counselling of students at the time of SPPU examination result declaration.

File Description	Document
Upload any additional information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 19.58

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The institution ensures student centric methods, such as experiential learning, participative learning and problem solving methodologies both inside and outside the classroom.

Experiential Learning:

1. Students are learning through the seminars, mini projects, and projects as a part of curriculum.
2. Students are encouraged to take internship training or on the job training.
3. Departments plan and organize the industrial/institutional visits, field visits for students to provide exposure to industrial work culture as well as a part of curriculum.
4. Students are encouraged to have online certifications offered by online platforms like SWAYAM, NPTEL, Spoken Tutorial of IITB, Udemy, edX, Cousera etc.
5. Institute invites experts from industry, academicians, alumni across the world to share their knowledge and experiences through which students have experiential learning.
6. Students are inspired to write technical papers.
7. Few laboratory sessions are engaged by means of Virtual Laboratories.
8. Online tools such as Compilers, Tinkercad and Scilab are used to conduct various laboratory sessions.
9. Modelling and analysis of structural components using suitable tools.

Participative Learning :

1. Students learn through group activities in various workshops and seminars.
2. Students participate in groups to solve different problems through mini projects and projects.
3. Students are delivering presentations on various case studies involving technical topics.
4. Students are encouraged to learn through discussions with peers.

Problem solving methodologies

1. Students are motivated to participate in BAJA SAE and GoKart, the prestigious national level competition for the design of vehicles – problem solving skills, deep understanding of engineering principles, discipline and team building skills.
2. To develop problem solving ability, Project Based Learning has been included in the curriculum.
3. Students are learning through the mini projects and projects as a part of curriculum.
4. Students are motivated to participate in Hackathons, IoT challenges, problem solving competitions.

File Description	Document
Upload any additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The Institute follows ICT enabled teaching learning methods in addition to the traditional classroom education. Consequent efforts are taken by the organization to provide ICT-learning atmosphere in the classroom:

1. In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, Video clippings , Audio system, free online sources, to make learning

more interesting for the students. The PPTs are enabled with animations and simulations to improve the effectiveness of the teaching- learning process.

2. Classrooms/Laboratories are equipped with LCD projectors, computers and internet connectivity to promote independent learning.

3. Most of the faculty use interactive methods for teaching. The major emphasis is on classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignments and laboratory work.

4. Laboratory manuals are mailed to students well in advance at the start of semester.

5. Students are encouraged to use Overleaf, a collaborative cloud-based LaTeX editor for project report writing.

6. Teachers made a swift transition from classroom to online teaching during the lockdown due to COVID-19 pandemic. Platforms such as   i. Zoom ii. Google Classroom iii. G-suite iv. Google Meet v. Microsoft Teams

 were used to create virtual classrooms.

   7. Recording of video lectures is made available to students in respective Google Classroom for long term learning and future referencing.

   8. During the lockdown due to COVID-19 pandemic online modes like Email, Google Groups and Google Classrooms are used to collect assignments, conduct tests and practical examinations as well as for sharing notes, practice questions and other e-resources. Google forms are used to record attendance of students and to conduct quizzes, unit test and preliminary examinations.

   9. Virtual laboratories and free online tools such as Compilers, Tinkercad, Scilab, are used for conducting laboratory sessions.

   10. Teachers use social media platforms like WhatsApp to connect with the students individually and collectively beyond the classroom for giving extra information and support to students.

   11. Institute premises are Wi-Fi enabled

        i. MAC-ID based Wi-Fi facility for access of internet can be availed on individual laptop and mobile devices in institute premises.

        ii. Well security is ensured for Wi-Fi users. The system administrator controls its access rights.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed

academic year)

Response: 21.43

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 95

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 98.25

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 7.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	10	10	8

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.83

2.4.3.1 **Total experience of full-time teachers**

Response: 606.67

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Mechanism of internal assessment:

Institute has a robust mechanism to ensure that the process of internal assessment is transparent and efficient. All departments follow this to calculate term work marks of all students.

Students and parents are made aware about the criteria for internal assessment and continuous evaluation process through the orientation program conducted at the start of college at institute and department level.

- At the commencement of every semester, students are notified about the criteria for evaluation of term work marks in the respective laboratory sessions and theory lectures.
- Each department notifies the students and faculties regarding internal examination schedule and structure of evaluation system through the circulars/notices displayed on notice board.
- Class teachers, seminar and project guides, subject teachers and mentors also reiterate about the evaluation process and term work assessment from time to time during regular classes.
- Performance in mini projects, project and seminar work is assessed by individual guides. At the start of the semester, respective coordinators inform the students about the assessment criteria for seminars and projects. To evaluate performance of the students in projects and seminars, activities such as presentations, reviews and report writing are conducted. Project/seminar coordinators maintain evaluation records.

Reforms introduced by the institute:

Though it is not part of the SPPU curriculum

- Internal examinations such as Unit Test, Prelim Examination and Mock practical examination are

conducted to assess the learning level of the students.
- Assessment of the students by the Teacher Guardian based on the parameters like regularity, sincerity, behavioral aspect and participation of students in curricular & extracurricular activities.

The institute uses various approaches for internal assessment throughout the semester as follows:

Internal Assessment Tools	Mode	Frequency
Unit Test	- To assess performance of the students, and progress on a regular basis, the department conducts unit tests. Test is for 30 marks based on two units. - In offline mode tests were conducted on descriptive theory questions. - In online mode, multiple-choice based tests are conducted.	Once in semester
Theory Assignments	After completion of each unit to evaluate the understanding of a particular unit of the course, students solve the assignments.	Six assignment Units
Continuous Assessment	The subject teacher evaluates students' understanding on each assignment during practical and continuous laboratory assessment.	Once in aweek
Preliminary Examination	- This examination is conducted by the department to assess overall progress in the course - Moreover, to prepare students for the End semester exam. - It is for 50 marks based on the last three units. - In offline mode, this examination was conducted on descriptive theory questions. - In online mode, multiple-choice based examination was conducted.	Once in semester
Mock Exam	The teacher conducts mock pr/or exam to prepare students for university practical/oral examination.	Once in semester
Term Work	At the end of every semester, TW of individual students is calculated.	Once in semester

File Description	Document
Any additional information	View Document

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

Response:

Institute to deal with internal examination related grievances adopts transparent and efficient mechanism in the following ways-

1. The department appoints an internal examination coordinator who plans and executes all exams inline with the academic calendar of department and institute.
2. Notifications and schedules are displayed prominently on the college notice boards to communicate information related to internal examination to students.
3. Performance of the students in unit test, prelim examination, mock oral/practical exam or seminar and project reviews is displayed on notice board.
4. After evaluation of the unit test and prelim examination, answer sheets are distributed to the students in the class for queries if any. They may raise their grievances orally regarding the marks awarded to them with the concerned faculty. Students are free to approach their mentor, or the teacher-in-charge for redressal.
5. In rare cases if discrepancies are noticed in the marks awarded to students by teachers then corrective actions are taken. These corrective actions are normally re-evaluation, re-checking of answer sheets.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Yes, the Institute has well defined programme and course outcomes for each programme.

Teachers contribute in the process of framing of programme and course outcomes by following ways:

- Faculty from the various institutes discuss and develop POs and COs in each programme of courses during curriculum design workshops. These POs & COs along with curriculum are approved in the SPPU Board of Studies meeting.
- The curriculum along with POs & COs are then approved in the SPPU Academic Council.
- After approval from the SPPU Academic Council, the curriculum consisting of POs & COs is published on SPPU website.
- The course file of every teacher includes POs and COs.

Students are made aware about the stated programme and course outcomes by following ways:

- All the POs and COs are explained to students during the Orientation Day organised on the opening day of each academic semester.
- Students are made aware about all course objectives and COs during the first session of respective courses by the concerned faculty.
- POs and COs are displayed at prominent locations.

Communication:

- POs and COs are published on the college website.

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The institute has a mechanism for assessing the attainment of Course Outcomes (COs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs). The course Outcomes (COs) are framed by individual teacher.

The direct attainments of course outcomes are calculated using internal and external assessment tools. The term work evaluation of laboratory work is used as internal tool. The term work evaluation is calculated using marks of unit tests, prelim examination, mock practical/oral examination, assignments, continuous assessment and attendance. The in-semester and end semester SPPU examination, and oral/practical examination are used as external assessment tools.

The CO-PO and CO-PSO matrices are designed by mapping COs with POs and PSOs. The correlation level for the attainment of POs & PSOs w.r.t. COs of individual subject is set as follows-

1. 1 means low
2. 2 means moderate
3. 3 means high

The feedbacks from various stakeholders are used to assess indirect attainment.

The overall PO attainment is assessed based on direct assessment of CO's and indirect assessment of POs and PSOs as explained below-

Direct Assessment Methodologies

The internal and external assessment tools are used to calculate direct assessment. The threshold level for internal and external assessment is set by the respective programme. The internal assessment and external assessment have weightages 30% and 70% respectively. Following guidelines were followed to calculate course outcome attainment levels-

If percentage of students score above the threshold level of marks is

1. in the range of 40-60%, then attainment level is 1.

2. in the range of 61-80 %, then attainment level is 2.

3. above 80%, then attainment level is 3.

CO attainment is calculated as below-

CO Attainment = 0.7 * Attainment Level of External Assessment + 0.3 * Attainment Level of Internal Assessment

Indirect Assessment Methodologies

The graduate exit survey, alumni feedback and employer feedback are used to assess indirect attainment of the POs and PSOs.

Overall attainment of POs & PSOs is calculated with 80% weightage to direct attainment and 20 % weightage to indirect attainment.

Overall Attainment of POs & PSOs = 0.8 * attainment through direct assessments + 0.2 * attainment through indirect assessment.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 95.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
642	690	617	584	667

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

2020-21	2019-20	2018-19	2017-18	2016-17
649	693	672	633	720

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.66

File Description	Document
Upload database of all currently enrolled students (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: 20.68

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2.15	9.08	3.71	5.74

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 40

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	2	3

3.1.2.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 91

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
42	21	11	6	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications and Awards

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

Response: 3.9

3.2.1.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
45	152	116	85	79

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2.2 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: 2.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	163	45	9	28

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3 Extension Activities

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

Response:

The vision of the Institute is to produce not only good engineers but good human beings also.

Therefore, we are taking efforts to add values of good citizenship in our students by the teachers and student peer groups. The Institute organizes various activities through which students are equipped with appropriate skills for their holistic development.

In the Institute, the extension activities for social causes are carried out through the National Service Scheme (NSS) and Student Council. Faculty coordinators inspire and support while conducting such activities. While handling the responsibilities during various social movements, students get an opportunity to play a citizenship role.

Activities of NSS are well structured. The Students from all departments participate in various NSS activities with passion. Faculty coordinators and student coordinators take initiative to schedule and carry out the activities. The detailed plan of execution is prepared and activities are conducted with full energy and zeal. During the process, students not only get a platform to highlight their team

building and leadership qualities but also get awareness about their social responsibilities.

The institution promotes various activities like visits to old-age homes, orphanages, Village camps etc. During such visits, the faculty and students spend quality time interacting with the senior citizens, villagers and conduct activities to gladden their lives.

The NSS unit and Student Council in particular organizes various activities to contribute to the development of the society. The major activities are - Blood donation camp, Cloth donation, Help to flood affected people, tree plantation, Awareness on road safety, Survey of Non-schooling children education, Nirbhay Kanya Abhiyan, Swachh Bharat Abhiyan, Personality development workshop, NSS camp for rural development, Celebration of Days-Yoga Day, International Youth day, Independence Day, Hindi Day, Engineers day, NSS day, World Heart Day, National Unity Day, Sadbhavana day. Lokmat Marathon, Newsletter of the institute - The College Times etc. Also various activities are conducted for students such as chill zone activities like gaming, competitions, Robo-racing, treasure hunting etc.

In all the above activities, students are involved from planning of the program till execution of the program. They organize different activities, participate in these activities, interact with guests and thus increase socializing experience.

In turn, students disseminate the inputs to the neighbourhood and the public at large through street plays, poster and essay competitions, debates based on socially-relevant themes like education, literacy, cyber crimes etc. Sessions are also conducted for female students where they are taught various self-defence techniques. The social work of dedicated students is appreciated in the student council meets and they are honoured with appreciation certificates.

All the above activities lead towards overall development of the students.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 7

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	2	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 139

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	36	44	11	37

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 42.85

3.3.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
640	968	1276	320	1651

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 6377

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

2020-21	2019-20	2018-19	2017-18	2016-17
1972	2113	1941	161	190

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 25

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	6	5	5

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
e-Copies of the MoUs with institution./ industry/ corporate houses	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Sinhgad Institute of Technology and Science, Narhe has a beautiful landscape, aesthetic architecture, eco-friendly environment, spacious classrooms, well equipped laboratories and adequate infrastructure for teaching-learning process to facilitate the curricular and co-curricular activities of the students.

Classrooms:

- Classrooms are maintained as per norms for proper visibility and audibility.

- The classrooms are well equipped with adequate furniture, blackboard, LCD projectors, fans, lights and power backup and LAN / Wi-Fi connectivity.

Seminar Hall: Seminar halls are well equipped with LCD projectors, internet facility as well as a public addressing system.

Laboratories/Workshops:

- The institute has 48 laboratories in various departments.

- All the equipment and machinery in the laboratories is in place to carry out practical sessions, projects.
- The institute has a basic workshop for conducting practical sessions for first year engineering students as well as Mechanical and Civil   Engineering students. Additional workshop with facilities for assembly/ fabrication of models is in place.

Computing Equipment:

- The campus has internet connectivity through a leased line with bandwidth of 100 Mbps (1:1) with wired as well as Wi-Fi mode.
- Institute has a total number of computers 645 for both students and administrative work which satisfy the norms.
- Adequate peripherals are also available.

Computer Center:

Institute has a computer center of area 211.44 sqm with 32 numbers of computers.

Amenities:

- **Boys' and Girls' Common Room:** Girls' and Boys' common rooms are available with an attached rest room.

- **E-campus facility:** The Institute has a digital library with adequate computers with internet connectivity. Internet connectivity through leased line 100 Mbps (1:1) as well as Wi-Fi connectivity is available in the campus.

- **Security:** The institute premises have single point entry and 24-hours security. The CCTV has been installed at strategic locations for security reasons.

- **Medical facility:** The campus has a medical center with a residential doctor from Smt. Kashibai Navale General Hospital and Medical College (SKN-GHMC) of Sinhgad Institutes. Free medical services are provided to faculty, staff and students. 24x7 vehicle facility is made available in case of emergency. SKN- GHMC is located next to this campus.

- **Potable water:** Triple filtration water plant with UV/RO supplies potable water to the entire

campus.

Other facilities:

- Cafeteria, Bakers points, Juice center, coffee corner are available in the campus.
- To fulfill the daily needs of students, a stationary shop, photocopy and printing center, laundries etc. are available in the campus. To maintain the cleanliness and hygienic environment in the campus adequate number of housekeeping staff are available.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The college accords high importance to the physical well-being and cultural expression of the students. The institute encourages and provides facilities for students to participate in various extra -curricular activities in order to build team spirit and leadership qualities.

Sports:

- **Every year, the institute organizes 'Sinhgad Sports Karandak' wherein more than 3000 students from various colleges participate in various sport events.**

- **Indoor sports facilities are available for games such as table tennis, carrom and chess.**

- **The institute has playground for various sports events. Few central facilities like cricket ground are available in the other campus of Sinhgad Institutes.**

Cultural Activities:

- **Under the banner of Sinhgad Karandak, Cultural fest-NEON and Techfest-Techtonic are arranged every year.**

- **It is the biggest annual flagship festival in Pune. It started as a series of events**

for students of STES Society. Through this event students are showing their talent by participating in different events from different colleges both in inside and outside of the Sinhgad Institute family. It is a wide spread of various sports events (both indoor & outdoor) and cultural events. 1000+ International Students, 70000 + Students, 10000+ Teaching and Non- Teaching Staff, 5,00,000+ People connect is the strength of Sinhgad Karandak. It is organized for inter-campus, inter-collegiate and international students.

- This provides a platform to showcase the extra-curricular talents and organization skills of the students. It comprises events in the form of competitions, workshops and stage performances such as, Mr. and Miss. Sinhgad, Singing, Dance, Street play, Treasure Hunt, Art Gallery, Fashion Show to name a few.

- Our students have been encouraged to participate in the various such cultural events organised by other Universities, both at the state and national level and brought several accolades to the Institute.

- Cultural center is available in the other campus of Sinhgad Institutes as a central facility.

Gymnasium :

A Gymnasium facility for boys and girls is provided in the institute campus with adequate equipment.

Yoga:

Yoga and meditation sessions are conducted for the students and staff in the premises through NSS.

Medical Facility:

Institute having a clinic in the campus for regular medical examination and treatment. Medical facilities are also available in the adjoining campus of sinhgad Institutes. Medical services are available for staff and students as well as all the citizens. In case of emergency, Ambulance service is available 24 x 7 which is offered by SKN-GHMC.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 32

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 3.89

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.12	4.05	13.34	62.51	25.60

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Name of ILMS Software: Auto Lib Library Management   Software

Nature of Automation: Partially

Version: Auto Lib NG

Year of Automation: 2010

Auto Lib Library Management Software with OPAC (Online Public Access Catalogue) is available, which is convenient for the users to know about the library collection and its availability.

Brief usage of Auto Lib Modules :

- **Master Setup** : Following are the features of the Master Setup :

  - New material, Sub Material, Subjects, Departments & publishers can be defined.
  - New Vendors can be defined.

  - Designed to manage the multiple users.
  - Rights of users can be controlled by administrator login ID and password can be assigned to each user for security.

- **Members** :It includes following features :

  - Member's information (Text data like name, address, class etc.)
  - Photograph incorporation and Members.

- **Catalogue :**

Catalogue module is used for retrospective conversion of library resources. The strong features of catalogue module are:

  - Accession Number system user definable.
  - No limitations on the statement of responsibility.
  - User can add multiple material type like books, CD, Video, Cassettes etc.
  - List of Missing Accession Number.

- **Circulation :**

  - It is based on library defined lending rules and fine circulation on category's profile.
  - Issue /return or renewals from single window along with member's photo ID.

- **On line Public Access Catalogue (OPAC) :**

Auto Lib OPAC offers very easy online search facilities to search through library data like title, author, keyword, publisher etc.

- **Tools:** Photo ID card generation and printing.

Reports: It includes purchase list / Accession Register/Library status/ year wise purchase Details/ Stock Status/Stock summery, T

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.35

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
8.75	0.17	0.14	6.73	15.98

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 3.32

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 71

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT & ICT facilities required for the Academic, Research & Extension activities of this institute are continuously monitored and periodically upgraded, based on the requirement and needs.

- 605 computers (desktop) are available for the students.

- At present, the campus has internet connectivity through a leased line with bandwidth of 100 Mbps (1:1). The computers in all laboratories are connected through LAN. Also Wi-Fi connectivity is available in the buildings. This upgrading was done on 13th June 2019.

- In 2016 upgradation with two leased lines of 70 Mbps and 2 Mbps was done from 45 Mbps.

- From 2014 to 2016 internet connectivity through two leased lines of 45 Mbps and 2 Mbps was available.

- A Server Room for managing network operations efficiently is in place. It has a Rack server with adequate power backup.

- Network is secured by a firewall integrated in the router. Additionally, Cyberoam UTM is available with access control. Total 1000 users can be logged in simultaneously

- Free and Open Source Software and licensed software as per the requirements are available.

- Email ids in the domain sinhgad.edu are assigned to every faculty and staff. All communications as well as queries related to software, hardware and network issues are done through official mail ids.

- The digital library is available to all the students and faculty members.

- The college has a unique website that provides all the necessary information needed.

- The IT infrastructure in the institute is utilized for online feedback, online examinations etc. Also online examinations of different government services, Banks etc are conducted.

- Students are getting benefited by various online lectures, webinars.

- Biometrics Attendance is used for faculty and Staff members.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 3.37

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 26.9

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
52.47	107.60	143.99	166.92	124.93

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

MAINTENANCE PROCESS

SITS has a well-established system and procedure for maintaining its physical, academic and other facilities. The Institution has separate committees headed by the Principal, HODs & Professors to monitor the functioning and utilization of various resources. It has a number of policies, procedures and practices to govern its operation. The policies are meant for day-to-day dealing. They provide guidance to members in a number of academic areas.

1.Civil Maintenance:

- Regular maintenance of all buildings is carried under head civil maintenance at the institute level.
- Major Works are carried out during winter vacation and summer vacation and minor works are carried out as and when required without disturbing the academic activities.

- Estate Supervisor prepares a schedule for Building inspection. During the inspection, maintenance issue and action taken are entered in the maintenance record register. Any complaint/suggestion regarding civil maintenance is also recorded in the complaint register, estate supervisor check the problem and maintenance work is carried out. The expenses required for the work will be sanctioned by Principal.
- In case of major work or new civil work, estate officer collect quotations from different agencies, prepares a comparative statement, issued a purchase order and get complete the repairing work accordingly.

Furniture Maintenance:

- **The maintenance of furniture is done through carpenter is appointed at Institute level.**
- Benches and table repairs is carried out by workshop instructor.
- Repair work observed by any staff member is entered in complaint register which is maintained by college maintenance member.
- In case of Major work, estate office take quotations from different contractors, prepares Purchase Order and get competed the repair work accordingly

2.Electrical Maintenance:

- 250 KVA transformer is available for electrical current supply in the campus. To improve performance of transformer, oil filter is changed at every year through purchase order.
- Electrical maintenance includes all electrical component (switches, outlets, lights, lightning arresters) repair work, generator, solar panels etc. All electrical work is carried in-house by 'electrician' appointed by institute.
- Electrician maintains the record of complaints regarding electrical repair works. As per the complaint, the list of electrical devices that required maintenance is ordered with permission of Principal and get it repaired.
- Generator maintenance is carried by AMC. It included regular servicing every month and half year breakdown in which filter and oil are replaced.
- For smooth functioning of lift and Air conditioner, maintenance of lift is carried at every month through AMC and for Air conditioner at every alternate month.

3.Water and Plumbing Maintenance:

- Estate supervisor takes care of storage and distribution of water. Two Water treatment plant are available for treatment of water. Medium used for treatment of water in plant is replaced after every five years. Regular backwash is carried on alternate day by appointed pump operator.
- All plumbing work in the campus is done in-house by appointed plumber.
- The main overhead water tanks get cleaned once in every six months. Testing of water sample is carried out before and after cleaning. The test report is submitted to the Principal for review.
- The RO plants are installed and water is distributed through coolers as well as taps. Electrical supervisor takes care for maintenance of RO plant and quality of water.
- Water coolers provided for drinking purpose are periodically maintained and servicing of Aquaguard filter is carried after every two months through AMC.

4.Laboratory Equipment Maintenance:

- Laboratory In-charge and Technical Assistant (TA) ensures proper working of all equipment and machineries. They are also takes care regarding repair and maintenance of laboratory equipment, instruments, kits and machinery. In case of any repair or maintenance, TA and Lab in-charge inform to HOD and repairs or maintenance work is completed from external agency with the permission of Principal.
- Laboratory verification is conducted every year by committee of internal faculty members of other departments. Committee submits the verification report to HOD and Principal.
- Lab facilities are available for both students and staff for their research and project work as per the request.

5. Housekeeping:

- Housekeeping is done daily by appointed peon, wet sweepers and maid sweepers. Housekeeping record is maintained by concerned department In-charge.
- Cleanliness in the campus and maintenance of garden is monitored with observations by Estate supervisor. Cleanliness is done by sweepers.
- Garbage disposal is done every day under AMC. Daily record is maintained in register maintained at main entrance.

6. Fire & Safety Maintenance:

- Fire Extinguishers are provided in different locations of the building for Safety purposes. The Estate Supervisor along with college fire committee takes care of maintenance of fire extinguishers. Frequency, due date and completion of refilling are recorded in fire register which is maintained by college fire committee.
- Fire awareness and training to both faculty and students conducted by government fire brigade team.
- The purchase order of all cylinders is made by Estate office through the permission of Campus Director.

Estate Supervisor maintains the First Aid box is made available at each department.

7. I.T. Maintenance:

- The institute has adequate number of computers with internet connections and required software is distributed to respective departments and administrative office.
- The routine repair, maintenance and updation of computers and peripheral are taken care by a dedicated full time team of system administrator.
- Log-in registers are maintained in all computer laboratories to illustrate the effective usage.
- If any problem with the hardware and software, it will be immediately brought to the notice by the system administrator and it will be resolved immediately or at the earliest.
- CCTV surveillance system installation, maintenance and upgradation are carried by system administrator team.

8. Library Maintenance:

- The library is maintained by the library committee under the guidance of the Librarian.
- The librarian maintains separate log-in registers for staff and students to record the daily library

footprint. The Librarian maintains the accession register and also the files pertaining to the purchase of books, renewals of periodicals and e-resources.

- Every year, verification of books is done and also identified the books that need binding. The book binding work is outsourced. Records of lost books are entered in the accession register.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 65.08

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
1452	1405	1396	1571	1541

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.21

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	5	2	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the

following

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 14.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	322	375	362	366

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)

5.2 Student Progression

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

Response: 44.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
255	303	322	301	316

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 30.58

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 200

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 72.12

21-11-2022 04:11:38

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	33	27	22	17

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	68	27	34	19

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 59

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	13	22	11	12

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

At the beginning of every academic year, the institute constitutes the Student Council by following the norms laid down by the university. The student members elect University Representative, General Secretary, Technical, Cultural , Sports Secretary, and Ladies (Girls) Representative for a term of one year. It aims at the all-round development of students and organizes several academic, co-curricular, and extracurricular events throughout the year in association with the university and other organizations. Meetings of the Student Council are conducted at least once in each term.

The functions and events conducted by various committees under the Student Council are as follows:

1. Students' Council: Under section 40 (3) of the Maharashtra Universities act, 1994, this council is established every year for performing prescribed duties.

2.Internal Quality Assurance Cell (IQAC): IQAS is responsible for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the institute. It continuously strives to maintain quality in all domains.

3.Internal Complaints Committee (ICC): This committee has student representation which addresses complaints and effectively resolves the grievances of students. It maintains discipline among the students and empowers them to look into matters of harassment.

4.College Development Committee (CDC): The CDC of the institute plays a significant role in planning, designing and implementing its quality policy. The management also ensures that the opinions and suggestions made by staff, student members are included in decisions implemented for the college development.

5. Anti-Ragging Committee: This committee monitors frequently and thus ensures zero ragging incidents in the institute and also spreads awareness among students against any type of ragging activities.

6. Cultural Committees: "Sinhgad Karandak -Neon" is a national level fest and an annual social gathering which showcases the cultural talents of students of Sinhgad Institutes. Our students participate in prestigious intercollegiate competitions such as Firodiya Karandak and Purushottam Karandak every year and bag prizes.

7. Sports Committee: This committee organizes various sports events under 'Sinhgad Sports Karandak'.

8. Magazine Committee: 'Juvenilia' is our annual magazine which is the creation of the students. Students express their talents in the form of articles, poetry, interviews of eminent personalities, etc.

9. Technical Activities: The institute facilitates students to explore various co-curricular activities.

Annually, a techfest 'Techtonic' is arranged under which competitions, seminars, quizzes etc are arranged in which involvement of students is very large. Also, in the national level technical competitions such as SAE-BAJA,SUPRA,GO-KART, students have been participating, making remarkable impact and achieving huge success in these events.

Thus, students are encouraged to actively participate in various administrative, co-curricular and extracurricular activities. The objective is to foster holistic and all round development of students.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 28.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	42	46	27	25

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in 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:

The alumni association of the institute was established in the academic year 2012-13, Reg. No. Mah 1928/2012/Pune. The number of registered alumni is 6116.

Objectives:

- **To develop a liaison between the old students, present students and the institute.**

- **To promote and nurture the close relationship between alumni and the institute for the mutual benefit of both.**

- **To maintain an updated directory of alumni with contact details, current position and organization and their achievements on various fronts.**

- **To arrange for alumni interaction with present students for sharing their experiences in the corporate world, current & future trends in the technology. Also, guide the students about the career opportunities in different fields and interview tips as well as about higher education.**

- **To arrange programs on entrepreneurship development, industrial visits with the help of alumni.**

- **To keep informed the alumni about the happenings in the alma mater through mails, newsletters etc.**

In line with the above objectives, the Alumni Association contributes in many ways for the development and betterment of our institute. Every year the alumni are invited by respective departments to interact with students through various guest lecture sessions. Few prominent alumni are invited as judges for events under techfest 'Techtonic' in the institute.

The Alumni Association of SITS is also in touch with past students through social media like Linkedin, Facebook. Through these connections also, the association has been doing well in building the network of alumni and the alma mater.

File Description	Document
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision-making bodies of the institution within a maximum of 500 words

Vision

????????????? ????????????? ????????? ????????:???? |

We are committed to produce not only good engineers but good human beings, also.

Mission

'Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity, and technology transfer. Our mandate is to generate, preserve, and share knowledge for developing a vibrant Society.'

The vision and mission statement defines the institute's distinctive features in addressing the interests of the stakeholders involved. In adherence to the above vision and mission, and the norms of AICTE and UGC, college management constituted a Governing Body. All the members of the Governing Body participate actively, and with their extensive experience, and leadership skills contribute for growth and development of the institution.

Engineering students to be successful will need strong technical, analytical skills, practical ingenuity, creativity, good communication skills, ethical standards, professionalism and the pursuit of lifelong learning. Holistic student development encompasses not only learning through curriculum to acquire knowledge and skills such as problem-solving and analysis, but also through co-curricular and extra-curricular activities for growing and maturing emotionally and morally.

Therefore, the management of Sinhgad Institute of Technology and Science (SITS) has decided to make substantial efforts in engineering education to create not only good engineers but good human beings, also. While doing so, we as a responsible stakeholders of the institute are trying to imbibe unique value system, transparent work culture, excellent academic and physical environment conducive to learn, create and transfer technical knowledge on one hand and inculcate ethical standards and professionalism by means of soft skill inputs on the other hand.

The institute has a decentralized approach to quality management where all the faculty and staff are

responsible and accountable for quality assurance and enhancement. The various quality standards are monitored by IQAC which also comprises different stakeholders of the institute.

The rules and regulations are framed under the guidance of the Governing body and with the reference of inputs from IQAC of the institution. He ensures good governance with the help of Vice Principal,Heads of Departments (HODs) and IQAC Coordinator by framing perspective plans of the institute focusing on curricular planning & implementation,good teaching-learning practices and various co-curricular and extracurricular activities of students. Activities such as Faculty Development Programs (FDPs),Train The Trainer (TTT) etc. are arranged from time to time through which skill development of faculty takes place. The infrastructural requirements, maintenance, safety and security arrangements etc. are taken care of. Principal, Vice Principal, HODs and senior faculty form various committees in the institute which provides decentralised administration. Thus, the Principal ensures the conducive environment in the institution for the holistic development of the students and teachers.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Institute promotes a culture of participative management. Therefore, the committees are set up to execute predefined strategies. This emphasize active stakeholder involvement as mentioned below,

- Governing Council
- College Development Committee
- Principal and Vice Principal
- IQAC
- HoDs and Registrar
- Faculty and Staff
- Students Council

Case Study: Students Council

The case study of the students council is presented here to portray the decentralization and participative management.

Purpose of Student Council:

Student Council is an organization conducted by students and supervised by faculties. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out institute activities. Any student that is interested in leadership, organizational behaviour, event planning or

becoming more involved in the institute are welcomed and encouraged.

Roles of the Student Council:

- To officially represent all the students in the Institute.
- To identify and help solve problems encountered by students in the Institute.
- To communicate its opinion to the Institute administration on any subject that concerns students and on which the council wishes to be consulted.
- To promote and encourage the involvement of students in organizing Institute activities.

Responsibilities of the Student Council:

- To promote the interests of students among the Institute administration, staff and parents.
- To inform students about any subject that concerns them.
- To consult students on any issue of importance.
- To organize educational and recreational activities for students.
- To participate in developing the Institute's educational projects and to promote it to students.
- To organize an activity to recognize the efforts of students involved in organizing Institute activities.
- To propose activities to the Institute administration that would improve the quality of life in the Institute.

Posts of the Student Council:

University Representative:

Representative of all students of the institute at university level.

General Secretary:

Representative of all students at institute level.

Ladies Representative:

Representative of all girl students at institute level.

Cultural Secretary:

Plans and executes cultural events, such as Cultural Day, 'Neon', at institute level with the help of student committees and guidance from faculty coordinator.

Technical Secretary:

Plans and executes technical events, such as 'Techtonic', at institute level with the help of student committees and guidance from faculty coordinator.

Sports Secretary:

Plans and executes sports events, such as 'Sports Karandak', at institute level with the help of student committees and guidance from faculty coordinator.

Social Activity In-Charge:

Plans and executes social activities, such as Tree Plantation, Voting Awareness and Blood Donation, in association with institute NSS unit, at institute level with the help of student committees and guidance from faculty coordinator.

Magazine Coordinator:

Collects literary articles, arts, photographs from students, information and achievements from departments, organizes it in a particular theme and publishes a college magazine with the help of students committee and faculty coordinators.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

On the basis of AQAR of 2016-17 and 17-18 along with the previous NAAC report, it was observed that there is scope for improvement for research and development activities.Therefore during the IQAC meeting/ institutional meeting we planned for the activities motivating faculty and students for the research. Decision was taken to arrange National, International conference which would provide a platform to inculcate a research environment among faculty and students.

Case Study: International Conference

The institutional Strategic/ perspective plan is effectively deployed and it is seen from the case study of the International Conference 'Sinhgad Institute of Technology and Science Future Intelligence in Science and Technology' (SITSFIST) organised by the institute on 31st May 2020. Institute had initiated planning for it at the beginning of the academic year 2019-20.

Various committees involving resource persons from industry, academicians, faculty, staff members and students. Total 280 papers were received, out of which 216 papers were accepted for the conference. Number of participants present for the conference were 308. All the papers were presented and selected papers were published in journals listed under Scopus/Web of Science/ UGC CARE.

This conference gave exposure to the recent trends in science and technology to the faculty and students of

this institute. It motivated them to search for different research areas of their interest and work on them which is a good beginning to inculcate research culture in the institute.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Governing Body of the College is the supreme administrative body. It is constituted as per the norms of the regulatory bodies. The Governing Body is ambitious and converts aspirations into outcomes with a rigorous framework of governance. The Governing Body approves the Vision and Mission of the Institution, short term and long term plans and annual budgets to meet the interests of the stakeholders. The Governing Body monitors the institution's performance against the plans approved.

Involvement of each and everyone in the decision-making at their respective levels is ensured through decentralization and delegation of powers. Hence, there are various institutional committees consisting of faculty and staff members. Transparency associated therein also forms an important feature of the work culture.

The parent organization Sinhgad Technical Education Society (STES) has defined policies and framed service rules and procedures as per the norms of the regulatory bodies. The institute follows the same. The copy of the service rule book is available in the Establishment Section, Library which can be referred by the faculty/staff whenever necessary. The same is also available on the college website.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

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

Institute understands that faculty is the backbone of the educational system. So the Institute has effective welfare schemes for the benefit of its teaching and non-teaching staff.

Employee Provident Fund (EPF): The scheme is implemented for teaching and non-teaching staff members.

Gratuity: The institute has a gratuity scheme for all faculty and staff members.

Employee Benevolent Fund (EMBF): This fund is created for the benefit of employees and help them to meet the unforeseen immediate expenditure on account of death or other contingencies. This policy came into force from 2009.

Leaves: The faculty and staff can avail different types of permissible leaves like casual leave, medical leave, earned leave and maternity leave etc. as per institute service rules.

Staff Quarters: Institute has provided a facility of staff quarters within the campus along with all the necessary amenities in it.

Campus Clinic: Preliminary health issues of the students, faculty, staff are taken care of by the Campus Clinic.

Hospital Facilities: Students, faculty, staff can avail the services of Smt. Kashibai Navale Medical College and General Hospital (SKN-MCGH) under the umbrella of STES, available 24x7. Also free dental checkup and treatment is available at Sinhgad Dental College and Hospital.

Support for attending STTPs / Workshops/ Trainings, etc:

The institute encourages faculty and staff members to acquire new skills by supporting them to attend various STTPs / Workshops/ Trainings.

Encouragement for Higher Studies: The institute recognizes the need for continuous qualification

upgradation of faculty and staff. Due encouragement is given by granting study leaves as well as supporting financially in selected cases.

Salary Advances: Institute sanctions salary advances to faculty/staff for their needs like medical emergency, educational needs, marriage, etc. wherever necessary.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 19.78

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**

2020-21	2019-20	2018-19	2017-18	2016-17
3	20	38	27	37

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

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

Response: 5.8

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	13	2	3	4

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 95.07

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
153	306	26	23	26

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal is done by submission of self-appraisal reports and annual activity reports. It is mandatory for every faculty, staff member and supporting staff. This makes them get involved continuously in self-development and improvement of institutional activities.

The performance appraisal of HOD and Faculty is also taken in online mode. The performance parameters on appraisal form and online mode are the same. The online system helps to analyse the performance and counsel faculty to improve.

The parameters of the performance appraisal system of HOD, faculty and staff are used to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal. In support of each assessment parameter, appropriate proofs are to be attached.

1.   **Performance Appraisal Report of Head of Department:**

1.   Concerned HODs should enter their self-evaluation score for all the assessment parameters. Enter the

total of every assessment head in column 'A' of PI table.

2.   Completed appraisal form should be submitted to the Principal.

3.   On receipt of the form, the Principal shall score against each parameter /sub parameter. The summation of the scores for each parameter is to be provided in column 'B' of the PI table.

4.   The calculation is to be done and the final PI is to be calculated in column 'C'.

Assessment Head	Optimum score	Self-evaluation score (By HOD) (A)	Verified Score (By Principal) (B)	Average: ((C)	
Department	100				
Academics	100				
Industry/Other Institutes	100				
Students	100				
Faculty and staff	100				
Professional conduct/development and contribution to institution/STES	100				
	600	TOTAL SUM (TS)			
		Performance Indicator: (PI = TS / 600)			

2.   Performance Appraisal Report of Faculty:

1.   Concerned faculty members should enter their self-evaluation score for all the assessment parameters. Enter the total of every assessment head in column A of PI table.

2.   Completed appraisal form along with necessary proofs should be submitted to the HOD.

3.   On receipt of the form, HOD shall verify the score of every assessment parameter and give justification for his/her corrections. Enter the total of verified scores of every assessment head in column 'B' of the PI table.

4.   HOD jointly with faculty members shall complete column C of PI table.

5.   Principal should submit the report duly completed in all respects, to the founder President.

Assessment Head Optimum marks	Self-evaluation score	Evaluation by HOD	C=(A+B)/2 If (A-B) ?15: Otherwise, C=B
	(A)	(B)	(C)
Student centric activities (SCA):115			
Professional development and academic contribution (PDAC):45			
Research Contribution (RC):25			
Assessment by HOD/Principal (AHP):15			
Total-200			

3.   Performance Appraisal Report for Non-Teaching staff:

Assessment Head	Maximum marks	Marks as per self-assessment by the employee	Mark given the reporting office
Attendance during the assessment year	10		
Knowledge	16		
Quality of work	12		
Communication	8		
Supervisory ability	10		
Initiative and co-operation	16		
Interpersonal relations	8		
Sub Total of ('A' and 'B')	**80**		
('C') Evaluation of reporting officer	**20**		
Grand total	**100**		

4.   Performance Appraisal Report for Supporting Staff:

Assessment Head	Maximum marks	Marks as per self-assessment by the employee	Mark given the reporting office
Attendance during the assessment year	20		
Interpersonal relations	10		

Initiative and co-operation	8			
Quality of work	42			
Sub Total	**80**			
Evaluation of reporting officer	**20**			
Grand total	**100**			

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The financial health of any institution is determined by its financial discipline. The parent body of the institution appoints internal and external auditors annually. Each department creates its own budget and the budgets of all departments are consolidated at the college level in consultation with the finance officer and governing body of the institution. Auditing processes of the institute take place in two stages namely, Internal Audit and External Audit. The Internal Audit Department of Sinhgad Technical Education Society does the Internal Audit within the organisation under the supervision of Director (Finance). External Auditors are appointed by the institution as per the statutory requirement.

Audit criteria:

The audit covers regular review and vouching of day-to-day transactions, Physical verification of fixed assets, review and reporting on the internal controls and its sufficiency and check on statutory compliances. This process is used to assess an organization's performance or the execution of a process against a number of standards, policies, metrics, or regulations. This audit includes examining internal controls around accounting, financial reporting, and income tax.

Audit scope:

Audit team examines validity and reliability of financial, accounting and other data and reports any deviations. The Team conducts audits as per their programme using tools and techniques and appropriate methods for checks at regular intervals and evaluates the efficacy of risk management procedures that are currently in place. The team conducts testing adhering to accreditation and varied regulatory requirements. The Team completes the audit as per the scope and reports its findings to the Audit committee on quarterly basis. The Institution maintains its independence and does not interfere in their audit functions.

The External Auditor conducts audits in accordance with the Generally Accepted Accounting Policies, applicable Financial Reporting Framework, Statutory Provisions and regulations, etc. The Auditor conducts audits in compliance with the standards on auditing issued by the ICAI. Auditors conduct audits and draw conclusions on the Financial Statements.

Mechanism of settling audit:

While Checking of Internal control system through the audit of the accounts of Sinhgad Institute of Technology & Science, observations are made on the following parameters

- Fee receipts
- Cash Transactions
- Salaries
- Purchases
- Approvals
- Inter Branch Transactions
- Payments to suppliers and contractors
- Log Book of Vehicles allotted to SITS college
- Budgets
- Payment of Interest on TDS
- Non receipt of grants from SPPU, Pune under Earn and Learn scheme
- Outstanding advances
- Compliance of earlier years audit observations

Based upon these observations, if any discrepancies are found, they are complied appropriately by the Principal.

Follow-up and actions:

The replies to the Internal Audit Report shall be given within 30 days from the date of receipt of the audit report with a copy to Hon'ble President & Hon'ble Secretary.

The compliance is submitted through the Campus Accounts Officer. The softcopy of the compliance report is forwarded to the Director (Finance) of STES.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

21-11-2022 04:11:39

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

Response: 1.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.05	0.05	0.16	0.37	1.27

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institute has strategies for mobilisation of funds and its optimal utilisation of resources through the following mechanism.

- The annual requirements of non-recurring and recurring expenditure are prepared by the HODs with the help of senior faculty and laboratory in-charges. The details are given to the Principal in prescribed format for each financial year.
- The departmental budget is discussed with the Principal and gets finalized to put into the institutional budget to be recommended by LMC/CDC and approved by GB.
- Comprehensive institute budget proposal is prepared and presented by the Principal to LMC/CDC for recommendation and approval from GB.
- Principal and HODs can utilize the budgeted amount through proper procedure (comparative statements & analysis of vendors) with specific approval of the President/ Vice-President.
- Principal can make a decision for an emergency purchase within the approved budget.
- Regular procedure of quotations, comparative analysis, delivery, payment after commissioning is carried out for effective and efficient use of available budget by purchase committee.
- Any additional requirement for emergency expenditure can be discussed by HODs with the Principal and requested to President /Vice-President for approval.
- Principal and HODs conduct periodic reviews with the accounts section of the institute to make sure that the funds are utilized effectively.
- Review by LMC/CDC and GB half yearly.
- Budget allocation is done for various expenditure heads and they are as follows,

1. Non-recurring expenses

2. Recurring expenses
   1. Salary of teaching and non-teaching staff
   2. Other recurring expenses

- Mid-year revision of budget is carried out for that financial year and unutilized funds may be used for other heads as per requirement.
- The funds which are available from tuition fees are allocated for planned and unplanned activities, infrastructural and lab equipment to fulfill the requirements as per revised curriculum.
- Special considerations are made to accommodate unforeseen requirements and smooth teaching learning process and effective functioning of the institute is ensured.
- The procurement procedure for lab consumables, equipment, and upgradation is initiated by departments.
- Budget is prepared in March whereas the syllabus revision, Admissions and fees allocation is done in June/ July. So, there may be some deviation in utilization and budgeted amount.
- The institute keeps Depreciation, Amortization and Reserve funds as future provisions.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

On the recommendations of NAAC, Bangalore, the Internal Quality Assurance Cell (IQAC) was formed on 26th December 2016 with the responsibility of implementation of post-accreditation initiatives added. Prior to this was being addressed through AMC constituted by STES. Since quality enhancement is a nonstop process, the IQAC becomes a part of the institution system and works towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic enhancement in the overall performance of institutions. For this, during the post-accreditation period, it has channelized all efforts and measures of the college towards promoting its holistic academic excellence.

Objectives:

The Primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Functions of the IQAC are:

- To develop and apply the quality benchmarks/parameters for various academic and administrative activities of the college
- Facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes
- Dissemination of information on various quality parameters of higher education
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- Documentation of the various programmes/activities leading to quality improvement
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices
- Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality
- Development of Quality Culture in the institution
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC

The IQAC Cell was set up in the year 2016 in the institute after becoming accredited. The main purpose of this Cell is to assure internal quality in all the activities of the institute in terms of academics, administration and other allied areas.

Some of the practices instituted even before the formation of the Cell are:

- Student Attendance monitoring
- Remedial coaching
- Encouragement towards research and publications
- Regular auditing of academics

The following initiatives have been taken up after the formation of IQAC Cell while continuing the above:

- Academic planning
- Course file verification at the commencement of every semester
- Mid-term academic review
- Outcome based education
- Participation in NIRF Ranking process

Link of AQAR:

File Description	Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives

Teaching-learning processes, methodologies and learning outcomes are periodically reviewed by the IQAC. The effectiveness of the implementation of these initiatives is monitored periodically by conducting academic audits. Various reforms and quality initiatives undertaken post first cycle of accreditation and during the last five years by IQAC are as follows:

1. Enhancement in the usage of ICT tools:

The IQAC periodically takes the review of ICT tools usage by the faculty and also ensures the adequacy of ICT infrastructure for the teaching-learning process. During the last five years ICT enabled facilities have been strengthened with a total 27 numbers of classrooms and five seminar halls equipped with ICT tools.

2. Implementation of Outcome Based Education (OBE), periodic review of learning outcomes/course outcomes and their attainments:

IQAC has contributed significantly to the implementation of Outcome Based Education (OBE). IQAC monitors and undertakes periodic review of program outcomes, course outcomes and their attainments. The faculty revises intended course outcomes as per the revisions in the curriculum and also with respect to the broad context of technological changes in the respective subject domains. Academic progress reports of the students are generated by the faculty for the subject concerned.

3. Train the Trainers for teachers to have better content delivery of subject:

 The teaching process should be effectively implemented so that the students have better learning experience. For this, the teachers need to be trained before the start of semester and prepare themselves in a better way to tackle the challenges while teaching a particular subject either for the first time or introduced newly. This is conducted on a regular basis.

The aim of the 'Train the Trainer' (TTT) program is to carry out the induction for the newly recruited young faculty members. It prepares them in a better way before they begin the actual classroom teaching.

Also, it benefits teachers dealing with the subject for the first time. With the emergence of upcoming technologies, new subjects are incorporated in the curriculum. Through TTT, brainstorming sessions happen which help the teachers to deliver the contents effectively.

4. Academic Audit and Monitoring:

The academic planning is done before the start of semester. This includes subject allotment, time table and academic calendar of department and institute. The teachers prepare the course plan and course file. The Head of Department checks and approves these before commencement of academics. Head of the department monitors execution of course plans and attendance of students on a weekly basis. The teachers are advised to cover the syllabus as far as possible according to planning.

Once in a semester, IQAC carries out an Academic Audit of each department. The teachers are guided to comply with findings from the audit, if any.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality intitiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The Institute always tries to create awareness amongst students and faculty about the values of gender equality, inclusive development and environmental conditions. This is carried out in following ways:

- **Institute provides equal opportunity for all to participate in administrative, co–curricular and extracurricular activities. The Institute also deputes faculty for orientation courses. Faculty members are nominated in committees without any discrimination (gender, caste, religion).**

- **The institute gives equal opportunities to boys and girls in leading various students' activities and allows them to become members of the students council that is formed at the beginning of every academic year.**

- **Women grievances cell is formed and it functions separately for the benefit of the women employees and girl students.**

- **During the admission process Directorate of Technical Education, Maharashtra State (DTE-MS), Government of Maharashtra (GoM) has already made a provision of 30% girl's students' quota (Page 12).**

- **At present 41.75%, staff-members are women employees and 34.66 %students are girl students in the institute.**

- **Girl students are encouraged to apply to different schemes/ scholarships from various regulatory bodies, corporate and NGOs, etc.**

- **Out of six Head of Departments, two are ladies.**

- **In the administrative office, 77% of staff are ladies.**

- **Average 41.91% of the final project groups are mixed gender for the last 5 years.**

- **For the current academic year average 56% of nominated/appointed members of different committees of the institute are ladies/girls.**

- **Special programs for girl students and ladies faculty such as 'International Women Day', 'Self Defence', 'Awareness on Sexual Harassment', 'Health Awareness Program' etc. are arranged on regular basis within the campus.**

- **The institute has various security measures on campus. The campus is secured with 24×7 security guards at prominent places. CCTV systems are in place at different locations in the campus as well as within buildings for continued vigilance.**

- **There are separate common rooms for girls and boys.**

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

2016-17	2017-18	2018-19	2019-20	2020-21
2	3	2	1	1

- **The institute is co-educational and always strives to maintain a safe and secure environment for all students as well as staff.**

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

1. **Solid waste management: The solid waste is separated into two types, degradable and non-degradable. Degradable waste includes papers, journals, files, dry tree leaves, raw kitchen waste (canteen, mess) and hostel waste. Whereas non-biodegradable includes glass, metals, and E waste. After collection, these are disposed-off through the mechanism set by the Narhe Gram Panchayat.**

2. **Liquid waste management: The liquid waste is generated at hostels, Cafeteria, Canteen, Mess and college wash rooms. All these sources are connected to sewage drains. These drains are provided with Inspection Chambers (IC) & Man-Holes (MH) where a main collecting drain changes direction or gradient. There are a number of ducts where pipe is installed with sufficient working space. In the drainage system of the building, we have provided two pipe systems in which the soil (cast) & waste pipe are distinct and separate. The soil pipes are connected to the direct drain and waste pipes through a trapped gully. All traps of all appliances are completely ventilated. Water supply pumps & Pipes are inspected to be leakage free connections with safety valves. Biodegradable sewage management is employed for waste coming out of wash rooms and toilets. The degraded waste is drained off to the municipal waste water outlet. The total drainage system is connected to municipal sewage line**

3. **Biomedical waste management: Biomedical waste collected in the campus is disposed-off through the mechanism set by Shrimati Kashibai Navale Medical College & General Hospital (SKNMC & GH) located just near the campus.**

4. **E-waste management:**

Keeping in mind the global hazards of electronic waste, the Institute is sincerely trying and putting the best foot forward to deal with any electronic waste that will be generated in future. The different types of e-waste generated in the institute like damaged batteries, cells, CDs, hard disk drives, monitors, keyboards, cables, cartridges, etc. are collected together and handed over to an external e-waste recycling agency. Students and staff are encouraged to deposit the e-waste generated at a specific location in every department, dedicated for collection of e-waste. The CDs which are no more needed are utilized by students for decorative purposes during various college events.

1. **Waste recycling system: Not available**

2. **Hazardous chemicals and radioactive waste management: Not applicable**

Hazardous waste management: Hazardous waste such as battery, cells, bulbs and tube lights are collected separately and handed over to an external recycling agency.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Certification by the auditing agency	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Institute is taking efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

Institute is undertaking various initiatives in the form of celebration of days of eminent personalities National Festivals, NSS and other such activities to provide for an inclusive environment by bringing

students and teachers with diverse backgrounds on a single platform for creating an inclusive environment. These functions help in developing tolerance harmony towards culture, region and linguistics and also communal, social, economic and other diversities.

Cultural Programs:

Institute organizes cultural programs for all students and its planning and execution is done by students with the guidance of teaching faculties. The students are encouraged to participate in various cultural events and competitions of a national event called Sinhgad Karandak. The students in SITS participate in Singing, Dancing, Fashion Show, Street Play, Mr and Miss Sinhgad.

Traditional Day is celebrated at SITS to showcase traditions of different cultures of India from where students come.

Regional Programs:

SITS celebrates regional events such as Dandia during Navratri. It's open for all the students of STES. All students participate in it and get to know the culture of Gujarat.

SITS celebrates the birth anniversary of Chatrapati Shivaji Maharaj as 'Shivjayanti' in a traditional way. This gives knowledge of the great Shivaji Maharaj and his work in building Maharashtra (Swarajya) to all the students.

Linguistic:

The following programs were organised to emphasise the importance of National Language, Hindi and Regional Language, Marathi.

A. Hindi Day:

Hindi Day is celebrated at the Institute to know our National Language and its use.

B. Marathi Bhasha Day:

Initiative taken to create awareness and encourage speaking, reading and writing of the mother lounge Marathi. All the Marathi books were collected and an exhibition was held in the library. Librarian, Mrs. K. V. Thube delivered a lecture on the importance of Marathi Bhasha.

Days of national importance:

Republic Day and Independence Day are celebrated every year. All teaching, non-teaching staff and students participate for the cause of the nation. Inspiring speeches are delivered on the occasion by the chief guest.

Communal & Socioeconomic activities:

Students have a Socio-cultural club called Mukkam Post Pune (MPP). MPP plans cultural activities such as street play during Ganesh Festival, earn funds from it and donate it to one of the orphanages 'Snehavan'.

World Environment Day:

World Environment Day is observed on June 5 every year. The purpose of World Environment Day is to spread awareness about the threat to the environment due to rising pollution levels and climate change.

Rice Farming:

Rice farming activities were organised with farmers in Bhor taluka near Pune for SITS students. This activity inculcated not only discipline, coordination and unity amongst the students but also importance of hardship required in cultivating the food.

Some of the days celebrated are listed as below.

Sr. No.	Days celebrated
1	Shiv Jayanti
2	Traditional Day
3	Dandiya
4	Hindi Day
5	Republic Day and Independence Day
6	Mukkam Post Pune activities
7	Marathi Bhasha Fortnight
8	World Environmental Day
9	Rice Farming

File Description	Document
Any other relevant information.	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

SITS undertakes different initiatives by organizing various activities to sensitize students and employees to

the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens.

- **Constitution Day** is celebrated on 26th November at the institute. The librarian narrates the fundamental rights, Duties, Values and responsibilities of citizens as stated in the Constitution of India. She appeals to all to remember the struggle for freedom and respect the National Flag and National Anthem. Our constitution provides for human dignity, equality, social justice, Human rights and freedom, Rule of law, equity and respect and superiority of constitution in life. Whole country is governed on the basis of the rights and duties preserved in the Constitution of India. SPPU has introduced a compulsory subject Democracy, Election and Governance for First Year level across all engineering disciplines to create awareness and sensitizing the students and employees to constitution obligation.
- **Electoral literacy and voters' registration and awareness camp** was conducted as a part of strengthening the democratic values by NSS volunteers, which helped to educate the students and the general public about Democracy.
- **Voters pledge** online programme was organized 24th Jan 2020 for students and faculties. Earlier activities relating to this task were undertaken by our NSS.
- **Republic Day** is celebrated every year by organizing activities highlighting the importance of the Indian Constitution.
- **Independence Day** is celebrated every year to highlight the struggle of freedom fighters.
- **Universal Human Values** (UHV) play an important role in the life of humans at various stages including education and career. NEP2020 recognizes this urgent need, value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programs will be considered an integral part of a holistic education. AICTE have made the 3-week Induction program a mandatory part of Model Curriculum 2018 and a course of UHV-1 are included in it. SITS conducts Students Induction Program (SIP) as per the guidelines given by AICTE and SPPU. SITS has constituted a UHV Cell as per AICTE guidelines. SITS has resolved to include UHV-2 (Understanding Harmony) in Semester-4 as a non-credit add-on course from the academic year 2021-22.
- **Tree Plantation by students** was done as a part of SIP to inculcate responsibility of nature conservation amongst students.

File Description	Document
Any other relevant information	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

SITS is committed to promote ethics and values amongst students and faculty to encourage the same. SITS organizes National festivals as well as Anniversaries for the great Indian Personalities.

Sr. No.	Days celebrated	Date
1	Savitribai Phule Jayanti	3rd January
2	Vivekanad Jayanti	12th January
3	Ambedkar Jayanti	14th April
4	Teachers 'day	5th September
5	Engineers' day	15th September
6	Gandhi Jayanti	2nd October

Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices a pluralist approach towards all religious functions and encourages the students and faculty to showcase the same. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in particular.

1. **3rd January Savitribai Phule Jayanti:** Savitribai Phule's worked towards raising the bar of women's and tried to abolish the prevalent caste discrimination in India on caste and gender. Savitribai Phule is widely regarded as the first female teacher of India. This day is celebrated by organising talks on the contribution of Savitribai Phule in women education and career opportunities for women in various fields.
2. **12th January National Youth Day (Vivekanad Jayanti):** Swami Vivekananda inspired millions of youths throughout the world with his teachings. Vivkanand Jayanti is celebrated as national youth day. A programme is organised and learnings from the life of Vivekanand is elaborated to students through presentation.
3. **14th April Birth Anniversary of Dr. B. R. Ambedkar (Ambedkar Jayanti):** The day is celebrated as Dr Ambedkar's birthday, who is regarded as the architect of Indian Constitution.
4. **5th September (Dr. Sarvpalli Radha Krishnan Birth Anniversary)** - On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great respect. The students organize

a program for the teachers.

5. **15th September Engineers Day (Birth Anniversary of Sir Visvesvaraya**): We celebrate this day on 15th September consistently as an exceptional tribute to the best Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya.

6. **2nd October Mahatma Gandhi and Lal Bahadur Shastri Birth Anniversary** - A standout amongst the most mainstream events in India and one of the three national occasions, Gandhi Jayanti is praised in our Institute on 2nd October consistently to stamp the birth commemoration of Mahatma Gandhi. It's also the birth anniversary of Lal Bahadur Shastri. The standards of truth, peacefulness and trustworthiness are recalled and generally plugged among the students of the institute.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[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:

Title of the Practice 1: Student Training Program (STP)

Objective of the Practice: Employability of engineering graduates in our country is a matter of concern. Therefore, engineering education is required to focus on enhancing employability skills of the students. Also, a gap exists between expectations of the corporate world and the skill-sets of the fresh engineering graduates.

In order to bridge this gap a dedicated Student Training Program (STP) is thought of and implemented.

Need Analysis is done based on

1. Recruiter's feedback:

- The students are not placement ready
- Fundamental knowledge needs to be strengthened
- Basic skills like speaking, body language, etc. need to be improved

1. The eligibility criteria and elimination criteria for placements:

- Throughout first class required

- The performance in Employability Tests
- The performance in Group Discussion
- The performance in Personal Interviews

The objectives of the STP are to:

- Enhance the employability opportunity
- Prepare students for entrepreneurship
- Prepare students for higher education in India and abroad

The Context:

- Training is part of the curriculum
- The programme is designed to be fun, interesting and engaging for all students
- Each session includes group discussions, individual exercises, teaching and internet support
- A good blend of class room and hands-on training provided by expert faculty
- Training need and outcome assessed using AMCAT, a job test preferred by many industries

The Practice: The STP is to be undertaken by the student from the start of the second year of engineering. The details of the program are as follows:

- Program is spread over 5 semesters.
- Program provides training and practice on:
    - Soft Skills
    - Technical Fundamentals
    - Value Added Programs on the latest trends in the industry
    - Quantitative Aptitude and Logical Reasoning
    - Group Discussion and Interview preparation

Architecture of STP:

1. **Student Training Program-I (STP-I):**

Student Training Program-1 (STP-I) is the activity scheduled for students to enhance the employability opportunity, to prepare students for entrepreneurship and for higher education in India as well as abroad. The program provides training and practice on Soft Skills, Group Discussion and Interview preparation. Training incorporated into the curriculum to help prepare and evaluate the students in technical and non-technical skills.

STP-1 program is conducted in SE Semester I under the category Soft Skills. The topics

are as given below:

1. Personal and Career Goal Setting = 2 Hours
2. SWOT Analysis   = 2 Hours
3. Resume Writing   = 2 Hours
4. Report Writing   = 2 Hours
5. Letter/Application Writing   = 2 Hours

6. Group Discussion   = 2 Hours
7. Listening Skills   = 2 Hours
8. Presentation Skills   = 2 Hours
9. Public Speaking   = 2 Hours
10. Behavioral Skills   = 2 Hours

1. **Student Training Program-II (STP-II):**

Student Training Program is the activity scheduled for students to enhance the employability opportunity, to prepare students for entrepreneurship and for higher education in India as well as Abroad. The program provides training and practice on Soft Skills, Group Discussion and Interview preparation. Training incorporated into the curriculum to help prepare and evaluate the students in technical and non-technical skills.

STP-II program was conducted in SE Semester II under the category: Pillars of Communication. The Total 8 Sessions are scheduled based on four Pillars of Communication i.e. Listening, Speaking, Reading and Writing, two Sessions each.

The module-wise of STP2 conduction was as decided follows:

1. Listening Skills = 2 Hours
2. Listening Skills = 2 Hours
3. Reading Skills = 2 Hours
4. Reading Skills = 2 Hours
5. Writing Skills = 2 Hours
6. Writing Skills = 2 Hours
7. Speaking Skills = 2 Hours
8. Speaking Skills = 2 Hours

1. **Student Training Program-3 (STP-III):**

STP-III program was conducted in third year Semester I under the category: Pillars of Technical Skills. The Total ten Sessions are scheduled based on four Pillars of Technical skills, Problems solving, Logical reasoning, etc. The E & TC Department conducts sessions on OOP, Data structure, etc. Total 5 Sessions are scheduled by the IT Department based on various technical skills like programming languages like C++, basic technical concepts like Fundamentals of Data Structures, Algorithms. Total five Sessions are scheduled by Civil department based on five technical domains i.e. Geotech, Structure, Strength of Materials Fluid Mechanics and Surveying, two Sessions each. In the Computer Department, this program provides training and practice on Data Structure & Algorithms, Object Oriented Programming and Principles of Programming Language. Training incorporated into the curriculum to help prepare and evaluate the students in technical skills.

1. **Student Training Program-IV (STP-IV):**

From initiation of a research idea to the ultimate culmination in publication there are many segments; initiation of a research idea, thorough literature search, formulation of a research question, proper study design, possible source of funding, conduction of research, analysis of data obtained, proper interpretation of results and publication in a peer-reviewed journal.

This program provides training and practice on Research Why & How, Literature Review and Technical Writing. Training incorporated into the curriculum to help prepare and evaluate the students in technical skills. After the training on these three modules, students are asked to perform literature review on the topic selected by them and find the research gaps. Then gradually they are guided to write a full paper based on the same topic.

1. **Student Training Program-V (STP-V):**

All courses which are catered for various programs of engineering may not satisfy the desire of a promising engineering student. To provide an opportunity for these technocrats to think and accomplish innovations many Value Addition Programs (VAP) and workshops are conducted. These VAPs cultivate an impulse amongst the students and position them to turn into an outstanding professional on the latest trends and meet their technical skills in an advanced manner.

The STP covers all training which is essential for improving employability of B.E. final year students.

List of VAPs:

Department	2016-17	2017-18	2018-19	2019-20	2020
E&TC	PLC and SCADA, Android	PLC and SCADA	Machine Learning	Artificial Intelligence	Mach
IT	1) Advanced JAVA 2) Android	Core JAVA	Python Programming	Deep Learning	1) A Story Sessi Innof 2) Py 3) W Desi 4) "Sale 5) S Web Tren
Computer	1) Training Program on Java 2) Training Program on Hadoop	1) Advanced Java 2) Programming HTML5 and PHP	Data Science using Python	1) Full Stack Workshop 2) Amazon Web Services Workshop	1) Worl Intel Lear

| Mechanical | 1) Geometrical Dimensioning & Tolerancing Training &Tolerance Stackup Simulation

2) Hypermesh

3) Piping Design | 1) Hypermesh

2) Vehicle Dynamics

3) Geometrical Dimensioning & Tolerance | 1) Ansys

2) Geometrical Dimensioning & Tolerance | 1) Plastic Modelling

2) Electrical Vehicle Designing | -- |
| Civil | Legal Documents in Civil Contracts | Legal Documents in Civil Contracts | Workshop on Civil Engg software-AutoCAD | LATEX Training for BE Civil Students | -- |

Evidence of Success:

The institute has a large proportion of students to the extent of 70% from rural/semi-urban areas. Most of them have a background of school education in the vernacular medium.

It has always been a challenge to improve the soft skills of these students which is one of the important elements from the placements point of view. With the adoption and implementation of STP, the institute has been able to enhance the employability of the students.

It would be interesting to note that the placements of students have been consistently in line with the national scenario as reported in the India Skills Report 2021.

Year	SITS	National
2016-17	51.04	50.69
2017-18	55.49	51.52
2018-19	55.29	57.09
2019-20	46.33	49
2020-21	41.90	46.82

Problems Encountered and Resources Required:

It is challenging to overcome language barriers and improve english communication, presentation skills and expressions. Their confidence level is comparatively lower. It takes a lot of deal and need counseling sessions to make them participative.

The inputs from the faculty, resource persons from industry, alumni, etc. are needed while implementing STP.

Best Practices II – Train the Trainer

Objective of the Practice:

The teaching process should be effectively implemented so that the students have better learning experience. For this, the teachers need to be trained before the start of semester and prepare them in a better way to tackle the challenges while teaching a particular subject either for the first time or introduced newly. This needs to be done on a regular basis.

The aim of 'Train the Trainer' (TTT) program is to carry out the induction for the newly recruited young faculty members. It prepares them in a better way before they begin the actual classroom teaching. Also, it benefits teachers dealing with the subject for the first time. With the emergence of upcoming technologies, new subjects are incorporated in the curriculum. Through TTT, brainstorming sessions happen which help the teachers to deliver the contents effectively.

The Context:

Engineering teachers may not be better prepared to deal with the contents of a particular subject. Exchange of teaching methodologies amongst teachers is required to bring uniformity in the Teaching-Learning process. Need of refreshing subject knowledge, whenever the university revises curriculum, is essential to get in tune with the latest technologies. Course file for the subject includes a detailed session plan for

teaching. This ensures full coverage of the contents as well as delivery as per set time lines. Developing teaching material for the subject helps teachers for effective delivery of subject contents.

The Practice:

1. Planning of TTT:

The planning of the TTT schedule is done well in advance before the start of the new semester. All the disciplines and subjects are covered through the team of experienced teachers from Sinhgad Institutes. Every institute hosts the conduction of TTT for one discipline.

2. Identification of host institute to conduct TTT:

Distribution of responsibility of a course for TTT is done through a pool of experience from Sinhgad Institutes. SITS plans as per the schedule of each subject under one program. This schedule is communicated to all other Sinhgad Engineering Institutes.

3. Identification of resource persons:

SITS identifies resource persons required for each subject under the course in the syllabus assigned to them. The resource person is an experienced and senior teacher of that subject. Resource persons are communicated about their role and responsibilities well in advance by issuing Office Order.

4. Identification of participants:

SITS identifies participants in TTT for each subject of the syllabus. To attend TTT is mandatory for teachers having less than three years of experience. The participants are communicated about the schedule by issuing office orders.

5. Conduction of TTT:

The actual execution of TTT is carried out as per the schedule. The department responsible for this, makes required arrangements for the smooth conduction of all the sessions. The resource persons deliver lectures on the topic (unit) from the syllabus of the subject assigned to them. The participants ask questions, doubts about the topic. After resolving queries, resource persons finalize teaching material for that topic of the subject. The same is carried out for all topics (units) of all the subjects assigned to SITS under TTT.

6. Generation of teaching material:

After the extensive deliberation on the subject topic (unit), all concerned teachers with the help of resource persons finalize teaching material in terms of notes, PPTs, Videos, question bank, course plan, etc. SITS shares this teaching material to all the other Sinhgad Engineering Institutes.

7. Report on conduction of TTT:

SITS generates a report on conduction of TTT which includes attendance of participants, participant's feedback, teaching guidelines of that subject as an outcome of it. These are shared with all the other institutes under STES.

Evidence of Success:

After participation in TTT, all the teachers get the opportunity to clear their doubts about subject contents from experienced faculty in that subject. They generate quality teaching material. This makes them comfortable and confident to teach that subject. In turn, it is observed that, because of TTT, syllabus coverage is done effectively in time, with improved feedback from students. Performance of the students in university examinations has improved.

Problems Encountered and Resources Required:

Sometimes identification of experienced faculties for a few specialised subjects is difficult. There is scope for improvement in the active participation of young faculty members. The TTT is conducted through all the resources available in the institute.

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[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:

Holistic development of students and teachers is what we believe in work for. We strive to achieve this through following thrust areas.

1. **Unique Value System:**

- SITS UHV Cell formed as per AICTE guidelines
- Universal Human Value-I (UHV-I) course is conducted at first year Student Induction Program
- Staff have attended foundation and advanced courses on UHV conducted by AICTE

1. **Transparent Work Culture:**

- Code of conduct is defined and followed by all the stakeholders
- Service rules are communicated to staff at the time of joining the institute and as per the updated amendments from STES.

1. **Excellent Academic Environment:**

- Functioning as per AICTE and SPPU norms
- Planning, Deployment, Conduction and Analysis of academics is followed and monitored by IQAC
- One teacher plays role of guardian/mentor for a group of students and monitors their academic and overall progress

1. **Enhancing creativity through co-curricular and extra-curricular activities:**

- Institute promotes technical activities like Go-Cart
- Seminars, Workshops and Interaction with Alumni.

- SITS organises annual technical event 'Techtonic'
- SITS organises annual cultural event 'Neon'
- SITS also organises annual sports competition, 'Sinhgad Sports Karandak'

1. **Conducive Physical Facilities:**

- SITS is single entry campus with all necessary facilities within
- This helps students to concentrate on their holistic development

In line with vision and mission, the Institute organises various technical, co-curricular, social and cultural activities on campus. Students of SITS are encouraged to participate and organise such activities to inculcate leadership quality, equalness amongst each other, constitutional obligations, values, rights, duties and responsibilities of citizens. Efforts are taken to promote gender equity, importance of alternate sources of energy and energy conservation measures, to provide an inclusive environment.

Cultural Activities:

Institute promotes students to participate as well as organize various activities like Stage play, Fashion show, Dance, Singing and Drama. NEON the Flagship Event is organized by Sinhgad institutes to showcase student's talent. Mukkam Post Pune (MPP) is a very unique activity supported by the institute to inculcate social awareness among students with the help of street play.

In addition to this, SITS celebrates cultural days such as Traditional Day, Chocolate Day, Rose Day. Students and staff members participate in these events with enthusiasm and showcase their tradition and talent.

Following are some of the achievements in cultural events.

1. Shubham Mohture was 2nd Runner-up of "COEP-Impressions-Street Forword"   at SPP University, Pune in 2016-17.
2. Varchas Srinivas was winner of "Sinhgad Karandak (NEON) – Singing" at the National level event in 2016-17.

3. Rutuja Pardeshi secured first prize in "ABVP (Anudini Lekhan) at state level competition in 2017-18.
4. Saket Raina along with 12 team members were winners in "Sinhgad Karandak (NEON) Fashion show" at the National level cultural event in 2018-19.
5. Anurag Biswas, Kaif Ali Gaur and Abhishek Tilwar were winners of "Red FM Talent Hunt" at National level competition in 2019-20.
6. Parag Patel was awarded with Best Director (Street Play) in "Jadhavar Karandak" at a state level cultural event in 2018-19.

Sports Activities:

Institute has facilities for outdoor and indoor games. SITS organises annual national level sport competition "Sinhgad Sport Karandak". Students from other institutes participate in this.

Following are some of the achievements in sports activity.

1. Piyush Gondkar, Aditya Singh, Pranav Kapse, Suraj Mehta participated in the National Event of 'COEP Zest'20', organised by Government College of Engineering, Pune 4x100 Relay Team in 2019-20.
2. Shailesh Kore was runner up in the National Archery Competition (Mix Round) organised by Association of Indian Universities at KIIT University in 2018-19.
3. Akash Sangale was first in 100 Meters Running at a national level event organized by VJTI, Mumbai in 2017-18.
4. Prachi Jadhav participated in national level event of 'Sinhgad Sports Karandak' Swimming competition in 2017-18.
5. Sangram Bhoite participated in Maharashtra State Senior Athletics Championship organized by Maharashtra Athletic Association in 2019-20.
6. Pranav Kapse was second runner-up in Long Jump at the national level event of 'Panache 2020' in 2019-20.

Technical Activities:

The major technical activity at SITS is organisation of a National Level technical fest 'Techtonic'. The events organized in Techtonic are largely based on themes which connect to problems faced by the society.

Social awareness activities through National Service Scheme (NSS):

NSS has been introduced at Savitribai Phule Pune University since 1969 as a part of the academic programs and since then NSS has been functioning as a regular feature in the realm of our university education.

In our Institute, the extension activities for social causes are carried out through the National Service Scheme (NSS). The major activities of NSS are - Blood donation camp, Cloth donation, Help to flood affected people, tree plantation, Awareness on road safety, Survey of Non-schooling children education, etc. All these activities lead towards overall development of the students.

Some of the achievements by NSS volunteers are as follows,

1. Darpesh Dingar:
    1. Participated in NSS Republic Day Parade Camp, New Delhi from 1st to 31st January 2019 and also was Contingent Commander of the Republic Day Parade-2019
    2. Visited China under the youth exchange program 'China Through The Eyes of Indian Youth' organized by the Ministry of Youth Affairs and Sports from 2nd to 9th July 2019.
    3. Awarded as Best NSS Volunteer by Savitribai Phule Pune University for the year 2019-20
2. Anu Kongre participated in State Republic Day Parade Camp organized by NSS Cell, Department of Higher and Technical Education, Government of Maharashtra and University of Mumbai from 17th to 26th January 2018, at Vidyanahari, Mumbai and participated in Republic Day Parade at Shivaji Park, Mumbai on 26th January 2018.
3. Rohit Gajare participated in the District Youth Parliament Ministry of Youth Affairs and Sports, Government of India in Pune district on 24th January 2019.

Outcomes of the efforts of the institute within a small time span of 8 years are visible as many of our students have reached very good positions in the fields like Civil Services, Sports, Performing Arts, etc. in addition to being not only good engineers but also good human beings also.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Salient features of the institute are as follows:

- Well connected to prime locations in Pune with public transport.
- 24x7 medical facilities at SKN Medical College and General Hospital in the adjoining campus of Sinhgad institutes.
- Nodal Center for Virtual Labs of IIT-B.
- IIRS-ISRO Outreach Program- Nodal Center.
- Institute Innovation Cell (IIC) under Ministry of Education (MoE).
- Universal Human Values Cell (UHV) to nurture human values in young minds.
- Ranked with grade AA+ amongst top private engineering colleges in Maharashtra by Careers360 in years 2020 and 2021.
- CollegeDuniya rating 4.6/10 and 7.5/10 based on user reviews.
- Google User Rating 4.5/5.
- Certificate of Appreciation for playing valuable role in National Pandemic Covid-19 by local government bodies in the year 2021.
- International Collaborations for student internship and faculty higher education.
- Student Training Programs (STP).
- Train the Trainers for Faculty (TTT).
- Organization of cultural, technical and sports mega events under 'Sinhgad Karandak'.

Concluding Remarks :

- Sinhgad Institute of Technology and Science (SITS), Narhe, Pune under the umbrella of Sinhgad Institutes has well established itself after a time span of more than a decade.
- SITS has well defined governance mechanism through various statutory bodies as per norms.
- Institute pays attention towards various curricular aspects and continuous internal evaluation through academic planning, execution and documentation. Teachers of SITS contribute in various curriculum development and assessment activities. Stakeholders feedback helps in corrective actions towards necessary progressive steps.
- Institute has well defined teaching learning process which addresses student diversity.
- SITS has transparent and robust evaluation process, excellent academic and physical environment conducive to learning and creativity.
- Institute encourages research, innovation and extension activities resulting in overall professional growth of students and faculties.
- Institute supports the students for getting the benefit of various scholarship schemes from government and non-government organizations. Also, for capacity building and skill enhancement of the students, various activities are conducted. Assistance for placements and higher studies is given through training and placement cell.
- IQAC of the institute ensures quality by conducting academic audit.
- Institute practices good values through gender equality, code of conduct, and professional ethics. Environment consciousness and sustainability is addressed through green campus initiative, water conservation, waste management, and usage of alternative energy resources.

- Efforts for enhancing the employability of students is done through Student Training Program (STP).
- Induction of newly recruited teachers and brainstorming sessions on newly introduced courses in the curriculum is done through 'Train The Trainers' (TTT) program.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS/ Elective course system implemented.** Answer before DVV Verification : 5 Answer after DVV Verification: 5
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
212	195	193	198	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
212	195	193	198	20	
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1841	1941	2193	2663	2480

Answer After DVV Verification : |

2020-21	2019-20	2018-19	2017-18	2016-17
1841	1941	2193	2663	2480

1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years**
	1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
82	54	49	43	39

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
82	54	49	43	39

1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**
	1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1647 Answer after DVV Verification: 1647
1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* *1) Students* *2)Teachers* *3)Employers* *4)Alumni* Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.4.2	**Feedback process of the Institution may be classified as follows:** **Options:** 1. **Feedback collected, analysed and action taken and feedback available on website** 2. **Feedback collected, analysed and action has been taken** 3. **Feedback collected and analysed** 4. **Feedback collected**

	5. **Feedback not collected** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>236</td><td>231</td><td>153</td><td>507</td><td>505</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>275</td><td>244</td><td>181</td><td>537</td><td>527</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>540</td><td>540</td><td>600</td><td>600</td><td>600</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>540</td><td>540</td><td>600</td><td>600</td><td>600</td></tr></table>
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>119</td><td>128</td><td>76</td><td>264</td><td>237</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>119</td><td>128</td><td>76</td><td>264</td><td>237</td></tr></table>
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed**

academic year)

2.3.3.1. **Number of mentors** ?????????????? ???????
Answer before DVV Verification : 95
Answer after DVV Verification: 95

2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	10	10	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	10	10	8

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 606.67
Answer after DVV Verification: 606.67

2.6.3	**Average pass percentage of Students during last five years**

2.6.3.1. **Total number of final year students who passed the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
634	687	628	587	674

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
642	690	617	584	667

2.6.3.2. **Total number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
641	690	672	634	719

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
649	693	672	633	720

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.35	1.79725	9.08050	3.71200	5.74000

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2.15	9.08	3.71	5.74

3.1.2	**Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.2.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	2	2	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	2	3

3.1.2.2. Number of departments offering academic programes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

5	5	5	5	5

3.1.3 **Number of Seminars/conferences/workshops conducted by the institution during the last five years**

    3.1.3.1. **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	21	11	6	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
42	21	11	6	11

3.2.1 **Number of papers published per teacher in the Journals notified on UGC website during the last five years**

    3.2.1.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	158	118	85	82

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
45	152	116	85	79

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	162	47	9	31

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	163	45	9	28

3.3.2	**Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**
	3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	4	4	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	2	1

Remark : As per document provided by HEI. Local awards not considered.

3.3.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	38	53	18	43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	36	44	11	37

Remark : As per Supporting document provided.

3.3.4	**Average percentage of students participating in extension activities at 3.3.3. above during last five years**
	3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1231	2017	1950	945	2665

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
640	968	1276	320	1651

Remark : As per supporting document provided.

3.4.1	**The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years** 3.4.1.1. **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years** Answer before DVV Verification: _table1_ Answer After DVV Verification : _table2_

Table for 3.4.1.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2173	2147	1965	208	215

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1972	2113	1941	161	190

3.4.2	**Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	3	5	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	6	5	5

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** (*Data for the latest completed academic year*) 4.1.3.1. **Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 32 Answer after DVV Verification: 32

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during**

last five years(INR in Lakhs)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.12	4.05	13.34	62.51	25.60

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.12	4.05	13.34	62.51	25.60

4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8.75	0.17	0.14	6.73	15.98

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8.75	0.17	0.14	6.73	15.98

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year** 4.2.4.1. **Number of teachers and students using library per day over last one year** Answer before DVV Verification : 71 Answer after DVV Verification: 71

4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical 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:

2020-21	2019-20	2018-19	2017-18	2016-17
52.47	107.60	143.99	166.92	124.93

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
52.47	107.60	143.99	166.92	124.93

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

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1452	1405	1396	1571	1541

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1452	1405	1396	1571	1541

5.1.2	**Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	5	2	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	5	2	0

5.1.3	**Capacity building and skills enhancement initiatives taken by the institution include the following**
	1. **Soft skills**
	2. **Language and communication skills**
	3. **Life skills (Yoga, physical fitness, health and hygiene)**
	4. **ICT/computing skills**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

5.1.4.1. **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:

2020-21	2019-20	2018-19	2017-18	2016-17
271	322	375	362	366

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
271	322	375	362	366

5.1.5	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**
	1. **Implementation of guidelines of statutory/regulatory bodies**
	2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	3. **Mechanisms for submission of online/offline students' grievances**
	4. **Timely redressal of the grievances through appropriate committees**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
5.2.1	**Average percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 255 | 303 | 322 | 301 | 316 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
255	303	322	301	316

5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progressing to higher education.** Answer before DVV Verification : 200 Answer after DVV Verification: 200

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	33	27	22	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	33	27	22	17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	68	27	34	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	68	27	34	19

5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **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) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	13	23	12	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	13	22	11	12

Remark : As per supporting document provided.

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17	 |---|---|---|---|---|
4	42	46	27	25	 Answer After DVV Verification : 	2020-21	2019-20	2018-19	2017-18	2016-17	 |---|---|---|---|---|
4	42	46	27	25	

| 6.2.3 | **Implementation of e-governance in areas of operation**

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: A. All of the above |

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	20	50	40	45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	20	38	27	37

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
6	15	1	5	3 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
7	13	2	3	4	
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6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
48	56	26	29	28 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
153	306	26	23	26	
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6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. **Total Grants received from non-government bodies, individuals, Philanthropers year-**

wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.05	0.05	0.16	0.37	1.27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.05	0.05	0.16	0.37	1.27

6.5.3	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles**

	3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

| 169 | 169 | 168 | 168 | 168 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 169 | 169 | 168 | 168 | 168 |

| 1.2 | **Number of programs offered year-wise for last five years** |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 5 | 5 | 5 | 5 | 5 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 5 | 5 | 5 | 5 | 5 |

| 2.1 | **Number of students year-wise during last five years** |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2036 | 2008 | 2103 | 2610 | 2677 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2036 | 2008 | 2103 | 2610 | 2677 |

| 2.2 | **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 330 | 400 | 348 | 348 | 348 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 330 | 400 | 348 | 348 | 348 |

| 2.3 | **Number of outgoing / final year students year-wise during last five years** |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| | | | | |

| 654 | 695 | 681 | 638 | 723 |

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
654	695	681	638	723

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
104	113	119	134	141

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
104	113	119	134	141

3.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
114	113	119	134	141

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
114	113	119	134	141

4.1	**Total number of classrooms and seminar halls**
	Answer before DVV Verification : 32
	Answer after DVV Verification : 32

4.2	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
237.2	335.42	428.00	511.50	889.55

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
237.2	335.42	428.00	511.50	889.55

4.3	**Number of Computers**
	Answer before DVV Verification : 645

	Answer after DVV Verification : 645
4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 605 Answer after DVV Verification : 605