SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

HOLY-WOOD ACADEMY KOLHAPUR'S, SANJEEVAN ENGINEERING AND TECHNOLOGY INSTITUTE, PANHALA

SANJEEVAN KNOWLEDGE CITY, SOMWAR PETH-INJOLE, PANHALA, DIST KOLHAPUR, PIN 416201
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www.seti.edu.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sanjeevan Engineering & Technology Institute (SETI) is nestled amidst a lush green campus that spans across 12.90 acres of natural beauty,with built up area of 27,125.44sqm. and is situated in rural and green atmosphere with hilly area near to the HistoricalPanhala Fort. It is about 25 kilometers away from Kolhapur, Maharashtra, India.Our institute offers a serene and conducive environment for learning and research.

It is approved by AICTE, recognized by Directorate of technical education, Maharashtra. SETI was earlier affiliated to Shivaji University, Kolhapur and nowto Dr. BabasahebAmbedkar Technological University, Lonere, from 2017-18 onwards. The institute then offered six UG programmes in engineering. Viz. Civil Engineering, Computer Science & Engineering,Electronics & Telecommunication Engineering, and Mechanical Engineering were started in June2009 whereas, Electrical Engineering and Automobile Engineering were started from June 2010. Inaddition, it offered two PG Programmes viz. ME in Mechanical (Design Engineering), and Electronics& Telecommunication from June 2015. Currently,the institute offers 05 UG courses in engineering, 02 UG courses in Fine Arts and 04 PG courses in MBA.

We are committed to molding the engineers of tomorrow by providing a state-of-the-art learning environment that fosters innovation, research, and a spirit of inquiry. Our curriculum is designed to challenge and inspire, blending theoretical knowledge with hands-on experience to equip our students with the skills necessary to excel in the ever-evolving field of engineering.We offer a diverse range of five engineering courses, each designed to cater to the evolving needs of the industry and society.

All classrooms of the institute areequipped with ICT facilities for effective teaching and learning process, adequate laboratorieswith state of art equipment, modern workshop, and digital library. Our campus is equipped with a variety of amenities designed to cater to the needs and well-being of our students. The canteen and mess provide nutritious meals prepared with the utmost care, while separate hostels for boys and girls offer a comfortable and secure home away from home. These facilities are not just amenities; they are integral parts of our educational philosophy that emphasizes the importance of a balanced lifestyle.

The Sanjeevan family is deeply committed to sustainability, as reflected in our environment policy statement: “Green Sanjeevan and Clean Sanjeevan.” We strive to maintain a green campus, promoting eco-friendly practices and nurturing a culture of environmental responsibility among our students and staff. Our initiatives include extensive tree plantations, waste management systems, and energy conservation measures, ensuring that our footprint on the earth is as light as possible.

Join us at SETI, where education meets innovation, and sustainability is a way of life.

Vision

Revised:

To be the institution of excellence by imparting quality education and transforming students into competent professionals with societal relevance.

Till 2022-23:

SETI to Educate to Excel in Social Transformation.

Mission

Revised:

- **To practice innovative & outcome based teaching learning process.**
- **To imbibe conducive research ambience towards developing environment friendly engineering solutions.**
- **To strengthen the interactions with industries for research, internships, employment opportunities & promoting entrepreneurial skills.**
- **To accelerate equitable &harmonious developmentof stakeholders.**

Till 2022-23

- To inculcate academic excellence in persuit of technical education and to strive hard for good academic results and Placements.
- To attract nurture and to retain the best faculty and technical manpower.
- To develope the holistic personality of students to be a responsible citizen with etical values and lifelong learning.
- To Promote industry institute interaction for employability and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Eco-friendly campus with state of art infrastructure

2. The Eco-system fostering a sense of inclusivity, tolerance, harmony, unity, integrity, and cooperation in the midst of diverse elements.

3. Optimistic approach of the management to the adoption of NEP 2020.

4. Highly qualified, experienced, and accomplished professionals dedicated to promoting the comprehensive growth of students while working collaboratively with other stakeholders.

5. Student centric academics with focus on mentoring and counselling by teachers

6. Proactive training and placement cell boasting career growth, enhancing job prospects, and nurturing entrepreneurial skills.

7. Effective utilization of ICT in the teaching learning process.

8. Safe and Secured Environment for girl students.

Institutional Weakness

1. Majority of the students are from rural background, face language barrier.
2. Institute lacks in revenue generation.
3. Low percentage of students opting for higher education compared to jobs
4. Lesser frequency of public transport facility.
5. Dearth of funded projects from various funding agencies

Institutional Opportunity

1. Effective utilization of CSR funds from various agencies for training of the students
2. Establishment of technology incubation center
3. Enhancement of the research culture.
4. Availability of land to initiate diversified education.
5. Scope for interdisciplinary and sponsored projects.
6. Support the society with outreach and extension activities

Institutional Challenge

1. Proliferation of technical institutes in the region.
2. Global recession and changes in economic policies
3. Encourage and produce more entrepreneurs
4. Balancing teaching quality with research, Faculty complacency, engagement with industries, less service to the department.
5. High variance in student’s learning ability

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the curriculum provided by DBATU and implements various processes to enhance teaching and learning. This includes creating academic calendars, distributing teaching workload based on expertise, preparing academic diaries and course files, and mapping the curriculum to identify gaps. To address these gaps, additional content is delivered and various activities such as virtual lab experiments, expert talks, industry visits, projects, and internships are conducted. The classrooms are well-equipped with smart boards, LCD projectors, and internet connectivity. Faculty members use online resources for teaching and the Head of Department oversees course delivery. Students are assessed and remedial classes are provided for slow learners. Teacher guardians are assigned to students and their progress is communicated to parents. PTA meetings are held to discuss academic progress. The institution has committees for academic monitoring and conducts audits. Faculty members are encouraged to attend workshops for professional development. Feedback and surveys are conducted to evaluate outcomes. Libraries with digital resources are available for students and faculty members.

The institute integrates various cross-cutting issues in line with its vision and mission. It focuses on

professional ethics by offering programs that shape the character of students and raise awareness of problems and their solutions. The institute also emphasizes the importance of responding to situations rather than reacting and encourages students to identify their societal responsibilities. Original research work and minimizing plagiarism are promoted. The institute is committed to imparting value education to help students lead fulfilling and successful lives. Human values are incorporated into the curriculum, and students are encouraged to participate in social activities. The institute ensures gender equality by sensitizing teachers and students, addressing gender violations, and providing equal opportunities for male and female students in various activities. The grievance redressal cell offers counseling for stress management, social challenges and safety concerns of female staff and students. Additionally, there are a Hostel Committee and Anti Ragging Squad dedicated to addressing ragging issues.

The institute focuses on promoting knowledge, skills, and actions for creating a sustainable world. It encourages students to take on projects related to environmental and energy conservation issues. Programs and activities are organized to address cross-cutting issues such as gender equality, sustainability, and ethics. Environmental issues are discussed in depth in the classroom, covering topics like environmental science, natural resources, biodiversity, and pollution. The institution also organizes special camps and value-added programs to educate students on their responsibilities and professional ethics. Various commemorative days are celebrated to raise moral and social values among the students.

Teaching-learning and Evaluation

The institute focuses on incorporating experiential learning and participative learning methods in the teaching-learning process. They use interactive and participatory approaches, as well as modern ICT based tools, to actively involve students in the learning process and create a sense of responsibility. They also provide opportunities for out of class learning through guest lectures, seminars, workshops, and field visits. Co-curricular and extra-curricular activities are also emphasized for holistic education. Students are encouraged to participate in competitions at various levels to enhance their professional ethics and social responsibilities.

The focus is on project and experience-based learning, where students are encouraged to identify and analyze problems and come up with innovative solutions. The use of modern tools and techniques is emphasized for developing and testing these solutions. Overall, the goal is to develop competencies such as interpreting, analyzing, designing, and testing.

Teachers at the institution use various ICT enabled tools, such as Google Classroom, PowerPoint presentations, video conferencing platforms, virtual labs, and online resources, to enhance the teaching and learning process. They also utilize LCD projectors and smart boards for better understanding and reinforcement of concepts.

The institute has effective policies in place for conducting internal examinations. The schedule for these exams is communicated through departmental notice boards and social media platforms. The exams are conducted transparently and monitored by the departmental exam coordinator. The students' performances and marks are displayed on notice boards, and their answer sheets are shown to them in the classroom. Students can verify their marks and communicate with the course coordinator for clarification. Once finalized, the students sign the mark sheets to confirm their agreement with the marks.

There is an efficient grievance redressal mechanism in place for students. Any grievances they have are immediately noted by the departmental exam coordinator and brought to the attention of the respective faculty and Head of Department for necessary action. If the grievance is not resolved at the department level, students

have the option to raise it to a higher authority.

This text discusses the process of attaining Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) within a university setting. The process begins with writing appropriate COs for each course, using action verbs of learning levels suggested by Blooms Taxonomy. A correlation is then established between COs and POs, as well as COs and PSOs, on a four-point scale. Different weightages are assigned to direct and indirect assessment tools in order to assess the attainment of COs for each student in all courses. The attainment level of CO is calculated for each student based on their end semester exam results. The average percentage of students attaining all COs determines the CO attainment level. The target attainment level for each CO and student is set based on university results from the past three years. The percentage of students attaining this target level is computed, and the average of these percentages determines the attainment level of the course outcome.

Research, Innovations and Extension

SETI, Panhala has a well-defined “Research Promotion Policy” approved by its Governing Council which gets updated at intervals. Policy encourages teachers, and student researchers to participate actively in research activities by undertaking society / industry problems in collaboration with other department. Teachers are encouraged to pursue their research through PhD programs and are provided with all necessary administrative support for their research studies.

Research and Development Cell has constituted Research Advisory Board including external experts from Academia and Industry for seeking guidance for preparing research proposals for funding. The institute practices flexible administrative support for inter-institute collaborative research which enables the teachers to interact easily with external stakeholders. Institute encourages and provides necessary support to the senior doctorates to work as research supervisors in other institutes and universities.

Institute’s Innovation Council (IIC) supports young students with necessary infrastructure and provides them with a platform to showcase their innovative ideas, experiments, projects and solutions for issues of our society using an interdisciplinary approach. The technological knowledge about novel creations can be transferred and helps to increase productivity towards greater output. The cell conducts workshop on Intellectual Property Rights (IPR) and organizes field visits to incubation centres.

Entrepreneurship Development Cell fosters entrepreneur friendly culture around academics & research where students can access entrepreneurial resources. It assists start-ups in converting their early-stage business into a scalable, commercially viable business. It aims to provide critical ingredients for technology-driven, multidisciplinary innovations across agriculture, healthcare, energy, water, and education. The cell is planning to setup start-up incubation centre in the institute soon.

Institute provides awards and recognition to faculty members publishing their research work through books, chapters, patents, journal articles or conference papers in terms of incentives, reimbursement of registration fees

of national/international conferences and paid duty leaves.

SETI, Panhala has a well-defined policy for consultancy and testing which provides an opportunity for the faculty members to share their insights, technical knowledge and experience with neighboring industries for solving real world problems and empowering their consultancy activities. The institute has fifty percent revenue sharing consultancy policy to provide special encouragement to the consultant faculty members.

The institute is committed for holistic development of its students and transforming them to ethical responsible citizens with sensitivity towards society and environment. National Social Service cell which dedicatedly conducts variety of activities such as tree plantations, cleaning drives, blood donation, environmental protection, consumer rights etc. in campus as well as in its neighborhood community. Women Empowerment Cell organizes several events like girl education, hygiene for women, nutrition and child health, gender equality awareness programs etc. for empowering women on social issues in institute’s campus, primary and secondary schools, colleges and gram-panchayat offices of nearby villages.

R &D cell of the institute has signed MoUs with wide variety of industries and research organizations to strengthen its collaborations. The industry experts are now conducting seminars, workshops, training programs and are conveying industry expectations to our students. This has resulted into increased field-trips, industry visits, improved internship, on-job-training and job opportunities.

Infrastructure and Learning Resources

Sanjeevan Engineering and Technology Institute, Panhala, has good infrastructure facility which includes Spacious Management Blocks, Administrative Blocks, Academic Blocks with ICT Enabled Classrooms, State of the art Laboratories, , Seminar and Drawing Halls., etc, as per AICTE norms for smooth conduction academic activities. Apart from good infrastructure SETI also has good basic amenity facilities in the form of Pure Drinking Water from RO plants, Separate Wash Rooms and Waiting Rooms for Boys and Girls, Sport Section, Gym with modern fitness equipments, Horse Riding and Dynamic Training and Placement cell.

There are ample of IT facilities with Internet and Wi-Fi connectivity. Well Maintained Automated Library with Sufficient number of text books, reference books, e-Journals, magazines, periodicals, etc. is available as learning resources in Central library. The learning resource such as lecture notes, video lectures, etc. prepared by the faculty members are made available to the students through a digital learning platform i.e. Modular Object-Oriented Dynamic Learning Environment (MOODLE).

SETI has an exclusive transport department, which takes care of transport arrangements for students, faculty. The institute has 02 hostels for boys and 1 for girls in the campus each having a capacity of 80. Canteen, and

mess facilities are available inside the campus. Medical facility with residential doctor and ambulance is also available in the campus other amenities provided in the campus include the, swimming pool, indoor games and outdoor games facilities with a playgrounds.

The institute has got 187 kW, 3 phase power supply from Maharashtra State Electricity Distribution Company Ltd. (MSEDCL) to meet its power requirements with Automatic Power Factor Correction (APFC) panels and SCADA system. A backup diesel gen set of 125 kVA capacity is available to provide uninterrupted power supply throughout the year. In order to facilitate renewable energy system Solar and Wind-Solar hybrid power systems are installed in the campus.

The Institute has different maintenance teams like civil, electrical, water supply and RO water treatment, garden and housekeeping.

Student Support and Progression

Ourinstitute has a comprehensive support system in place for its students, covering a wide range of areas to ensure their holistic development and success. Following are some of the key components of the institute's student support system:

Scholarships and Financial Support: Providing financial assistance through scholarships, free ships, and concessions for primary/secondary teachers helps make education accessible to a broader range of students.

Institute Level Scholarships : Providingscholarships for the toppers from first year to third year of UG programme.

Training and Placement Cell: This cell, led by a Training and Placement Officer, focuses on preparing students for the workforce by offering various training programs like soft skills training, resume writing, and group discussions. It also facilitates placement opportunities through campus placements and pool campus drives.

Career Development & Counseling Cell (CDC): Offers guidance for career counseling, competitive exam preparation, and entrepreneurship development activities, empowering students to explore diverse career paths.

Entrepreneurship Development Cell (EDC): The instituteorganizes different programs for entrepreneurship awareness and development activities for students.

Internship and Project Opportunities: Facilitating field projects, sponsored projects, and internships allows students to gain practical experience and enhance their skills, making them more competitive in the job market.This resulted in making our students to qualify in competitive exams for higher studies and placements in various public sector units and government departments. Students are also placed in core, IT industries and other industries through campus placements and pool campus drives.

Co-curricular and Extra-curricular Activities: Encouraging participation in activities beyond academics fosters holistic development and provides students with opportunities to showcase their talents at the institute, university, zonal, inter zonal, state and national level competitions.

Alumni Association: Engaging alumni in the development of the institute creates a network of support and

mentorship for current students.

Feedback Mechanisms and Grievance Redressal: Regular collection of feedback from students, parents, alumni, and employers helps in improving the academic environment and addressing any concerns promptly through grievance redressal cells and suggestion boxes.

Specialized Cells for Student Support: Cells like NSS, Cultural, ICC, and Anti-Ragging Squad cater to specific needs such as community service, cultural enrichment, gender-related issues, and ensuring a safe and inclusive campus environment.

Overall, this comprehensive support system indicates a strong commitment to the success and well-being of the students, enhancing their overall learning experience and preparing them for future endeavors.Top of Form

Governance, Leadership and Management

The institution has a well-organized governance, leadership and management for academic and administrative purposes. The College has emphasized on administrative competence, accountability,collective responsibilityleadership and professional management of its affairs.

Governing Body (GB) is highest body in institutional hierarchy, followed by Local Management Committee (LMC). Both the bodies are headed by Hon. Chairman of Holy-Wood Academy and the Principal is the member secretary.

The Governing Body meets on a regular basis and takes important policy decisions related to academic, administrative and financial management by Finance Committee. Besides, the college has an Internal Quality Assurance Cell and Academic Cell consisting of Academic Monitoring co-ordinators of each department for the purpose of providing leadership and expertise in various academic matters. The Academic Monitoring Co-ordinatorsassist in the smooth functioning of the college. The Internal Quality Assurance Cell convenes meetings on a regular basis, formulates and implements quality initiatives and interacts with the Governing Body, different faculties and the office. The Internal Quality Assurance Cell has set the standards of quality enhancement and excellence over the years. The Finance Committee approves and reviews important financial policies and decisions and communicates these to the Governing Body for approval. The Academic Cell meets on a regular basis to review and implement academic policies and interacts with the Internal Quality Assurance Cell for coordination of different programs. The management of the institution works in a democratic manner and emphasis is laid on transparency and accountability of the stakeholders. Principal, as the Head of the institution, has always led from the front and provided able leadership in this respect. The objective of the Governance, Leadership and Management is to prioritize the major issues and subjects confronting the stakeholders and to devise suitable academic and administrative strategies for better output and achievement.

Institutional Values and Best Practices

The institute believes that its values and best practices can allow achieving the holistic development of the students and transforming them into responsible citizens who in turn can achieve sustainable development of the nation.

Gender Equity

Work culture at SETI, Panhala has is based on inclusivity and conducts promotional awareness programs on gender sensitivity, Anti-Ragging Act, contribution of women in the society, Women's/Human/Child rights, women safety/empowerment/entrepreneurship etc. by inviting guest advocates and social workers.

The institute ensures safety and security of its students by providing well-trained vigilant women security guards of hostels through surveillance camera network for monitoring purpose. Women Empowerment Cell, Grievance Redressal and Discipline committee etc. counsel students and staff on academic/ extra-curricular, infrastructure, facilities, health related issues.

Environmental Consciousness and Sustainability

SETI, Panhala strictly practices the culture of self-sustainability to make the entire campus environmental friendly and developing sustainable solutions to social and economic needs of the mankind. Faculty members and students enthusiastically participate in the tree plantation drives on the campus and also outside the campus.

Green Campus Initiatives

The important green initiative includes 75KW roof top solar power plant, rain water harvesting, Recycling of dry, wet and electronic waste, open well/ tube-well recharging with surface run-off water, strict ban on polythene bags, use of LED tubes and lights for reducing electricity consumption, use of digital library, social media for communication to reduce the use of papers, use of public bus transport, car pooling practice, vehicle parking facility to avoid air and noise pollution, no vehicle day etc. The institute conducts green audit every year.

Human Values and Professional Ethics

The institute organizes various community programs like "Independence Day", "Republic Day", "World Environment Day", Safer Internet Day, International Yoga Day, World Art Day, Jayanti of Gandhi, Ambedkar, Dr. Kalam, Visvesvaraya, Swami Vivekanand, Shivaji Maharaj, Shri Mahaveer, Gautam Buddha Pournima, Guru Nanak etc to sensitize students towards duties, rights, "unity in diversity" and communal harmony and to make them responsible citizens with ethics and values in their personal and social life.

Inclusive environment

The institute practices "zero tolerance policy" against any discrimination in terms of race, religion, language or gender.

The institute is more concerned and socially responsible for differently-abled stake holders and provides them a

barrier-free environment, needed facilities to make Divyangjan feel included in every part of the activity of the institute.

Code of conduct

The discipline committee observes the uniform code of conduct is followed by all the students, faculty and staff members. Disciplinary actions are initiated immediately against those who violate the same.

Best Practices 1:

A separate series of **Job Oriented Skill Development Programmes** are organized for the students so that they become employable in the industry.

Best Practice-2: Community outreach programs for Holistic Development of students

The institute organizes various community outreach activities such as Plantation campaigns, Cleanliness drives, “Meri Matti Mera Desh” Abhiyaan, “Rain water harvesting” and “Soil conservation awareness” etc for sensitizing the students towards nature; “Blood donation camp”, “Yoga and Meditation program”, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HOLY-WOOD ACADEMY KOLHAPUR'S, SANJEEVAN ENGINEERING AND TECHNOLOGY INSTITUTE, PANHALA
Address	Sanjeevan Knowledge City, Somwar peth-Injole, Panhala, Dist Kolhapur, Pin 416201
City	Panhala
State	Maharashtra
Pin	416201
Website	www.seti.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sanjeev N. Jain	0231-9422289908	9146999500	0231-9146999500	sanjeevannaac@seti.edu.in
IQAC / CIQA coordinator	Koli G. C.	0231-7722076379	7722076379	0231-7722076379	iqac@seti.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	16-08-2023	View Document
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	22-06-2023	12	EOA approval
AICTE	View Document	22-06-2023	12	EOA approval
AICTE	View Document	22-06-2023	12	EOA approval

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sanjeevan Knowledge City, Somwar peth-Injole, Panhala, Dist Kolhapur, Pin 416201	Hill	12.9	27125.44

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Engineering And Technology,Electronics And Computer Engineering	48	HSC with MHTCET	English	60	16
UG	BTech,Engineering And Technology,Computer Science And Engineering	48	HSC with MHTCET	English	120	108
UG	BTech,Engineering And Technology,Mechanical Engineering	48	HSC with MHTCET	English	60	6
UG	BTech,Engineering And Technology,Electrical Engineering	48	HSC with MHTCET	English	60	14
UG	BTech,Engineering And Technology,Civil Engineering	48	HSC with MHTCET	English	60	4
UG	BFA,Applied Arts And Crafts,Applied Art	48	HSC with MAH AAC CET	English	30	9
UG	BFA,Applied Arts And Crafts,Painting	48	HSC with MAH AAC CET	English	30	0

PG	MBA,Management,Information Technology And Systems Management	24	Graduation	English	60	4
PG	MBA,Management,Business Analytics	24	Graduation	English	60	6
PG	MBA,Management,Human Resource Development And Management	24	Graduation	English	60	3
PG	MBA,Management,Marketing And Finance	24	Graduation	English	60	5

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	3				8				63			
Recruited	1	0	0	1	0	0	0	0	31	1	0	32
Yet to Recruit	2				8				31			
Sanctioned by the Management/Society or Other Authorized Bodies	3				4				20			
Recruited	3	0	0	3	0	0	0	0	13	7	0	20
Yet to Recruit	0				4				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				16
Recruited	15	1	0	16
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	19	1	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	3	0	0	2	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	38	8	0	47
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	100	0	0	0	100
	Female	53	0	0	0	53
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Diploma	Male	84	0	0	0	84
	Female	33	0	0	0	33
	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	7	6	5	8
	Female	7	3	2	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	26	4	4	4
	Female	7	2	5	6
	Others	0	0	0	0
General	Male	75	53	38	25
	Female	42	31	18	12
	Others	0	0	0	0
Others	Male	13	6	3	18
	Female	4	0	3	9
	Others	0	0	0	0
Total		181	105	78	83

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A multidisciplinary/ interdisciplinary approach is the essence of NEP. This approach gives an opportunity to understand how various disciplines are interrelated and how the same concept can be viewed in different ways. Being a non-autonomous institution, we follow the curricula and syllabi offered by the affiliating university DBATU, Lonere. As the institute follows the DBATU curriculum, at present multidisciplinary flexible curriculum that enables multiple entry and exit at the end of the academy year is not possible. All the departments of the institute encourage the students to focus on mini and major projects as apart of the curriculum in third and final year engineering. Nowadays, challenges need solutions incorporating

	multidisciplinary research, we encourage students to take up projects in campus based on their interests but employ the multidisciplinary approach through knowledge sharing with fellow students. This can encourage the students and they can participate in national and international competitions. Morever, the university offers credit courses on human values and ethics, environmental science and sustainability, internship and project work towards the attainment of a holistic and multidisciplinary education. This year we have planned to apply for getting the multidisciplinary courses like Master in Business Administration and Bachelor of Fine Arts.
2. Academic bank of credits (ABC):	The institute has registred on the ABC portal. All the students have registred on ABC portal and got the ABC ID. ABC of the student and validity of such credits shall be as per norms and guidelines issued by the Commission from time to time. Institute practices a choice based credit system for all of its courses. ABC has benefits to the institution such as Academic flexibility, Studetn data portability and allows students to learn from recognised paths from their choice.
3. Skill development:	The institute, organizes various activities for the development of soft skills such as communication, time managment, personality development, job interview skills, presentation and leadership conducting courses from semesters III to VI professional skill , Buisness communication , internship, Project etc. designed by the university. Institute orgaises medtation and yoga sessons in the campus. Yoga promotes for self care, improves immunity and mental health. Our institute conducts industry ready tranings, student development programs, promotes for internship programs etc. for students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To build confidence in students from poor, rural and tribial backgrounds, faculties are using the mother tongue as the language to let them understand the subject in depth in the teaching learning process. The competencies like cultural awareness and expression among the students are developed by motivating them to participate in cultural activities. Indian arts and culture are being encouraged by conducting different festivals and organising traditional days.

5. Focus on Outcome based education (OBE):	Sanjeevan has well defined Program Outcomes (PO), Program Specific Outcomes (PSO) and Program Education Objectives (PEO) for each program. The POs, PSOs and PEOs are satisfied through the teaching learning process and the additional programs conducted at the Institute. As the part of curriculum, each course has defined Course Outcomes (CO) which are mapped to POs and PSOs. Assessment tools are designed considering the requirements of POs. The activities and programs are organized in the Institute to achieve POs. At the end of the semester, analysis of PO, PSO attainment is done by each department.
6. Distance education/online education:	The Institute is affiliaed to Dr. Babasaheb Technological University, Lonere. As per the guidelines of University, all lectures and practicals are conducted in physical mode. During pandemic, the institute has adopted the change from classroom teaching to blended learning. Google drive, You tube, google meet are effectively used for course conduction and evaluation process. Each course contents are available on Goggle drive including syllabus, PPTs and notes. The CIE tests are conducted using google platform. Online sessions are conducted and recorded on Google meet. Various student activities are conducted online using Google meet. You tube medium also used by some faculty for effective content delivrey. Students have enrolled many NPTEL SWAYAM courses training programs for the students along with add on and value added programs. Symbiosis, Pune has sanctioned Symbiosis ditance education Center for the institute in terms of various AICTE approved courses, skill development courses etc.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes.
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, ELC is functional at the college and Prof. S.B. Deshmukh, Prof. P. S. Atigre, Prof. Mrs. A.M. Momin and Dr. R. A. Ingavle are the coordinators of the same.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Lectures were arranged and delivered by college authorities.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Nil
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In the current academic year Mera Pahla Vote Desh ke Liye, Campaign organised at the college to create awareness among students above 18 years. Program on VVPAT Machine Information conducted in 2019

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
960	1021	1214	1251	1100

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 54

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	65	77	80	92

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
371	426	464	388	398

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Sanjeevan Engineering and Technology Institute is affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere. The institute plans and monitors the activities for imparting quality education to the students for their technological developments in relevance to the regional and global needs.

Process for Effective Curriculum Planning:

The curricula for all the programs have been formulated in accordance with the curriculum prescribed by DBATU. The process followed to improve quality of teaching and learning is described below:

- Academic planning starts with the preparation of an Institute and department calendars in line with the academic calendar published by DBATU.
- Before commencement of the semester, the teaching work load distribution is carried out for all faculty members by allotting the subjects considering their area of specialization, experience and their choice.
- Accordingly, the academic preparation is done by the faculty members for their respective subject in the form of academic diary for theory and practicals consisting of subject planning and term work planning.
- Course file is prepared by all the faculties for their concern subject which includes lecture notes, question banks; previous years question papers and assignments. For practical work lab manual is prepared.
- The planned curriculum is mapped with the university model curriculum to find the gaps. To bridge these gaps plans are made to address the gaps by delivering contents beyond syllabus and conducting virtual lab experiments, expert talks, industry visits, projects, internships etc.

Process for Effective Curriculum Delivery:

- For effective curriculum delivery the institute provides well maintained class rooms facilitated with a smart board, LCD projector and internet connectivity.
- NPTEL videos, contents from online courses and webinars are used by faculty members.
- Course delivery as per lesson plan and syllabus completion is monitored by HOD regularly.
- Students are evaluated regularly through a continuous assessment system using class tests,

practicals, orals, assignments, tutorials, surprise tests, quizzes, group discussions presentations etc.

- Slow learners are identified and are motivated to improve their performance by taking remedial classes.
- Teacher guardians (mentors) are assigned for a batch of students and the academic performance and attendance of all students is regularly communicated to parents.
- PTA meetings are held class wise, after the internal examinations and the university examination result analysis of every semester, to discuss student's academic progress and other matters.
- Academic audits of all courses are conducted semester and reports are submitted to HODs, Dean Academics and Principal for information and necessary corrective action.
- Faculty members are encouraged and sponsored to organize and attend refresher courses, workshops and faculty development programs for up-gradation and enrichment of their subject knowledge to keep pace with recent advancements which helps them in effective curriculum delivery.
- ICT feedback and course end surveys are conducted for attainment of course outcomes and program outcomes and corrective actions are taken to fulfill it
- The central library, department libraries, digital library with e-books are available to both students and faculty members.
- During examination period, Library is kept open for all students even after working hours for issuing them study material and for study.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

Other Upload Files	
1	View Document

1.2.2

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

Response: 30.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
1120	185	137	81	180

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Through the present curriculum prescribed by the university and by other means, the institute has taken impressive efforts to integrate many cross cutting issues such as Professional Ethics, Gender, Human values and Environment and Sustainability. This ensures to balance various elements which will help students to behave as a responsible citizen.

In accordance with vision & mission of the institute, various cross cutting issues are integrated as follows:

Professional Ethics:

The institute conducts several programs related to professional ethics to shape the character of the students. It is hoped that because of this effort made by the Institution towards professional ethics we ensure that the students are made aware of the problems and their possible solutions through self-exploration. Also the institute ensures that the students internalize the fact that they have to respond to situations instead of reacting. At the same time, the Institution facilitates the students to identify their societal responsibilities. The institute encourages original research work minimum possible plagiarism within it at various levels.

Human Values

The institute is committed to impart value education to provide adequate competence in students to actualize the aspiration for a happy responsible, a fulfilling and successful life. The curriculum includes courses like Basic Human Rights and Indian Constitution related to the aspect of inculcating human values in the students. we also insist the students to participate in various social activities for practicing societal values. By this way the youth may be transformed into committed technical personal for the social and economical well being of the nation with integral development of the personality and character building.

Gender equality:

The institute ensures gender neutrality by sensitizing teachers and students about the importance of gender equality. Grivances redressal committee looks after gender violations observed in the institute. Students are being treated fairly in the classroom and outside where they experience the equality. Male and Female students are provided with equal opportunities in curricular, cocurricular and extra curricular and placement activities.The grievance redressal cell of the institution takes care of counseling the students for stress management, social challenges and the issues of their safety and security of female staff and students. The institute has Hostel Committee and Anti Ragging Squad which looks after the ragging related issues.

Environment and Sustainability

Our institute promotes the development of the knowledge, skills, understanding, values and actions required creating a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. Students are also encouraged to take projects which addresses environmental issues and energy conservation issues.

In regard of the above cross cutting issues, various programmes are organized in the areas of gender equality, sustainability, human values, ethics, and other related topics. The students are involved in a variety of activities including expert lectures, seminars and various activities under National Service Schemes (NSS). The N.S.S cell organizes a special camp for them. Students are also involved in value-added programmes to educate them on their obligations as well as the professional ethics of their field. The institution celebrates various commemorative days such as republic day, independence day and women's day, teachers day, engineers day, international yoga day, etc. These celebrations raise the moral, ethical, and social values of the students.

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

1.3.2

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

Response: 68.23

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

Response: 655

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 37.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
175	103	82	96	150

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

2022-23	2021-22	2020-21	2019-20	2018-19
306	258	258	408	396

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

2.1.2

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

Response: 24.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	24	21	48	33

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	126	126	203	192

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.78

2.3 Teaching- Learning Process

2.3.1

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

Response:

By devising innovative teaching-learning methodologies, our institute strives to integrate experiential, participative learning and problem-solving methodologies. This helps in enhancing the learning experience of students and provide them healthy learning environment. This student centric approach focuses on transforming students from passive recipients to active and involved stakeholders in the teaching-learning process. Experiential and participative learning is helpful to the students to “learn by doing” and also encourage them to reflect on the experience.

Specifically the students centric methodologies adopted by the institute include:

Experiential learning:

Experiential learning is an engaged learning process where the students learn by doing and reflecting on the experience.

Experiential learning activities include, but are not limited to, hands-on laboratory experiments, field exercises, academic research and stage performances. We encourage the students to practice various technical and non-technical skills through project development, student seminars, student development programs, workshops, internships and industrial visits. These activities are planned, conducted and monitored regularly by the faculty to ensure that students are practicing the required skills, reflecting on their experiences and improving their skills.

In Experiential learning students learn to take initiative, make decisions, and be accountable for the results. Students engage intellectually, creatively, emotionally, socially, and physically.

Participative Learning:

In addition to incorporating experiential learning methods in the teaching-learning process, the institute takes care to encourage participative learning as well.

Apart from traditional teaching, we always strive to enhance the learning experience of students in class through various interactive and participatory approaches using modern ICT based tools. The main focus of these approaches is on the students to get actively involved in the learning process and aid in creating a feeling of responsibility in learners and makes learning a process of construction of knowledge.

Our Institute further provides high quality of out of class learning opportunities through guest lectures, seminars, trainings workshops and field visits that align the academic stated goals and outcomes. The co-curricular and extra - curricular activities play an integral part of the students’ holistic education through various Cultural, Sports, NSS, Quiz and Entrepreneurship Development activities. Student’s participation in Intra and Inter Collegiate Competitions at District, State, National and International levels which enrich their professional ethics and social responsibilities.

Problem Solving Methodologies:

The faculty members encourage project and experience based learning to develop the competencies such as identifying, analysing the problem, devising innovative and novel solutions to solve the complex engineering problems. We insist on effective use of modern tools for developing and testing the solutions. The project work carried out in teams allows the students to develop their abilities such as communication and interpersonal skills, team-spirit, time, project and finance management, lifelong learning etc.

Teachers use ICT enabled tools including online resources for effective teaching and learning process:

ICT tools complement the traditional teaching-learning methods, and the institute is committed in providing innovative methods for enriching the learning experience of the students. The institution has the needed resources which include wide availability of computers in departments and in the library, high speed internet access and general ICT knowhow among the students and the faculty. Students are facilitated with an easy access to various online resources (MOOCS, NPTEL courses etc.), online and print journals, online test serries, educational videos, in the institute's library.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	62	73	80	110

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

2.4.2

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

Response: 11.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	10	7	8

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Institute has effective policies for conduction of internal examinations according to the predefined schedule given by the university. The schedule is displayed on departmental notice boards and soft copy is circulated through social media platforms.

The internal continuous assessment is a well set process that is carried out with complete transparency and is monitored by departmental exam coordinator.

The continuous evaluation of the term work and laboratory work is done as per the following marks distribution.

Practical/lab Performance - 40%

Timely Submission - 20%

Experimental write up - 20%

Neatness - 10%

Orals during assessment 10%

The performances and marks are displayed on the notice boards. The mid semester answer sheets are shown to all the students in the class room. Students can verify their marks and otherwise communicate with respective course coordinator for any of their doubts for clarification. The finalized mark sheets are then duly signed by the students which confirm their agreement to the marks.

Mechanism for External Assessment

Theory/OR/PR examinations are conducted by DBATU, Lonere as per their schedule. The marks allocated for each subject are as per the syllabus structure.

End SemesterExamination-60 Marks

Final marks of all courses are converted in to SGPA for each semester and finally it is converted in to 10 point scale

Theory examination paper setting & evaluation is done through the subject chairman, paper setters and examiners appointed by DBATU.

University appoints subject wise external examiner in association with internal examiner for conduction OR/PR examination.

Mechanism for Grievance redressal

An efficient grievance redressal mechanism is in-place. Any grievances form students are noted immediately by the departmental exam coordinator and are conveyed to respective faculty and HOD for necessary action as early as possible. If grievance is not resolved at the department level then the students may raise their grievance to higher authority.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our institute strives for continuous improvement in teaching, learning and evaluation process with implementation of Outcome Based Education (OBE).

The Program Outcomes (POs) defined by National Board of Accreditation (NBA) are displayed on the institute website, at various places in the department, printed on different pamphlets, academic diary, submission files lab manuals college magazines etc. for the wide publicity.

Program Specific Outcomes (PSOs) are defined and finalized by the respective programmes in tune with the industry trends and thurst areas. These PSOs are framed based on outcomes of the meetings conducted with advisory boards and senior faculties of the department. The inputs from stake holders are also referred while framing the PSOs.

Course Outcomes (COs) are prepared by the concerned course coordinator as per the contents of the course. The defined COs are refined and reframed as per the guidelines provided by academic advisory committee. The COs defined by the university are also referred.

It is essential that the students must be acquainted with the POs, COs & PSOs. Proper mechanism of communication is followed to percolate them to the students and as well as to the faculties. These are displayed on the department website, in class rooms and in the laboratories. The dissemination of POs & PSOs to faculties is done in the departmental meetings. Also the students are made familiar with PSOs, POs and COs by the faculty members while conducting the classes & the practicals as well as through tests, assignments and tutorials. Those are also displayed in Lesson plan, Lab records, internal exam question papers and course file.

Following are the links provided on website to access POs, PSOs and COs:

Sr.No.	Name of Programme	Link for PO,PSO & COs
1.	Civil Engineering	http://www.seti.edu.in/dptcivil/OBE
2.	Computer Science & Engineering	http://www.seti.edu.in/dptcomputer/OBE
3.	Electrical Engineering	http://www.seti.edu.in/dptelectrical/OBE

4.	Electronics & Computer Engineering	http://www.seti.edu.in/dptelectronics&comp/OBE
5.	Mechanical Engineering	http://www.seti.edu.in/dptmechanical/OBE
6.	Basic Sciences & Humanities Department	http://www.seti.edu.in/dptgeneral/OBE

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

We focus on measuring student performance through outcomes since our institute has adopted Outcome Based Education (OBE). For continuous quality improvement of each course and programme, COs POs and PSOs are evaluated to measure the knowledge, skills, and behavior of students.

The methods of evaluation adopted are mentioned below:

Direct assessment methods:

As per the guidelines of the university (DBATU) any one of the following direct methods of assessment are used:

(i) Online Objective Type Examination (Google Form in scrambled format)

(ii) Assignments

(iii) Mini projects

(iv) Research Paper Analysis and Presentation

(v) Quiz and Technical Puzzles

(vi) Surprise Test

(vii) Oral presentations/Seminar

(viii) % Attendance

(ix) Innovative approach to problem solving

Indirect assessment methods:

Indirect assesment is done by the following ways:

1. In every academic year course exit survey is conducted for pass out students

2. Co-curricular activities performed by students like industrial visits, field visits, internships, value added courses etc. are considered for evaluation.

3. Feedback obtained from the workshops and seminars conducted to bridge the gap between the curriculum and POs is taken into consideration.

4. Alumni survey.

5. Staff feedback on final year projects and seminars are referred for evaluation

The overall PO attainment can be calculated by assigning appropriate weightages to the direct and indirect assessment methods.

The attainment of COs, POs and PSOs starts from writing appropriate COs for each course in each program. The course outcomes are written by the respective faculty member using action verbs of learning levels as suggested by Blooms Taxonomy. Then, a correlation is established between COs and POs and COs and PSOs on four point scale of 0 to 3 (0-no correlation, 1-low correlation, 2-medium correlation and 3- high correlation). A mapping matrix of COs-POs and COs-PSOs is prepared for all courses in the program.

Table 2.1. Format of mapping COs-POs and COs-PSOs for a particular course

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO 1															
CO 2															
CO 3															
CO 4															
CO 5															
CO 6															
Average															

Table 2.2. Format of mapping COs-POs and COs-PSOs for all courses of a program

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO															

1															
CO 2															
.....															
CO 1															
CO 2															
.....															
Average															

Different weightages are assigned to each of direct and indirect assessment tools in attaining COs for each student in all courses of a program. The attainment level of CO is calculated for each student after declaring the end semester exam results.

Thus, the average of percentage of students attaining all COs decides the CO attainment level. The target attainment level for each CO and for each student is set according to the results of the university for last three years. The percentage of students attaining this target level of each CO is computed and the average of these percentages is considered for deciding the attainment level of course outcome.

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

2.6.3

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

Response: 89.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
186	335	447	262	258

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

2022-23	2021-22	2020-21	2019-20	2018-19
246	353	464	264	339

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has established Institute Innovation Council (IIC) to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years. The cell provides a platform to the faculty members and students of various departments and insists them to think of some innovative for devising innovative solutions for issues of our society using an interdisciplinary approach and transfer the technological knowledge about novel creations. The cell has designed incentive scheme for those who publish their patents.

The institute facilitates to conduct a series of activities under IIC which includes visit Incubation Center SIBIC Kolhapur : more activities

R&D cell has signed 21 MoUs with few industries and Academic institutions to partner in R&D projects. It encourages interdisciplinary projects by undertaking real problems of neighboring industries as final year projects with students. It has designed attractive incentive scheme for publishing research work in international journals/conferences and for consultancy work. It supports the departments to organize industrial visits to research labs, industries such as DRDO, ISRO etc. It has recommended reserving enough slots in the timetable of each department particularly for final year students for discussing about research avenues and processes.

With efforts from R&D cell, our student Mr. Shivpratap Bhalkar is doing his internship with DRDO, Pune. The faculty members and students of CSE department visited IT industries, ISRO, IISc, Brain Research Centre etc. in Bangalore. Students of Electrical Department visited Big Castings Pvt. Ltd. Belagavi.

The cell contributed in the MOU with SIBIC, incubation Centre, Kolhapur for START-UP India awareness and guidance in the development of product/service. SIBIC provides us the technical support to the students and faculty members to transform their innovative ideas into prototypes/products/services which can be commercialized under this MOU.

The institute has Entrepreneurship Development Cell (EDC) aiming to develop a sustainable ecosystem by inculcating and strengthening entrepreneurial qualities of the budding engineers who are interested in starting their own technological ventures.

EDC cell has decided to work closely with more small scale industries of MIDC from Shiroli, Gokul Shirgaon and Kagal and MSME divisions and DIC Kolhapur so that students are inspired to start their own ventures.

Intellectual Property Rights (IPR) cell of SETI, Panhala is established in the year 2021 to spread the knowledge about IPR and extend the support to register the intellectual properties such as patents, trademarks and copy rights etc. It aims at providing assistance to the stakeholders for understanding the essence of IPR and its processes by organizing seminars / workshops and programs. The cell has conducted 40 workshops on "IPR and Patenting Procedures" for faculty members of the institute.

5 faculty members have registered their technological solutions and ideas as patents to National Authority in India. 97 research papers have been published by the faculty and students.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	7	01	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	28	42	6	7

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

3.3.2

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

Response: 0.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	2	1	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Social and extension activities have been essential to the institution's operation and have helped both the institution and its students succeed. This has been a strong motivation behind our work and inspired the institution to get active in promoting initiatives that aim toward bettering society. We inculcate the knowledge in the student that they all are committed for making a difference as individuals and as a group to ensure that both today and in the future, we live in a better planet. The organization encourages different extension activities through National Service Scheme (NSS) unit.

The NSS Unit's primary goal is to instill in the students a sense of civic and social responsibility. A number of initiatives are implemented, including cleanliness on Panhala fort and institutes vicinity, blood donation camps, health awareness, tree planting, environmental awareness, national integrity, and plastic eradication.

The student volunteers host one week residential camps in neighboring adopted villages where students takes active participation in various activities like cleanliness, aware the villagers about government schemes and digitalization. These initiatives benefit both the institution and the students, resulted in the holistic development of the student. The activity like NSS camp boosted the moral and team work spirit of the student, it superseded rivalry among the students leading to awareness about the value of team work which resulted in prolonged positive impact on them.

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

3.4.2

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

Response:

The institution carries out extension activities in the neighborhood community, sensitizing students to social issues leading to holistic development of students. NSS Unit is active to promote various extension activities. Different activities including cleanliness on Panhala fort and institutes vicinity, blood donation camps, health awareness, tree planting, environmental awareness, national integrity, and plastic eradication help students in sensitizing towards social issues and encourage them to provide solutions. The student volunteers host one week residential camps in neighboring adopted villages where students takes active participation in various activities. This leads towards holistic personality development of students.

NSS Unit of the institution has received recognition letters for the conducted activities which are as follows:

Received recognition letters from the Forest Department, Panhala for conducting cleanliness activity at Tabak Udyan, Panhala.

Received recognition letters from K. C. Infotech for arranging Passport and PAN card camp at Institute.

Received recognition letters from Panhala Nagarparished for conducting campaigning on plastic free Panhala.

Received recognition letters from Police station Panhala for conducting police station cleaning activity.

Received recognition letters from Panhala Nagarparished for awaking the people about usefulness of Swachata app, which resulted in bagging second rank in Maharashtra.

Received recognition letters from Panhala Nagarparished for cleaning of footpath through “Shramadan Shibir”.

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

3.4.3

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

Response: 51

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	21	19

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

3.5 Collaboration

3.5.1

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

Response: 21

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Institute has the following good infrastructure facilities as per the norms specified by the All India Council for Technical Education (AICTE), New Delhi.

Each department has sufficient infrastructure including spacious and well ventillated classrooms, laboratories, tutorial rooms, drawing hall etc. All these physical rooms are provided with LED Tubes for saving energy and survellience cameras for observing discipline. One classroom per department is equipped with smart board others with LCD Projectors for effective Teaching Learning environment. Laboratories are equipped with adequate instruments, computing facilities, performance tools etc. The institute has adequate seminar halls for conducting various curricular and co-curricular activities.

The central library provides all learing resources such as, books, journals, magazines, news papers, bulletines, proceedings etc. The institute has Gymnasium equipped with various kits for in door and out door games. This gymnasium conducts various sports events throughout the year under the supervision of qualified Physical Director. The sports facilities such as playgroundForFootball,Cricket,Kho-Kho,Kabaddi,VolleyballCourt, and swimming tank etc. allow to conduct inter class, inter college and university level tournaments throughout the year for extra curricular development of our students.

The institute extends yoga facilities to students and staff for their psychological and physical well being as well as holistic development of our students under the guidance of experienced Yoga Teacher.

The institute extends the facilities such as music and dance club for providing a common platform to showcase the hidden talents among the students under the guidance of expert music and dance teachers. The institute has seminar halls and open auditorium for conducting various co-curricular and extra curricular activities including annual social gathering, alumni meets, expert lectures, singing and dancing competitions.

The separate boys and girls common rooms with attached washrooms, mirrors, beds, first-aid kits, sanitory napkins with vending machines (only girls common room) etc. allow the students to rest

themselves during their sufferings and leisure time. The institute provides separate well ventillated and secure hostel facility for 102 girls under the supervision of lady warden and security guard. Two separate blocks accomodates 94 boys in a separate boys hostel with rector.

The institute has extended the medical facilities such as health clinic with 24x7 ambulence service to take care of health of the students and theses facilities are very useful particularly during emergencies.

The Central Workshop comprises ofMachine Shop, CNC machine, Carpentry and Pattern making shop, Smithy and plumbing, Welding, Fitting,etc.

Central Computing facility comprises of 120 computer systems and caters all common computing needs of the students etc.

The Language Laboratory is equipped with 22 computers, audio tools and software helps the students for improving their communication skills.

All the departments are provided with computer labs with all necessary computing facilities.

All departments are provided potable water outlets connected to central RO Plant.

The entire buliding of the institute is equipped with Fire safety system as per the norms to mitigate fire incidents.

All the departments are provided with adequate number of washrooms and toilets separately for girls and boys including provision for physically challenged persons. The institute also takes enough care of physically challegned persons by providing them an access to all the sections of the institute by means of ramps.

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

4.1.2

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

Response: 29.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	102	103	101	177

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library is a key learning resource for faculty as well as students. Institute has formed separate committee to monitor library activities. Library has spacious ambiance and well furnished with comfortable furniture for students and teachers.

Library was automated with the Integrated Library Management System (ILMS) software in the year 2014 and had been in use till the year 2018, thereafter SETI library has shifted to the new premium version Software ‘VidyaSagar’ in the year 2018, to overcome and take care of the short comings of the previous software are taken care of. The important salient feature of this software are:

VidyaSagar software is used to perform all Library function which includes uses central storage database for student/staff/books in software. To assess the usage of library by staff and students separate log book is maintained in the library.

.

Data entry in any language is possible.

Customization of library rule possible

Statistical and analytical report management easily possible

Bar code reader facility available

Books available in all the software subscribed institutes library are also visible

SALIENT FEATURES OF SETI LIBRARY :

Total Area ……...….: 617 Square Meter

Reading Room…….....: 270 Square Meter

Stack Section…….....: 237.36 Square Meter

Periodical Section…….....: 23.38 Square Meter

Reprographic Facility……: 6.86 Square Meter

Digital Library…….: 68.78 Square Meter

Librarian Cabin ……..: 10.15 Square Meter

Along with the above mentioned good infrastructure facilities, the library has the collection of vide range of more than 17500 plus books belongs to various departments like, Civil Engineering, Computer Science and Engineering, Mechanical Engineering, Electrical Engineering, Automobile Engineering , Engineering Physics, Engineering Chemistry , Engineering Mathematics and General books on English, Literature, etc,.

Along with academic books library is also subscribing daily newspapers for the benefits of students and teachers to know what is happening in and around the local area as well as national and International news.

Digital Library: To access E-resources digital library with 24 multimedia computers is facilitated to the users in the central library and internet connectivity along with access in all computer labs is useful for students to public access.Library has separate reference section with rich collection of books and journals.

To enable the students to access internet facility campus Wi -Fi facility is also provided in the entire campus including the library. Institute is having facility of Wi-Fi through campus. The Wi-Fi facility is also available in hostel building. Student has given individual login based on MAC address of their devices.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Management of SETI has taken the benefits of internet revolution through integrating ICT into the learning environment. The focus is to improve the quality of education and laying a good foundation at the institute and encourages Management, Faculty, Students and other stakeholders to share the resources, knowledge content, promotion, faculty development and exchange of skills. All the IT resources and content are being made available to the faculty and students on their desk as well as anywhere-anytime basis over the campus. To achieve the same, the institute has established a Campus network. It is very helpful for the institute to work from any block / building and receive the same speed of data transfer.

A typical campus network is a computer network made up of an interconnection of local area networks (LANs) within a limited geographical area. The networking equipment (switches, routers, firewalls, IPSs) and transmission media (optical fibre, copper cable) used to interconnect & communicate among all devices connected.

Hardware: Servers, computers, switches, and routers, etc.

Network: Network enablement, internet connectivity, firewall and security.

Earlier Institute was having the bandwidth of 200 Mbps and Now it has been upgraded and enhanced to 400 Mbps for entire Sanjeevan Knowledge city campus.

Institute is having facility of Wi-Fi through campus. The Wi-Fi facility is also available in hostel building. Student has given individual login based on MAC address of their devices.

Directors, HODs, and senior officials are provided with laptops and individual printers to facilitate academic activities. The campus is provided with High-Speed Internet and Wi-Fi facility.

Following are the salient features of the IT related facilities in Institution

- Computer Systems
- Lap Tops
- Scanners
- Printers
- Photo Copiers
- LCD/Projectors
- Closed Circuit Camera’s

- Computer Systems: Sanjeevan Engineering and Technology Institute maintain certain policies about the use and security of its computer systems, networks, and information resources. All users of these facilities, including technology developers, end users, and resource administrators. The Institute has been equipped with 373 number of systems for the use of students and staff in the Laboratories,

- All section heads, Internal Quality Assurance Cell and Various Deans have been Provided with Lap Tops for the smooth functioning of the system in academics and administration

- There are 12 numbers of Scanners are provided in all the departments, IQAC, Dean, and all the Head of the department for smooth functioning of the system

- There are 35 numbers of Printers are provided in all the departments, IQAC, Dean, and all the Head of the department for smooth functioning of the system

- There are 396 numbers of CC Camerasare provided in inside as well as outside the building for safety and security of students and staff.

There are 20 numbers of LCD/Projectors are provided in Class Rooms, Seminar halls

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

4.3.2

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

Response: 2.02

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

Response: 475

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 32.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	172	152	110	106

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 97.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
918	1027	1270	1116	1064

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 36.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
602	470	622	155	193

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 17.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	33	70	29	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
187	352	451	271	272

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

5.2.2

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

Response: 0.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 65

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	2	0	5	32

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 27.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	27	7	37	45

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

5.4 Alumni Engagement

5.4.1

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

Response:

Sanjeevan Engineering and Technology Institute Panhala has played a pivotal role in shaping the careers of students into technocrats, leaders, entrepreneurs, researchers and global managers. Developing an active and engaged alumni network empowers both the Institute and its graduates.

Our institute has a duly registered alumni Association named as “Sanjeevan Alumni Association Panhala”that creates and maintains a life-long connection between SETI and its alumni. Sanjeevan Alumni Association is registered in the year 2019 under theSocieties Registration Act, 1860 (XXI of 1860) with the Registration Number- Kolhapur/0000016/2019.

Alumni engagement is maintaining an ongoing relationship between the institution and its alumni. The goal of alumni engagement is to create a sense of community among former students and to encourage them to stay connected to their alma mater. Alumni support and engagement with their Alma Mater has been a part of the College tradition.

Alumni cultivate and foster friendly and cordial relations between ex-students and the past and present employees of the institute. Our alumni provide guidance to our students for future career, insights of work life and regarding outer corporate world.

Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance.

The main objectives of the association are:

·To interact with students frequently.

·To build-up the confidence of outgoing students during entry to industry.

·To explain the industrial working environment to current students.

· To aware the scope of various novel fields of Engg.

·To provide opportunities to outgoing students.

·To discuss the ‘gap’ between academic syllabus and industries requirement.

One of the main objectives of the association is connecting alumni to benefit budding engineers. The association helps for getting referral for jobs, advice for careers within country, recommendations for services, motivational talks, inspirational interaction with students, talks on current Job scenario, career guidance, entrepreneurship development, competitive examination preparation, higher studies guidance in abroad universities, Liasoning between industry and institute etc.

Our Alumni Association organizes:

1. Guest lectures on various subjects and provide guidance from the experts of various fields to

the students.

2. Some of our alumni are industrialists; they share their knowledge and expertise with our

students.

3. Alumni Association helps to organize educational and industrial visits for the students.

4. A significant number of our alumni are always visiting to overseas countries and they impart

their experience with students by arranging motivational lectures.

5. Alumni Association provides information about the job opportunities available in their

fields.

6. Our Alumni Association motivates the students for research activities.

Some of the Major networking events the association conducts are

- Alumni meet Conducted every year
- Welcoming outgoing students to Alumni Association
- First alumni meet conducted in the year 2014
- On the occasion of Foundation Day of Holy-wood Academy many alumni attends the function and offers wishes.
- **Green Initiative:** Planted more than 100 saplings inside the campus and maintaining them
- Blood donation camp in Sanjeevan, Panhala campus on Birthday of Hon. Chairman of the organization

Acknowledgement:

Our Alumni are our valuable asset and gives excellent support to the outgoing batches every year. Our alumni association members are ‘inspiration’ for all college students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Vision of Sanjeevan Engineering and Technology Institute, Panhala are reviewed and redefined in view of changing national and global trends in education. In the present context, the **vision of the institute** is "To be the institution of excellence by imparting quality education and transforming students into competent professionals with societal relevance". Goals are set to attain the vision and missions of the institute in line with the objectives enshrined in the **New Education Policy 2020** for higher technical education. Accordingly the institute has proposed to start new programs in Management (MBA) and Painting and Commercial Art (BFA) from academic session 2023-24.

The institution is governed by the **Governing council** and the institute functions as per the guidelines, decisions and directions of the Governing Council taken with inclusive participation from all its stakeholders. Principal and various boards and committees work together towards the designing and implementation of the institutional quality policy. The various administrative and academic departments are effectively governed through a **constitution of mandatory bodies such as IQAC, Academic Advisory Board, Academic Monitoring Committee, Research Advisory Board, Core Supervisory Council**, etc. such arrangement reflects the delegation of authority at various levels, making the decision process all inclusive. The hierarchy has well-defined roles and responsibilities keeping in tune with the vision and mission of the institute. As per the guidelines of AICTE/UGC, Principal forms and updates these Boards and committees under the convener-ship of a senior faculty member along with other faculty members, and students. These **members play a key role in all the decisions pertaining to overall organization** and management of the various activities, operations, and functions such as, admission, academic coordination, conduct of examinations, promotion of research and extension activities, development of infrastructure-facilities, appointment of staff, **maintenance of service records**, encouraging sports and cultural activities, implementation of healthy practices in the campus for inculcating of the spirit of national integrity, social responsibility leading to holistic development of the students.

Experts from reputed academic institutes, research organizations, industries and Faculty members & students are nominated as representatives in these statutory bodies. Deans/Conveners/HoD's meetings with Principal are conducted periodically **wherein faculty input on** academics, administration and research issues are **discussed and decisions are taken**. Class wise Committee meetings are conducted, the teachers are given free hand to decide the type of continuous assessment, along with the students.

The institute strives to **achieve its vision** of educational and **holistic development** of its students who in turn can cause sustainable socio-economic development of the society. High quality educational objectives are achieved through healthy practices and policies which are being implemented keeping in

mind the policy of **uncompromising adherence to the quality policy, core values** and principles of inclusion, responsibility and social accountability under **effective leadership of all the stakeholders** of various statutory committees.

The **management mobilizes funds for enhancement and maintenance of facilities** such as infrastructure, laboratory, library and office equipment, apart from creating conducive environment and friendly campus under the supervision of various statutory committees of the institute.

The Institute has envisaged a perspective plan for every five years through timely deliberations with all its stakeholders. The perspective plan document **"VISION 2027"** is based on certain international perceptions of development and characteristics of a globally competitive institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institution focuses on imparting quality education for the technical / holistic development of students, especially from rural areas. Institution has framed different suitable policies related to academics and administration. Accordingly different committees are constituted which have well defined strategic and perspective plans. Continuous review of these policies is a routine practice by the members of these committees and governing council of the institute. Regular meetings of these committees are conducted to observe whether smooth functioning of these committees as per policies is taking place or not. If certain loopholes are found then the strategic action plans are prepared and the same are communicated to all the stakeholders. Review meetings are conducted to verify whether action plans are implemented in time and financial provisions are enough for conducting academic and administrative activities.

Policies formulated by the institution incorporate strategic planning and execution strategy of the same. It includes different policies such as Academic, Administrative, Quality, R&D, HR, and T&P. HR policy is well defined for smooth execution of the administrative activities. Quality policy of the institution is deployed and reviewed through continual feedback from all stakeholders. R&D policy helps to encourage faculty members for research activities. HR policy helps in recruitment and appraisal of faculty members as per institutes' service rules and AICTE norms. Institution believes in faculty retention and faculty upgradation. T&P policy help to provide sufficient and unbiased skill development trainings and placement opportunities equally to all the students. Management provides continuous

support and guidance for effective use of these policies.

Institution has Institute's Innovation cell, Industry Institute Partnership Cell, Entrepreneurship Development Cell, Women Empowerment cell, Cultural Committee, Gymkhana etc. to cater the requirements of all the stakeholders. Based on training needs analysis of faculty and staff, they are encouraged and deputed for FDPs, STTPs, conferences etc. Various activities are organized and conducted for promoting effective Teaching and Learning, R&D, community engagement and human resource management.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The designed self-appraisal is based on the following parameters:

- Teaching-learning process evaluation
- FDP/STTP/ Industrial training etc. attended for self-development Seminars / Conferences / workshops / courses conducted as coordinator
- Consultancy work/externally funded research projects
- Contribution towards extra-curricular and co-curricular activities
- Specific duties / tasks assigned by HODs Execution of exam duties assigned by the university
- Contribution for the benefits of students and institute Community service and extension activities
- Research contribution in terms of projects, publications and guidance to students
- Awards / rewards obtained by the faculty and staff
- Patents
- Results of subjects taught
- Books Published
- Student’s feedback
- Result of the course taught
- Guest and Expert Lectures delivered
- Key note addresses to conferences and workshop

Appraisal reports are reviewed by the Principal & Management at the end of every academic year. All the parameters discussed above are reviewed, and specific suggestions are communicated to individuals. Based on the reviews, decisions regarding regular increments and promotions are taken. Strengths and weaknesses are identified and accordingly areas of improvement if any are communicated to the faculty.

Non-teaching and supporting technical staff are appraised by concern Head of the Department in a prescribed format. Finally the improvement in behavior and overall conductance and performance is communicated to the respective staff and the appraisal in the form of annual increments and promotions are given to the staff in consultation with Principal and the Management.

Effective welfare measures taken for the benefit of teaching and non-teaching staff of the institution are :

1. EPF for teaching faculty and non teaching staff members.
2. Vacation, medical leave, maternity leave and study leave.
3. Free transport for non-teaching staff and in subsidized rate for teaching staff.
4. Free accommodation for needy teaching and non-teaching staff in the campus.
5. Free food facility to the needy teaching and non-teaching staff.
6. Financial assistance to attend FDP, Conferences, Workshops, seminars in their field of specialization.
7. Loans for needy staff from Sanjeevan Salary owners Credit Co-operative Society’s “Sanjeevan Shikshak Va Shikshaketar Sevakanchi Sahakari Pata Sanstha Maryadit”, Somwar Peth (Injole),

Panhala.

8. Distribution of the revenue generated by staff by various activities like testing and consultancy.
9. RO Plant for safe drinking water in the college premises.
10. Canteen and mess facilities.
11. Free Medical facility with residential qualified Doctors and ambulance facility.
12. Deputation for Higher Studies.
13. Uniform to class IV employees.

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

6.3.2

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

Response: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	3	11

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

6.3.3

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

Response: 13.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	20	19	25	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	62	67	69	71

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The tuition and development fees received from the students are the only assured source of income for the institute. The other sources of funds include are financial assistance received through schemes and grants from affiliating university, state or central government and few non-government organizations. The major portion of the funds received is spent on salary of the faculty members and staff which is around 60 percent. The institutes makes a budgetary provision for new infrastructure, laboratory equipments, sports equipment, expenses for conducting workshops-seminars & conferences, academic and administrative activities etc. The another portion of the funds is utilized for maintenance of the infrastructure, equipments, vehicles, etc.

Institute follows systematic procedure for effective mobilization and utilization of financial resources:

Admin office and Principal prepare the budget for major central expenses particularly for monthly salary, audit fees, and infrastructure maintenance.

Every committee, cell constituted, central library, central store, Gymkhana, prepares their annual expenses for their calendar activities. Departmental annual budget is prepared as per revised curriculum requirements, planned co-curricular activities, research work, expenses for organizing and participating FDPs, STTPs, conferences etc. before the start of the financial year. Principal reviews the budget of all departments and forwards it to the management.

The Governing council, and management reviews the budget and allocates sufficient funds to carry out all possible activities in the institution.

For purchase of any material, equipments, or services, a at least three quotes of reputed vendors are invited. The respective cell, department prepares a comparative statement with cost, quality and specification details. The negotiations are carried out with all the vendors to finalize one of them in front of management. With the due consent of the management, the order is placed.

The admin office carry out their systematic standard procedure for release of payments towards salary, day to day expenses for consumables, repair and maintenance etc.

The funds received under consultancy are distributed and utilized as per norms specified by the funding agency with proper bills and records.

All the payments to all vendors or beneficiaries are made via cheques only. However, some amount is kept as petty cash for exceptional emergency expenses as when required.

The institution conducts internal audits after every quarter end and observes the proper utilization of the available resources as per annual budget. Internal audit is an on-going continuous process in addition to the external audit to verify and certify the entire income and expenditure of the institution each year. External financial audit is a regular practice every year with well-defined procedure with the guidelines from government certified chartered Accountant of the institute.

Institutional budget is prepared well in advance for the forthcoming financial year. This budget is allocated under different heads like salary, new infrastructure, furniture and fixtures, maintenance, lab equipment, consumables, research and development, general / miscellaneous / any other items.

File Description	Document
Upload Additional information	View Document
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

1. **Significant contributions made by the IQAC**

The IQAC contributes significantly to various aspects of the institute's functioning, which plays a crucial role in maintaining and enhancing the quality of education. Below are some vital contributions made by the IQAC:

1. **Admission**
   - The IQAC plays a pivotal role in streamlining the admission process by setting up transparent and efficient procedures
   - It ensures that only meritorious students are admitted, thus maintaining the quality of the student body.
2. **Academic Monitoring**
   - The IQAC actively monitors the academic performance of students through regular assessments and evaluations
   - It identifies areas where students might be facing challenges and provides appropriate measures to address them.
3. **Academics in Pandemic:**
   - During the challenging times of the pandemic, the IQAC swiftly adapted to online education methods
   - It ensured the seamless transition to virtual classrooms and provided the required technical support for both faculty and students.
4. **Results:**
   - The IQAC monitors the examination process and ensures fair evaluation and timely declaration of results
   - It also analyzes the results to identify trends and patterns, helping in devising strategies

for improvement.

5. **Industrial Visits**
   - The IQAC facilitates and organizes industrial visits, giving students exposure to real-world applications and industrial practices
   - Such visits help students understand the relevance of theoretical concepts and enhance their practical knowledge.
6. **Internship Completion**
   - The IQAC collaborates with different industries and organizations to provide internship opportunities for students
   - It ensures that students complete their internships successfully and gain valuable hands-on experience.
7. **Conference/Book Publications**
   - The IQAC encourages faculty members and students to participate in conferences and publish research articles and books
   - It provides the necessary support and guidance to facilitate such endeavors.
8. **Journal Paper Publications**
   - The IQAC promotes research and supports faculty members and students in publishing papers in renowned journals
   - This helps in enhancing the research profile and reputation of the institute.
9. **FDP Organization**
   - The IQAC organizes Faculty Development Programs (FDP) to enhance the teaching and research skills of faculty members
   - These programs help in maintaining academic excellence and up-to-date knowledge among the faculty.
10. **FDP Registrations**
    - The IQAC facilitates the smooth registration process for faculty members to attend various
11. FDPs and workshops
    - This encourages continuous learning and professional development among the faculty.
12. **NPTEL/SWAYAM Registrations**
    - The IQAC assists and encourages both faculty and students to register for online courses offered by NPTEL and SWAYAM platforms
    - These courses provide additional knowledge and skills, complementing the regular curriculum.
13. **Remedial Classes**
    - The IQAC identifies students who require additional academic support and organizes remedial classes for them
    - Such classes help students bridge the gaps in their learning and improve their performance.
14. **Feedback**
    - The IQAC collects feedback from various stakeholders, including students, faculty, and parents, to assess the quality of education
    - It takes necessary actions based on the feedback received, ensuring continuous improvement.
15. **Extra-curricular Activities**
    - The IQAC actively promotes and supports extra-curricular activities like sports, cultural events, and clubs
    - These activities contribute to the holistic development of students and help in creating a

vibrant campus atmosphere.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender sensitization is the process where the people of all genders are taught to respect everyone irrespective of gender while acknowledging the differences. Gender equality is one of the key challenges our society is facing today. The institute conducts regular gender equality promotion programs. Guest speakers and social workers are invited to speak on the given topic which highlights the importance of gender equality and contribution of women in the society. SETI, Panhala has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its an inclusive work culture, healthy traditions and ethos have led to almost equal enrollment of male & female students and staff.

Annual gender sensitization action plan taken in SETI, Panhala include following programs.

Sr.	Name of the Programme
1	Blood investigation camp
2	Workshop on Gender Sensitization
3	Annual social Gathering participations
4	Dandia celebration during Navratri
5	Women’s Day Celebration for Women Empowerment
6	Placement activities
7	Yoga and meditation
8	Legal advice for girl students

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities –

(a) Safety and Security

• Well-trained and vigilant security guards and surveillance network with 24x7 monitored control rooms in campus

• Strict implementation of Anti-Ragging policies in Campus.

• Awareness campaigns on women safety and gender sensitivity through street plays, rallies and camps by NSS students.

• Separate hostels for men and women with dedicated wardens.

(b) Counseling

• Formal / informal avenues for counseling male and female students and staff for academic and other issues/problems through Class and Proctorial Committees and Women Empowerment cell is available for counseling students.

• Grievance Redressal Committees for staff and students is in place and active

• Gender sensitization awareness camps in the nearby rural areas with focus on Women’s rights, Human rights, Child rights, Gender equality, female feticide etc.

(c) Common Rooms:

Separate common rooms for Boys and girls to facilitate the students their personal space, care, meetings and discussions.

(d)Other Initiatives

Additional initiatives ensure active participation of students in co-curricular and extra-curricular activities including sports and also at intra-faculty, inter-faculty at institute and university levels.

(e)Community outreach

The institute takes initiative to organize community outreach programs in the society and make our students more sensitive towards gender related contemporary issues of the society. As part of NSS activities, free educational camps are organized fortnightly in neighboring villages, which help transform rural women in building awareness about health, hygiene, importance of child education and provide a launching pad to induct them into vocational skilling. Students who actively participated in such

community outreach programs improved their qualities and personal characters, a positive mind-set as well as attitude. It helps students to maintain a strong relationship with family, friends and society as well as communal harmony.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Our institute is proud of its rich variety of stakeholders belonging to various religions, cultures and from wide variety of socio-economic backgrounds. One can’t ignore the chances of conflicts due to ideological difference between thoughts, culture, religion, and ideas.

The institute is proactively taking adequate efforts in providing an inclusive environment to all its stakeholders including better education, equality, socio-economic upliftment, while maintaining good relations, unity, and communal harmony. The utmost care is taken to ensure healthy work environment for the students and staff with a well-maintained discipline.

Institute conducts a series of expert lectures during the induction program of the newly admitted students with different socio-cultural backgrounds and allows them to understand each-other and strengthen their personal bonds. The series continues with a wide variety of extension activities targeted towards enabling a holistic development of the students and staff.

The institute organizes annual social gathering, Gujrati Garbha during 9 days navratri celebration, Ganpati festival, Shivjayanti, ,and celebrates Birth anniversary of Dr. APJ Abdul Kalam, Swami Vivekanand and Dr. B R Ambedkar, Buddha Jayanti, Makar Sankranti, Karnataki Bendur etc. The students are encouraged to showcase their unity in diversity by organizing and celebrating cultural events, group dances, fashion shows, one act plays, etc. during traditional days and festivals.

To sensitize students and employees to the constitutional obligations like values, rights, duties and responsibilities of citizens, institute celebrates Independence Day of India, 15th August and Republic Day, 26th January every year very enthusiastically in whole campus.

All the activities of the students are coordinated and keenly observed by the faculty members and staff to maintain the discipline.

Stakeholders belonging to different culture, religion and region treat and greet each other during respective cultural, religious and regional festivals and maintain good relationships. The institute declares the national holidays to celebrate all the national festivals of different cultures and religions.

The revised curriculum courses like “Constitution of India” and “Basic Human Rights”, ensure the sensitization of students towards their constitutional rights, human rights, peace, tolerance, compassion, harmony, social values, environmental protection, and ethics. The institute organizes lectures of legal experts so that students and staff can understand their constitutional rights and shoulder their responsibilities as a responsible citizen of our country.

The institute organizes various community outreach activities to sensitize and educate students to be responsible citizens and to make them learn ethics and human values to adopt them in their personal and social life. Institute conducts Plantation campaigns, Cleanliness drives, “Meri Matti Mera Desh” Abhiyaan, “Rain water harvesting” and “Soil conservation awareness” etc for sensitizing the students towards nature. The institute arranges the special programs towards gender equality, women empowerment, women entrepreneurship, counseling for women health and education etc. The institute is taking initiatives to support the students belonging to economically weaker sections and underprivileged communities.

Institute’s Gender Equality Policy focuses on equal access, opportunities, and rights for women and men. By providing a barrier-free environment, needed facilities, and human and technological assistance, the institute initiates continuous efforts to make the differently-abled feel included in every part of the activity of the institute.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE – 1

1. **Title of the Practice:** Job Oriented Skill Development Programmes

2. **Objectives of the Practice**(100 words)**:** The main objectives of skill development programs are to prepare our students's attitude and aptitude for solving engineering problem with the required skills and knowledge towards recruiting them in reputed companies.

3. **Context:** (150)

There's cut-throat competition for everything. But if you can get an edge over your peers, you can quickly get the high-paying jobs available in the market. Grabbing the job opportunity and maintaining it is becoming difficult and harder due to the raging competition, it is essential to up-skill to stay relevant and competent in the industry.

Short-term job-oriented courses created to up-skill individuals with prominent skill-based knowledge can allow students to survive in the current competitive market. Short-term job-oriented courses help students to achieve a definite career path without going through master's courses. The short-term courses emphasize developing skills and can extend countless job opportunities to learners if they are dedicated to up-skilling It gives confidence and equip our students with the latest skills expected by the industry.. Skilled employees with problem solving attitude have the ability to work effectively and efficiently towards yielding higher productivity at their workplaces.

4. **Practice:** (400) All the students in their first year are provided with induction program in which they all are oriented towards engineering. Industry persons are invited to convince the students for developing their skills through all the curricular, co-curricular and extra-curricular activities throughout their engineering program. A separate series of lectures is organized for the students so that they can understand the importance of "Knowledge", "Skills" and "Attitude" during their entire tenure at our college. During their second year the students in all the departments are provided with special training on "Aptitude Test", "Communication skills" and "Life Skills". During their third year the advanced versions of "Aptitude Test", "Communication skills" and "Life Skills" are provided along with special sessions on "How to write resume" and "How to face interviews". A series of mock tests and interviews are then conducted with industry experts from multinational companies. All the students are encouraged to attend short term internship programs in the neighboring industries. During their 8th semester, all the students undergo at least four months internship program as a part of their curriculum. All the department faculty members take enough care of their mentees for selecting appropriate industry for internship and their regular follow-up for effective outcomes. A special attention is provided to ensure that maximum students are attending "value added courses" to add value to their resume during their leisure time.

BEST PRACTICE – 2

1. **Title of the Practice:** Community outreach programs for Holistic Development of students

2. **Objectives of the Practice** (100 words)**:** The main objectives are as follows.

- To educate students to be responsible citizens and to make them learn human values to adopt them in their personal and social life.
- To make the students learn the values like truth, humility, honesty, perseverance, cooperation, compassion, love, etc.
- To enable the students to understand, appreciate, uphold, protect, and promote the sovereignty, unity, and integrity of India.
- To develop all round personality of all the students in the institute.

3. **Context** (150 words)**:** Education with Ethics and Values are the fundamental process and important in every phase of human life. **Education** builds knowledge, helps in developing the powers of reasoning and judgment, and also prepares intellectually for a profession. **Ethics** teaches to identify the distinction between right and wrong and the **values** help in shaping the personality that of an individual. Values and ethics should be addressed to the youth by making them aware through the education system which will make the students gain the confidence to face all the situations in their life. If these qualities are taught along with education in college, responsible citizens, great leaders and nation's builders can come out. The education system is expected to orient the students think of sustainable growth and development of the society and the environment in whole.

4. **Practice** (400 words) **:** The institute organizes various community outreach activities to sensitize and educate students to be responsible citizens and to make the students learn human values to adopt them in their personal and social life. Institute conducts Plantation campaigns, Cleanliness drives, "Meri Matti Mera Desh" Abhiyaan, "Rain water harvesting" and "Soil conservation awareness" etc for sensitizing the students towards nature. We also conduct "Blood donation camp", "Yoga and Meditation program", "Wellness program", "Health Awareness Camp", towards building health and humanity. A few programs are conducted towards national unity and integrity such as "Har Ghar Tirangaa" Abhiyaan. The institute celebrates every year the birth anniversary and death anniversary of all the national and international leaders and freedom fighters of the religions to inculcate the communal harmony among the students, staff and faculty members of this institute. To improve the Quality of Education in rural areas of Kolhapur and Sangli district, institute arrange the "Flagship program" distribution of Byjus App among rural students under the guidance of Dr. Suhas G. Sapate who is Academic Ambassador of "Smiles Foundation, Mumbai"- a CSR channel partner of Byjus. Institute deputes the faculty members for educating the rural students of high schools and junior colleges on various cutting edge technologies. The institute arranges the special programs towards gender equality, women empowerment, special programs for women entrepreneurs, special counseling for women health and education etc. We organize special programs towards maintaining psychological and mental health, conduct drives for counseling the weak and divyang students. The institute is taking good initiatives to support the students belonging to economically weaker sections and underprivileged communities.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title of the Practice : Upliftment of (underprivileged and) rural society through effective use of CSR funds

Objectives of the Practice :

1. Skill development of students for employability
2. Holistic development for making them responsible citizens
3. Extend financial support to underprivileged rural students
4. Awareness among underprivileged farmer community for socio-economic development

Context :

Our institute is situated in the midst of rural areas surrounded by rural hilly area mostly occupied by farmers. Most of the parents are farmers and they are underprivileged and economically poor. Therefore the students coming from such regions are facing financial problems particularly for their higher education.

Moreover, the **job market is limited**, and the opportunities available for aspiring graduates are scarce. As a result, many students who grew up in such areas are often struggling to find employment after graduation. This can be a major challenge, as it can lead to **high levels of unemployment and underemployment**, which gives negative effects on their economical stability and growth.

Imparting quality education and catalyzing growth of rural community are two priority **missions** along the way of our institute's **vision**. The institution is committed to impart quality education to underprivileged rural students and it is also pledged to the socio-economic development of the rural community.

In view of these facts, our institute accomplishes its particular **priority and thrust** by uplifting the students through their employability skill development using CSR funds effectively. The institute is meeting with it's another priority and thrust by helping and educating underprivileged people from rural community by means of CSR funds from industries.

Practice :

Technical Skill development

The institute feels proud to quote here that with continuous efforts of faculty members and frequent interactions with the industries, we have successfully signed MoU with "Friends Union for Energising

Lives (FUEL), Pune", which is a non-profit organization with a mission to provide the youths of the nation to access the essential information about career opportunities.

The institute regularly identifies the underprivileged students from rural areas for their job-oriented technical skill development programs conducted by FUEL at their Pune campus. FUEL trains these students rigorously on trending technologies from IT and ITES domains with the-state-of-the-art lodging and boarding facilities. FUEL makes use of CSR funds from the corporate companies connected to them for youth career development. Our students are trained extensively and are grabbing job opportunities from IT and ITES domains. Around 93 students in three batches have completed their job oriented technical training of FUEL during last two years. Some students have grabbed wonderful job opportunities in companies like ……. with an highest **package of 7.5 Lacs/annum** resulting from the effective training from FUEL.

Soft Skill development

The institute has signed MoU with a couple of third parties such as Global Talent Track (GTT) Pune and Rubicon, Pune which are NGO with a mission of making young graduates employable by bridging the gap between real-world expectations and actual skills. The CSR-led skills programs uplift underprivileged and specially-abled students with counseling, training, and placements. More than 600 students of our institute have undergone soft skill and life-skills training programs offered by the trainers of GTT Pune during last two years at our campus. Some students have grabbed fabulous job opportunities in companies like **i-Value, Bangalore** with an attractive **package of 7 Lacs per annum**.

Quality Education through Byjus App:

To improve the Quality of Education in rural areas of Kolhapur and Sangli district, institute arrange the "Flagship program" distribution of Byjus App among rural students under the able leadership of Dr. Suhas G. Sapate who is Academic Ambassador of "Smiles Foundation, Mumbai"- a CSR channel partner of Byjus. Around 450+ subscriptions of BYjus Premium App worth Rs. 4.5 Crore were distributed to the underprivileged school and junior college students from hilly and rural areas. The schools teachers, parents and students became very happy and appreciated the distinctive initiative of Sanjeevan Panhala and usage of App has improved the quality of education in rural areas.

Institute deputes the faculty members for educating the rural students of high schools and junior colleges on various cutting edge technologies. The institute arranges the special programs towards gender equality, women empowerment, special programs for women entrepreneurs, special counseling for women health and education etc.

Career Guidance

In association with **Wisdom foundation Kolhapur**, the faculty members of institute have conducted special career guidance programs to encourage rural kids from low income families to pursue higher education. To promote its programs, each Department holds a variety of competitions and **guide school kids** advantages of the engineering Diploma and degree programs. The faculty members help the rural students and parents by clearly presenting program information and assisting them in overcoming the uncertainty of selecting the appropriate program based on their interests. The institute extends its technical support to all the schools from neighboring rural areas by arranging their **field visit at our campus** and provide all the students detailed information about engineering education and career

oriented opportunities in engineering.

Technical and Financial support to Underprivileged Farmers

The institute takes an initiative to organize lectures and workshops for farmers from rural areas to guide them on technical issues of water management, soil conservation, organic farming, encourage them to use wormy compost, organic fertilizers etc. The institute has distributed **polythene covers of farm ponds worth Rs. 2.5 Lacs to 15 beneficiary** underprivileged farmers from nearby rural areas. This activity was a part of CSR funds from **Dalmia Bharat Foundation**, India. The institute also assists the farmers for filling all types of online forms for availing various government schemes with subsidy.

Outcome:

The connect of Sanjeevan is really improving in the rural areas due to its distinctive efforts for imparting quality education in rural areas and guidance to underprivileged farmers from rural community.

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

5. CONCLUSION

Additional Information :

Established in the year 2009, Sanjeevan Engineering and Technology Institute (SETI) has been a beacon of ethics and quality education in the field of engineering. It was established as a self-financing institution by the visionary educationist, Founder Chairman Shri Prakash R. Bhosale, whose educational journey began with a humble primary school in 1994. From those early seeds of knowledge, his passion for education has blossomed into a robust tree with branches that extend to five distinguished school units, a dynamic junior college, an engineering institute with diploma wing and school of applied arts with Masters in business administration. His vision helped the nearby society & region which was deprived of quality education till post-graduation.

Concluding Remarks :

Incorporating the governance, organizational structure, and strategies for academic excellence, here’s a conclusion of the introduction for the engineering institute:

Visionary Governance and Dynamic Organizational Structure

Sanjeevan Engineering & Technology Institute, Panhala is guided by a well-defined vision and mission that resonate with the aspirations of our stakeholders. Our academic programs, infrastructure, and industry interactions are meticulously crafted to foster the overall growth of our students and faculty.

The governance of Sanjeevan is a robust framework comprising the Board of Governors, Local Management Committee, Departmental Advisory Board, Internal Quality Assurance Cell, and Academic Advisory Committee. Together with various statutory and non-statutory committees, they play a pivotal role in instituting reforms and ensuring the smooth functioning of all institutional activities.

Our decentralized functioning mechanism empowers departments and individual faculty members with significant autonomy in academic administration. This flexibility aids in decision-making and aligns with our commitment to fostering an environment of innovation and responsiveness.

Cultivating Leadership and Teamwork

SETI is home to various student cells and chapters that diligently conduct programs and events aimed at team building and event management. These initiatives are crucial in developing leadership qualities and collaborative skills among our students, preparing them for the challenges of the professional world.

We are dedicated to creating an academic environment that nurtures quality engineers. Our strategies are designed to enhance the educational experience, ensuring that Sanjeevan Engineering continues to be a beacon of knowledge and human values.

Continuous Professional Development

The organizational structure of [Institute Name] is a testament to our commitment to excellence. We ensure the smooth functioning of administrative and academic processes, fostering an atmosphere where learning and growth are paramount.

Our institute regularly deputes and conducts training programs for staff and faculty members, focusing on knowledge enhancement and capacity building. This commitment to continuous professional development is a cornerstone of our educational philosophy.

Quality Assurance and Accreditation

Bodies such as the DTE, AICTE, and DBATU conduct periodic inspections to aid in the continuous improvement of our institutional activities. These evaluations are integral to maintaining the high standards of education that Sanjeevan Engineering is known for.