SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

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

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The historic land of Panhala has conferred the selfless Shiv-trend in the spontaneous form to its guard rooted deeply in its soil. The same selfless Shiv-trend inspired a few teachers and dreamt of an educational institution for the innocent birdies of the society. Eventually, the inception came into existence in the infrastructure of Panhala at the hill station Shivsakha-Ambarkhana, under the name of Holy-wood Academy, Kolhapur epitomized as Sanjeevan. The pious day of its inception was on August 21, 1992 by a man of foresightedness, thoughtfulness and unprecedented courage Hon. Mr. P.R. Bhosale.

The Holy-Wood Academy has been efficiently managing number of educational institutes under the banner of Holy-Wood Academy as listed below.

1. Sanjeevan Public School - CBSE (Year of Est.:1994)
2. Sanjeevan Vidyaniketan (Marathi and Semi English medium) (Year of Est.:1997)
3. Chatrapati Shivaji Junior College (Year of Est.: 2001-2002)
4. Sanjeevan Vidyalaya (Year of Est.:1994)
5. **(Year of Est.:2009)**

The institute started its journey with four undergraduate programs, viz. Civil Engineering, Computer Science & Engineering, Electronics & Tele-communication Engineering and Mechanical Engineering with an intake of 240. Now it offers six undergraduate programs with an intake capacity of 360 at First year and 60 at Direct Second year in Mechanical Engineering.

In addition, institute offers two Post Graduate programs with an intake capacity of 18 in Mechanical Design Engineering and Electronics & Tele-communication Engineering. Institute has a total strength of 87 highly qualified and motivated faculty with adequate infrastructure as per AICTE.

Vision

SETI to Educate to Excel in Social Transformation

Mission

- To inculcate academic excellence in pursuit 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 develop the holistic personality of students to be a responsible citizen with ethical values and lifelong learning.
- To promote industry institute interaction for employability and entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Methodology:

SWOC analysis was carried out with the help of HODs, coordinators, faculty, and students, internally by conducting the interviews. A report on the findings of the interview was prepared. Brainstorming sessions were conducted at the department and institute level involving all stake holders. The inputs of the following have been considered for the SWOC analysis:

- Faculty Interaction
- Students' Interaction
- Feedback of Non teaching staff
- Feedback of Administrative staff
- Alumni feedback
- Industry experts feedback
- Media reports on the performance of the institution
- ?CR's meeting feedback, and
- Feedback reports of the committees from University

The suggestions provided in the feedbacks were analysed and considered for the implementation at different levels related to academics, policies and administration, research and development, Industry-Institute interaction, co-curricular and extra-curricular activities, Alumni and Training and Placement.

Strengths

- SETI is one of the well established, 9 years old engineering institute in the rural region of Kolhapur, Maharashtra with six UG and two PG programmes.
- Creative and supportive management with a positive attitude and educational bckground.
- Experienced and well qualified faculty in all departments and Team work of faculty & staff.
- Good computing and 200 mbps internet facilities with Wi-Fi enabled campus
- The institute has well established library and provides access to books, journals, magazines and news papers. In addition, the institute has subscription to standard online journals.
- The institute is located near to the industrial area of Kolhapur and provided with sufficient and dedicated bus facility by the management.
- Sufficient numbers of students participate in co-curricular and extracurricular activities in the institute and also in other institutes. Many activities have been conducted on the social issues.
- Good opportunities for the students to appear pool campus recruitments in the nearby college for the major industries.
- Location in an area of natural beauty that offers many outdoor recreational opportunities
- Encouragement for Student Initiatives
- Workforce has a commitment to quality, dedication, positive morale, and work ethic.
- Produce knowledgeable graduates from rural areas with high earning power

Institutional Weakness

- The major source of revenue generation is only by fees collection puts constraint on undertaking large investments and innovative projects.
- Less Institution?Industry interaction due to location.
- Limited scope for faculty to peruse research due to non availability of research centres in the college
- Lack of targeted advertisements to students out-of-state or out-of-region.
- Low meritorious students admission to both UG and PG programmes

Institutional Opportunity

- Committed to get accreditation from NAAC and NBA in order to implement outcome based education in the college.
- Tie up with NITs, IITs, foreign universities and research laboratories for enhancing the academics and research of the students and faculty.
- Joint and practice-based research Programs
- Alumni networking for academic and placement activities
- Starting new cutting edge post graduate programs.
- Catering to all sections of the society
- Establishing centers of excellence in key areas of engineering and opportunity to maximize on potential of Centers of Excellence
- To establish startup in different technological domains under the roof of incubation center.
- Alternative budgeting/funding models, e.g., responsibility centered management.
- Expand and improve the effectiveness of marketing of the College.

Institutional Challenge

- Permission to set up foreign university campuses by the Govt. in India.
- Possibility of declining quality of students admitted because of the extremely large number of institutes that are being setup
- Difficult to attract bright faculty because of better opportunities in industries and trend of migrating to metro cities.
- Migration of faculty and staff due to increased number of quality institutions.
- Saturation of engineering education
- Effect of government’s policies regarding admissions and fee structure.
- Declining emotional quotient and patience of the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SETI has been effectively implementing the planned curriculum in accordance with syllabi prescribed by the affiliating Universities (Shivaji University, Kolhapur (SUK) and Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere from the academic year 2017-2018 onwards). Faculty are actively participating in the process of curriculum revision at different capacities, designated by University authorities. The DBATU has

adopted Choice Based Credit System (CBCS) pattern to give more choices for students to opt different elective courses to facilitate academic flexibility. The institute also motivates the students to choose the courses based on different cross-cutting issues such as Gender, Environment and Sustainability, Human Values, Professional Ethics etc. The implementation of curriculum is planned by taking into consideration the current industry requirements and the technological advancements. Institute is conducting certificate programs, workshops, seminars, add-on programs, value-added courses in order to bridge the gap between curriculum and industry. All activities are conducted in a well organized manner according to the institute's academic calendar.

Social awareness and community service is inculcated in students through various National Service Scheme (NSS) activities. Opportunities are given to the students for experiential learning, participative learning, hands-on training, field trips and internships. The institution has signed MOU's with industries and educational institutions for resource sharing such as transfer of knowledge and student internships. The strong feedback system of the institute gets inputs from different stakeholders on implemented curriculum, teaching learning process, academic and physical facilities and act accordingly for betterment.

Teaching-learning and Evaluation

The institute has well qualified, experienced and dedicated faculty to facilitate the effective and excellent teaching-learning environment. The institute organizes special orientation program for the newly admitted students with a motive to familiarize them with working, departments, laboratories, central facilities, policies, rules and regulations of the Institute. Learning levels of the students are assessed and sincere efforts are taken towards slow as well as advanced learners to excel their academic performance.

Student-centric teaching learning methods such as participative learning, experiential learning and learning through problem-solving methodologies are followed for enhancing the learning capabilities by adopting ICT facilities, E-Learning resources, MOODLE, NPTEL etc. Various creative and innovative teaching learning techniques such as video lectures, role-plays, debates, group discussions, etc. are used. Students are continuously motivated to participate in various knowledge and skill enrichment programs.

Continuous Internal Evaluation (CIE) of the student's performance is carried out through assignments, tests, mini-projects, seminars and projects. Internal evaluation and end-semester evaluation is used to ascertain the attainment of COs, POs and PSOs. Any grievances related to examinations and evaluations are addressed properly.

Research, Innovations and Extension

Research and development cell of SETI takes initiative to nurture research culture among the faculty and students. The institute encourages faculty and students to publish research papers in SCI, SCIE and SCOPUS indexed journals. Supports for submitting research proposals to different funding organizations like AICTE, UGC, DST, CSIR, DRDO etc. The institute organizes workshops on Intellectual Property Rights (IPR) to convey the information regarding the patent filing and its importance. Faculty members of the institute are publishing research papers in national, international journals of high repute. The institute promotes the research activities by providing infrastructural and financial support to its faculty and staff members.

The institute has formalized policy regarding consultancy with clear specification of revenue sharing between the faculty and institute. The institution promotes and supports the extension and out-reaches activities for the

society under the banner of National Service Scheme (NSS). The students enrolled in NSS organize all such activities which inherently sensitize them towards gender, environment sustainability, human values, and professional ethics.

The institute maintains sufficient contacts with the industries and institutes through collaborations and functional MOU's. This helps the institute, students as well as the collaborating partner in resource sharing, knowledge sharing, field trips, sponsored projects etc. It also mitigates realistic perspective to expand the scope of learning experiences of the students.

Infrastructure and Learning Resources

SETI has adequate infrastructure for academics, administrative, amenities etc. as per the guidelines of AICTE, New Delhi. Class rooms are equipped with ICT facilities. All the programmes have laboratories equipped with state of the art resources and equipments as per the norms of apex body AICTE, New Delhi. There are ample of IT facilities with Internet and Wi-Fi connectivity. Sufficient number of text books, reference books, e-Journals, magazines, periodicals, etc. are 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 and various academic activities. The transport department has vehicles including buses, vans, cars for providing smooth transportation facility to students and faculty members. The institute has 02 hostels for boys and 1 for girls in the campus each having a capacity of 80. ATM, 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 Gym with modern fitness equipments, swimming pool, indoor games and outdoor games facilities with a playground. The Institute has different maintenance teams like civil, electrical, water supply and RO water treatment, garden and housekeeping. Sanjeevan has its own water supply facility to its occupants and to the hostels residents.

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. All these electrical equipments and controls are mounted in a separate power house. In order to facilitate renewable energy system Solar and Wind-Solar hybrid power systems are installed in the campus.

Student Support and Progression

The Institute provides benefits to students through scholarships, free ships, primary/secondary teacher's concession and other types of Government scholarships as per the rules for various categories. SETI also provided scholarships for the toppers from first year to third year of UG programme.

The institute has dedicated Training and Placement Cell comprising of Training and

Placement Officer (TPO) with specific coordinators in each programme. Various activities such as soft skill training programs, team building, group discussion, resume writing etc. are conducted through this cell.

Institute also has Career Development & counseling Cell (CDC) which looks after guidance for career counseling and competitive exam foundation courses for the students. Entrepreneurship Development Cell (EDC) organizes different programs for entrepreneurship awareness and development activities for students. Field projects, sponsored projects and internships trainings are facilitated for the students by the corresponding programs. 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.

Students are encouraged to participate in co-curricular and extra-curricular activities organized at the institute, university, zonal, inter zonal, state and national level competitions. All the facilities such as extra coaching, transport facility etc. are provided to the students especially participating in sports events. Institute has the alumni association which facilitates for the development of the institute. Value added courses, bridge courses and add-on programs are organized by all the departments of the institute for students.

Online feedbacks are collected from the students, parents, alumni and employer with respect to academics and working culture of the institute. Student's grievances are resolved on priority basis by Students Grievances Redressal Cell. The suggestion boxes are installed at prominent locations in the institute. For the overall development of the students various cells such as National Social Service (NSS), Cultural, etc. are actively functioning. Gender related issues are solved by Internal Complaint Cell (ICC). Anti ragging squad is established in the institute to take care of newly admitted students in the campus and hostels.

Governance, Leadership and Management

Governing Body (GB) is highest body in institutional hierarchy, followed by Local Management Committee (LMC). Both are headed by Hon. Chairman of Holy-Wood Academy and Principal is the member secretary. SETI is headed by the Principal, who guides and supports for all the academic activities happening at institute level. The management of institute extends their full support in accomplishment of institute's Vision and Mission.

Principal has decentralized his authorities through Deans, HODs, TPO, and the Registrar for office and other administrative works. Different committees and cells headed by faculty coordinators conduct all activities in the institute smoothly. An academic advisory committee headed by Principal and all programme heads as members meet weekly to discuss academic and other activities of the departments.

The institute has adequate budgetary provisions for academic activities and its mobilization is monitored by the institute to ensure optimum utilization. Regular internal and external audits are carried out. Institute has well defined strategies for faculty recruitment and their promotions. Earlier all the recruitment procedures are followed according to the norms of SUK. From 2017-18 onwards, recruitments have been carrying out according to the norms of DBATU. Enhancement in the qualification is appropriately appreciated through internal up-gradation. Performance of every faculty and staff is reviewed through performance appraisal process. In addition to this, programme and its faculty are encouraged to organize and participate in workshops/conferences/faculty development programs etc. SETI always encourages its faculty for higher studies and research. Study/duty leaves are provided to the faculty who are carrying out their research and consultancy. The needy faculty and staff are provided various welfares such as transport facility, residential facility, mess facility, medical facility, loan facility through "Sanjeevan salary owner's credit cooperative society", uniform to class IV staff etc.

The overall quality of the institute is ensured by Internal Quality Assurance Cell (IQAC). It reviews entire teaching-learning process, structures and methodologies of operation at periodic intervals through its academic administrative audits.

Institutional Values and Best Practices

The institution provides equal opportunities to all the students and its faculty members without any gender discrimination. Lectures, seminars, programs are conducted by inviting eminent speakers like advocates, social workers, motivational speakers etc. to address various issues such as gender equity, environmental, professional ethics etc. Complete safety and security is provided by installing CCTV cameras and separate common rooms for boys, girls. Security is observed by the watch and ward department. Non conventional energy sources like solar power plant, wind-solar hybrid power plant are also in operation. LED tubes and lamps are also used to minimize the power consumptions in the campus. The solid, liquid and e-waste management systems are properly implemented in the campus. Rain-water is harvested in the campus and used for few of the bore wells for recharging in the campus. The Sanjeevan has its own water supply and RO water purification plant.

SETI is known for its green environment. Varieties of trees, plants and shrubs are existing from and before the beginning of the institute. The campus is developed through beautiful lawns, pedestrian roads with covered sun roofs, decorative plants and shrubs of beautiful flowers, rockery with eye pleasing arrangements, statues of stones etc. which creates a pleasant environment. Measures such as maximum interdepartmental and inter personal correspondence is through emails. Institute has its own transportation system in the form of buses, mini buses and other transport vehicles.

Various facilities to take care of differently abled students are available. Hospital with residential doctors is also available in the campus.

The institute’s HR policy in which Code of conduct for students, teachers, administration including Principal / Officials and supporting staff are well defined along with their duties and responsibilities.

The institution plans and organizes activities such as, Celebration of birth anniversaries of prominent national personalities. Independence Day, Republic Day, Women’s Day, Yoga Day etc. are also celebrated in the institute.

The institute also developed best practices such as, Best Outgoing Student (BOS), Orientation towards technical education in the rural areas, Departmental library, transportation service, internal fabrication, maintenance and repairs, etc. for overall development.

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
City	Panhala
State	Maharashtra
Pin	416201
Website	www.seti.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Mohan B. Vanarotti	0231-2686601	9902544599	0231-2686600	sanjeevannaac@seti.edu.in
Associate Professor	Raghunath S. Kulkarni	0231-2686609	7588587459	0231-2686627	raghunath.kulkarni@seti.edu.in

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	15-06-2009

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

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		
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	10-04-2018	24	Extension of Approval

Details of autonomy

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

Recognitions

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

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

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BE,Automobile Engineering	48	HSC with MHTCET	English	63	14
UG	BE,Computer Science And Engineering	48	HSC with MHTCET	English	63	34
UG	BE,Civil Engineering	48	HSC with MHTCET	English	63	45
UG	BE,Electrical Engineering	48	HSC with MHTCET	English	63	28
UG	BE,Electronics And Telecommunication Engineering	48	HSC with MHTCET	English	63	6
UG	BE,Mechanical Engineering	48	HSC with MHTCET	English	63	44
PG	ME,Electronics And Telecommunication Engineering	24	BE with GATE	English	18	4
PG	ME,Mechanical Engineering	24	BE with GATE	English	18	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9				21				79
Recruited	1	0	0	1	0	0	0	0	45	6	0	51
Yet to Recruit				8				21				28
Sanctioned by the Management/Society or Other Authorized Bodies				8				21				34
Recruited	2	0	0	2	3	0	0	3	21	9	0	30
Yet to Recruit				6				18				4

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				50
Recruited	49	1	0	50
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				21
Recruited	21	0	0	21
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	1	0	0	2	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	42	7	0	51

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	12	0	28

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

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	273	1	0	0	274
	Female	82	0	0	0	82
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Diploma	Male	113	0	0	0	113
	Female	24	1	0	0	25
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	48	59	72	81
	Female	6	9	19	20
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	165	221	190	173
	Female	32	39	38	35
	Others	0	0	0	0
General	Male	787	818	819	769
	Female	200	200	218	199
	Others	0	0	0	0
Others	Male	90	67	102	100
	Female	14	7	18	17
	Others	0	0	0	0
Total		1342	1420	1476	1395

3. Extended Profile

3.1 Program

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

Response: 1484

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	08	08	06	06

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1194	1395	1476	1420	1342

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
375	385	383	367	362

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
378	438	431	469	344

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
90	89	94	98	94

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
92	91	96	100	96

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 27

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

2017-18	2016-17	2015-16	2014-15	2013-14
564.13	728.69	738.14	565.65	495.97

Number of computers

Response: 663

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Response:

The institute follows the academic calendars provided by the affiliating universities DBATU and SUK and imparts quality education by utilizing the available resources efficiently.

The institute has developed a structured and strategic approach for the implementation of the curriculum effectively.

The following are the methods used to implement the curriculum throughout the academic year.

Principal Meeting:

Principal’s meetings (Academic Advisory Committee) are conducted with HODs once in a week to discuss the academic as well as administration plans and for their effective implementation. Then HODs in turn held meetings with all faculty of the departments for further processing.

Academic Calendar:

As per the university, the academic calendars are prepared and all the departments stick to the prescribed academic schedule throughout the year.

Vision and Mission:

In addition to the college vision and mission, each department is having vision and mission statements and PEOs and POs are defined.

Academic Diary and Course File:

Academic Diary and Course file for each subject are prepared by faculty at the beginning of the semester and different contents like lesson plan, term work evaluation, mentors information etc. are added in it for executing the pre-planned activities.

Contents of academic dairy and course file:

- Lesson Plan
- COs, POs and PEOs and their mapping
- Attendance Records

- Plan for Laboratory and its Attendance
- Record of Industry-Institute interaction
- Record of industry visits
- Conference and workshops attended
- List of Research paper published
- Mentors- Mentee information (Teacher- Guardian)
- Unit tests and Mid-term test question papers and scheme of evaluation
-
- Notes and NPTEL lectures
- University question papers
- Record of additional activities

The action plans:

- The Academic Advisory Committee (AAC) of the institute consisting of Principal, Deans and HODs conducts meetings to review the effective implementation of the curriculum. Teachers are encouraged to impart the curriculum through innovative teaching methods such as ICT presentations, assignments, discussions, workshops, seminars, industrial visits, apart from regular/traditional chalk and talk methods.
- The various assessments like unit tests and midterm tests, assignments are regularly conducted as per the academic calendar.
- Proper review of the results is carried out by the respective faculty and the HODs to analyse the performance of the students.
- Progress of the students is regularly informed to their parents through direct communication (SMS and Letters).
- Parent’s meets are conducted regularly to have interactions of parents with HOD, faculty and Guardian Teacher about the student’s performance.
- The communication and aptitude skills of the students are improved through extra coaching related to critical thinking, group discussions and interviews to maximize placement.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 40

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
10	14	14	01	01

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 08

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

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

Response: 100

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

Response: 08

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 23.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
274	712	489	93	84

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Reseponse:

The institute follows the curriculum of the affiliating universities which gives emphasis on environment and sustainability, human values and professional ethics.

The institute has Internal Complaint Cell (ICC) which takes care of Gender issues and Redressal.

The institute has Hostel Committee and Anti Ragging Squad which looks after the ragging related issues.

Following are the courses related to environment and sustainability, human values and professional ethics studied by the students of different branches of engineering

Sr. No.	Class & Programme	Course

1.	First Year B. Tech.	Energy and Environmental Engineering and Communication Skill
2.	First YearM. Tech	Communication Skill
3.	Civil Engineering	Industrial Waste Management
4.	Civil Engineering	Environmental Engineering I and II
5.	All Programme	Environmental Studies
6.	B.E. Mechanical Engineering	Human Values and Professional Ethics (Elective)
7.	T.E. Mechanical Engineering	Professional Skill Development
8.	S.E. & T.E. Automobile Engineering	Professional Skill I & II

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 20

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

Response: 20

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 28.48

1.3.3.1 Number of students undertaking field projects or internships

Response: 340

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	00	0	00

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 52.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
386	417	457	473	400

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

2017-18	2016-17	2015-16	2014-15	2013-14
810	854	863	788	760

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 34.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	132	134	173	120

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

2.2 Catering to Student Diversity

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

Response:

Response:

Identification of slow and advanced learners:

The institute identifies the slow and advanced learners based on

- Higher Secondary Certificate (HSC) and Maharashtra Common Entrance Test (MHT-CET) Marks
- Interaction of faculty with students in class rooms and Labs
- Performance of students in the unit tests and midterm tests
- Performance of students in their previous semester university exams

Strategies for the slow learners

- Remedial classes are conducted regularly
- Attendance of the students is monitored continuously for necessary action and reports are mailed to the parents.
- Performance of the slow leaner is monitored by the mentors and motivated them towards the improvement
- Management supports slow learners who are financially weak
- Mentors counsel the slow learners through motivational talks and personal related issues

Strategies for the advanced learners

- Special guidance and consultations are given to the advanced learners to secure high percentage of marks in university examination.
- The faculty members of the departments and the placement cell constantly encourage the advanced learners to participate in extracurricular and co-curricular competitions.
- They are encouraged and motivated to take up sponsored projects during final year as well as to take participation in technical competitions held at National and International level within and outside the university.
- They are given responsibilities to conduct national level tech fests where they acquire leadership skills.
- Motivational talks are arranged for them to boost their confidence and interests in the studies.
- They are encouraged to take up internships and certification courses.
- They are motivated towards higher studies and research.
- They are motivated and given extra coaching for appearing in GATE and Competitive exams

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.27

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Response:

The institute follows the curriculum of the affiliating universities which focuses on experiential and participative learning and problem solving methodologies.

Experiential learning:

- The students have to undergo laboratory courses in all the semesters in different branches of engineering.
- Institute has provided full-fledged laboratory facilities in all the departments in accordance with curriculum of the universities.
- Students of all semesters conduct experiments in the laboratory to understand the theoretical concepts learnt in the theory classes.
- Working on the experiments, mini projects and internships help the students to gain the experiential learning.

Participative Learning:

- Students experience participative learning by carrying out mini projects, final year projects, seminars and industrial visits prescribed in the university syllabus.
- Students are motivated and counseled to participate in seminars, workshops, conferences, study tours, industrial visit, projects, science exhibition, group discussion, guest lectures, symposium, Quiz programmes, association and lead programs to enrich the different learning methods.
- Students participate in extra-curricular activities like sports, music, dance, yoga and cultural competition conducted in the college every year.
- Institute has provided the students with several self-learning facilities such as digital reading materials, NPTEL Videos, EDUSAT, language laboratory, international journals and web courses to get exposure to practical examples.

Problem Solving Methodologies:

- Students are given an opportunity to work on problem solving techniques through assignments, seminars, mini projects, final year and sponsored projects.
- In problem solving methods, students are advised to put in efforts on
    - Define the problem.
    - Create a mathematical model.
    - Develop a computational method for solving the problem.
    - Implement the computational method.
    - Test and assess the solution.

Students are motivated and counseled to participate in intercollegiate events like quiz and other activities related to problem solving methods.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 90

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 13.57

2.3.3.1 Number of mentors

Response: 88

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Response:

The main objective of the institute is to train the students to become independent learner, aspirant for higher studies and good researcher in near future.

The methods followed by the institute for innovation and creativity in teaching- learning process are

- All class rooms are equipped with LCD projectors with Wi-Fi internet facility. Faculty use these modern teaching aids, virtual labs and NPTEL videos to convince the concepts more clearly to the students.
- The institute is having Entrepreneurship Development Cell (EDC) which organizes entrepreneurship awareness programs for the students. The entrepreneurs from engineering

industries are invited as resource person to develop new creative and innovative product ideas among the students.
- Students participate in class seminars, workshops, group discussions, debate, paper presentation, guest lectures and project work to improve their knowledge by the innovative practices.
- Technical event “Parikramaa” is conducted in the college level annually where students themselves participate and execute and learn the communication skills and leadership qualities.
- Tata Technologies(TTL) Ready Engineer program is conducted by the Mechanical Engineering Department to expose the students to different software tools and design practices used in the industry.
- Learning beyond the class room is carried out by organizing study tours, field visits, and internships.
- Guest lectures are arranged in all the departments regularly from experts from industry and renowned academic organizations to help the students to update the latest technologies and it also provides an opportunity for the students to interact with resource persons and learn new things.

Students of First year Engineering are given a platform to present their knowledge and skill by creating a project in a team and the group of expert faculty interact with these students to test their knowledge and understanding through project based learning.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 97.89

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 4.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	4	4	2	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.46

2.4.3.1 Total experience of full-time teachers

Response: 671

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 6.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	1	2	1	1

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Response:

The evaluation scheme of DBATU is:

- Continuous Evaluation-20 Marks
- Mid Semester Examination-20 Marks
- 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

The evaluation scheme of SUK is:

- Term Work-25 Marks
- Oral Exam-25 Marks for few courses
- End SemesterExamination-100 Marks

Following are the different reforms executed by the Institute in Continuous Internal Evaluation (CIE) system.

- Institute conducts unit tests and midterm tests according the schedule of the academic calendar (in line with the university) across all the departments.
- The course teacher evaluates the unit and midterm test papers and circulated to the students for their information and clarifications if any. Finally compilation of all the marks of all the courses for a particular class is done at the department level and counseling and mentoring is done accordingly
- CIE test marks are disseminated to parents through SMS and letters. Parents meet is conducted in all the departments to communicate the wards performance to their parents.
- 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%

- In addition, the CIE of the students is also carried out conducting tutorials and assignments.
- For DBATU, test marks are converted to out of 20 based on the marks obtained in two unit tests
- Continuous Assessment 1 and 2 (CA1 and CA2) marks are allotted out of 20

Test marks and CA1 and CA2 marks are counted out of 40

File Description	Document
Link for Additional Information	View Document

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

Response:

Following are the initiatives taken by the institute towards transparency in the internal assessment mechanism and robustness in terms of frequency and variety

- The unit and midterm tests are conducted as per the guidelines of affiliating universities.
- The department coordinators of the exam prepare the time table according to the schedule of academic calendar in concern with Dean Examination.

- Dean Examination allots the duty of room supervision to the faculty of all the departments for smooth and transparency in conduction.
- This information is communicated to all faculty and students through circulars and display on notice boards.
- The syllabus is divided into two portions i.e. first two units for first unit test, remaining units for second unit test.
- Question papers are set in line with the guide lines of the university.
- Answer papers of each unit test are evaluated within three to four working days and corrected papers are shown to all students. If there are any discrepancies, they are addressed and final marks list is prepared.
- Assessment marks of the students are sent to their parents through SMS and letters. After all the tests, average marks obtained is also shown to the students, and their signatures are taken before sending final marks to the University.
- Laboratory term work assessment is also conducted in very transparent manner. After conducting each practical session, assessment is shown to the students. Mock exam is also conducted prior to end semester exam. Final term work marks are based on the performance in all experiments and mock examination.

File Description	Document
Link for Additional Information	View Document

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

Response:

Response:

The internal examinations are totally transparent in nature. For university exams, the institute helps the students to communicate the grievances related to the result withheld, change of marks, revaluation etc. Once the examination is over the valuation process is carried out by university under Central Assessment Programme (CAP) at the allotted regional centers. Faculty members of the institute attend the CAP centre for assessment and moderation of answer sheets.

After publication of semester results by the affiliating universities, students can avail the following:

- If a student is not satisfied with his/her marks he can go for photocopies of answer scripts after payment of prescribed fees of the university.
- The university mails the scanned copy of students answer sheet for the demanded courses to the concern student by hiding identity of the earlier evaluator/examiner.
- Student files his grievances regarding reassessment of the answer sheets if discrepancies are found by paying the required fees to the university.
- The answer sheet is revaluated and reassessed by covering or masking the earlier examiners marks and his identity.
- Difference in marks of the two examiners is affecting the final statement of marks. It is communicated to the students in time.
- If the difference is more than 20%, the third re-evaluation is also carried out by university and the final result is communicated to the students.
- If the quantity of answer books for the courses is more, the university sends the answer papers for the evaluation to various institutes including SETI.
- In the case of changes in marks of the particular course, the university gives refund of the respective fees paid for the exam related grievances to the concerned student.
- For DBATU log in is provided to every student.
- After declaration of results if the student is not satisfied with his marks, he can apply for revaluation and soft scanned copy of his exam paper.
- If any grievances are there, the student can apply for the same as per DBATU procedures.
- Changes in marks will be communicated to student through online procedure.
- Remedial online exam is scheduled within a month which is MCQ type by the university.
- If the student fails in remedial exam, supplementary exam is conducted by the university along with the regular examinations.
- The SETI Student section helps the students in completion and pursuing for all the above activities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Response:

The steps followed in the preparation and execution of the academic calendar are given below

- The academic calendar of the institute is prepared centrally by Dean Academics in consultation with Principal and Heads of the departments and it is in line with the calendar of events of affiliating universities.
- All events such as academic, co-curricular and extra-curricular activities and holidays are also included in the calendar.
- Academic activities include unit tests, theory and practical exams, reopening and last working days of the semester, expert and guest lecturers and departmental knowledge enhancement programs.
- All the continuous internal evaluation practices such as conduction and evaluation of unit tests, evaluation of laboratory performance, assignments, tutorials etc. are conducted strictly in line with the institute and department calendars.
- Co-curricular and extra-curricular activities are paper presentation competitions at institute as well as state level, project competitions, project based learning competitions, sports events, annual social functions, national days and other important days included
- Department coordinators will also prepare the calendar in line with the college by including the departmental activities.
- The departmental calendar will be circulated among faculty and students for information and further implementation.
- The different departmental academic activities such as theory and laboratory classes, tutorials, assignments, unit and midterm tests, subject and project seminars are conducted in accordance with the calendar. HOD takes the review of departmental activities conducted as per the calendar.
- Principal monitors and take review of all activities conducted in the college with respect to academic calendar.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Response:

The Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are defined and finalized in all the departments based on outcomes of the meetings conducted with advisory boards and senior faculty according to the NBA guidelines. Defined outcomes are also revised based on the inputs of all stake holders.

Course Outcomes (COs) are defined for all courses in the different departments by the concerned faculty and are refined by conducting faculty meetings from different streams. Course outcomes of courses defined by the affiliating universities are also referred in finalizing the same.

PSOs and POs are displayed on the department website, in class rooms and laboratories. They are also communicated to faculty in the department meetings. COs of all courses are displaced on the department website. Students are made familiar with PSOs, POs and COs by the faculty in classes as well as through tests, assignments and tutorials.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

PSOs, POs and COs are attained by the direct and indirect methods of assessments.

Direct assessment methods: Unit tests I and II, midterm exam, assignments, Quizzes, tutorials, end semester exams and performance in conducting experiments

Indirect assessment methods: Course exit survey by student’s feedback and final year seminar and project by staff feedback.

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 the 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. Matrix containing mapping of COs-POs and COs-PSOs for a particular course is shown in Table 2.1. Mapping of COs of all courses of a particular program with POs and PSOs is presented in Table 2.2

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
CO11											
CO12											
CO13											
CO14											
CO15											
CO16											
AVG.CO 101											

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
CO101											
CO106											
.....											
CO201											
CO206											
.....											
CO301											
CO306											
.....											
CO401											
CO406											
.....											
CO501											
CO506											
.....											
.....											
CO801											
CO806											
AVG.											

Different weights 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. 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
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 82.54

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 345

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

Response: 418

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.57

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

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

3.2 Innovation Ecosystem

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

Response:

Response:

The institute has initiated its own incubation center under which the following activities were executed.

- The institute has established research and development cell in which the members are faculty from different departments.
- The R&D cell looks after the different avenues for funded projects. Simultaneously R&D cell also prepares research proposals for organizing workshops, seminars, training program, Faculty Development programme etc. and sent to the funding agency such as Indian Society for Technical Education (ISTE), All India Council for Technical Education (AICTE), New Delhi and Department of Science and Technology (DST), Government of India etc. for approval.
- After receiving the sanctions, the programmes are organized by the concerned coordinators in the institute and all the details are submitted to the funding agency for release and for further processes.
- Some programmes are also organized on self finance basis for which grants are made available through participation fees and sponsorship received by nearby sponsoring agency.
- The institute is affiliated to Shivaji university, Kolhapur for its Third and final year Engineering which has its own lead institute scheme. Under this scheme, the funds are provided by university for research projects and programmes for faculty and students.
- The institute comes under Kolhapur Cluster of the lead institute scheme of the Shivaji University. Under this cluster, all the Engineering Institutes in Kolhapur district are working together for successful implementation of lead institute programmes. Out of these institutes one institute act as a coordinating institute for this scheme. The proposals are prepared and sent to the coordinating institute for financial assistance.
- The programmes and projects approved by coordinating institute are communicated to the Lead college coordinator of our institute and accordingly the funds are utilized for conduction of programmes.
- Incubation center of SETI has also an Entrepreneurship Development Cell (EDC) to aware the students regarding entrepreneurship development.
- SETI has organized entrepreneurship development program “UDYAMI - 16” to create entrepreneurship awareness among the students of the institute and the other outside technical institutes in Kolhapur district.
- Under “UDYAMI - 16” program, the entrepreneurs and representatives from financing agencies from various sectors were invited to share their expertise to the students.
- Institute’s various programmes try to offer industrial sponsored projects for their students as a part of curriculum.
- In these sponsored projects students are assigned a specific task which involves design, fabrication, testing and analysis of the assigned project.
- Students have to visit the sponsored industry number of times as per the requirements suggested by the institute guide as well as the industry guide for completion of the project.
- During the completion of project within a stipulated time students have to give innovative ideas and practices to fulfill the requirements of the industry.
- Finally the sponsoring industry issues the satisfactorily project completion certificate as per curriculum requirements.
- SETI also has ISTE, IEEE and ISHRAE student chapters through which various programs are organized for faculty and students

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: No

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

five years

Response: 0.23

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	4	2	1

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	11	10	19	14

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

Response:

Some of the extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development includes:

- **Tree Plantation:** Every year our Hon. Chairman and Joint Secretary, celebrate their Birthdays in the month of March in a unique way. In this particular month tree plantation is done on both sides of the road from Waghbil to Sanjeevan. Presently there are around 200 such trees which are grown up and survived on the roadside.
- **Blood Donation:** On the same occasion blood donation camps are organized at SETI. The renowned blood banks, private as well as government are invited for the camp. The student, faculty and the other staff of SETI donate blood willingly and whole heartedly. The particular event receives overwhelming and growing response over the years.
- **Saplings offered:** On each and every function at SETI the guest and invitees during function are welcomed and felicitated by offering saplings instead of banquets. The message of importance of plantation and preservation of trees is given to all in a public platform which is also rightly fitting to institutes environment policy i.e. “Green Sanjeevan-Clean Sanjeevan”.
- **National service scheme (NSS):**

NSS extension activities are conducted every year in a particular village for doing social services, cleaning and greening, health camp, eye camp, awareness programme and rallies to develop the social services and responsibilities among the students and to understand the community needs.

Since 2016 from the inception of National Service Scheme cell, at our institute numbers of activities are conducted. The major activities include the NSS camps. Two such camps were organized by the faculty and students under the guidance of NSS coordinator. In these camps following activities are conducted for the villagers:

- Repair/maintenance of village streets
- People awareness rally
- general social awareness
- Guidance from invited speakers and Gender related issues
- Technical social services
- Street plays
- International Yoga day was celebrated on 21st June every year. All the faculty, staff and students actively participate in this programme under the guidance of renowned Yoga Guru.

There were few groups of students who actively participated in the events:

- Bhagwad gita : Reading & Recitation
- Balidan Mass (Death anniversary month of Ch. Sambhaji Maharaj, the great Maratha warrior and Son of Ch. Shivaji Maharaj)

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government

/recognised bodies during the last five years

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	1	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 44

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	21	2	1	1

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

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

Response: 16.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
100	149	165	327	372

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

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

Response: 122

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	30	38	12	20

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 11

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

with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	5	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Response:

SETI has adequate facilities for teaching learning as per the norms specified by the apex body All India Council for Technical Education (AICTE), New Delhi. All the programs of the institute have got the following facilities.

1. ICT enabled classroom
2. Laboratories with all required equipments and space as per AICTE norms
3. Seminar halls
4. Departmental library
5. Well qualified and experienced faculty
6. Tutorial rooms

Apart from this the institute has got following central facilities

1. Central workshop : which has got the following different shops
    - Machine Shop
    - CNC machine
    - Carpentry and Pattern making shop
    - Smithy and plumbing
2. Central Computing facility : It has advanced computers for students and staff
3. Central Library: IT consists of reference book section, text book section, Journal & Magazine section, Digital Library, Reading room
4. Drawing halls: These are mainly for Mechanical, Automobile and Civil Engineering Programs
5. Language Laboratory: The is an audio tools incorporated as an aid in modern teaching
6. Basic Sciences Laboratories: Such as Engineering Physics and Engineering Chemistry Lab especially for First Year Engineering Students

The consolidated facilities for teaching learning are given in the following table:

Space Description	Facility available	Details	
		Number	Average Size (m2)
Class Rooms	Class Rooms	24	80.00
Technology enabled Learning Spaces	Engineering Drawing Room	01	256.09
Reading Rooms	Central Library	01	577.09

	Departmental Library	06	30
	Digital Library	01	68.78
Seminar Hall	Seminar Hall	03	133.00
Tutorial Rooms	Tutorial Rooms	06	40.00
Well-equipped laboratories	Department Laboratories	57	80.00
Specialized facilities and equipment for teaching-learning	LCD Projectors	27	-
	State of art Language lab	01	58.69
	Wi-Fi	YES	-
Central Workshop	Machine Shop, Carpentry Shop, Smithy Shop, Welding Shop, Sheet metal & Tin smithy shop, CNC Machine Shop	01	311.96
Specialized facilities and equipment for research	PG Laboratories	02	54.00
Central computing Facility	Advanced computers	01	150.00

Softwares are the most essential components of modern engineering education. The program wise list of softwares is mentioned in the following table:

Sr. No.	Application Software	Allocation
1	Borland Turbo C++	Central Computing Facility (CCF)
2	Microsoft Academic Office 2007	
3	Visual Studio	
4	Microsoft Office 2003 OEM	
5	Shri Lipi 7.0 and Hardware Lock	
6	Estimator 2.0	Civil Engineering
7	Autocad 2012	
8	ETAB	
9	LABVIEW	Electrical Engineering
10	MiPower	
11	MATLAB	
12	ANSYS	Mechanical Engineering

13	Solid Work	
14	Autodesk Invetor Professinal	
15	CAM Works	
16	Orcad	E & TC
17	RFSpice	
18	MATLAB	
19	CATIA V5 R-21	Automobile Engineering

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Response:

The adequate facilities for sports, games and cultural activities include:

- SETI has its own sports and Gymkhana Section looked after bya separate physical director. The various sports events organized by SETI are :
  - Annual sports: these are indoor and outdoor sports organized at the beginning of Second semester every year
  - Lead institute tournaments: these are organized for the technical institutes in Kolhapur District under SU Kolhapur.
  - Inter zonal tournaments organized for all the institutes affiliated to Shivaji University, Kolhapur.
  - Invitation tournaments for invited institutes nearby.
  - SETI promotes its student to participate in State / National / International level tournaments by providing additional coaching and facilities required for the respective event.
- The Holy-wood Academy to which the institute belongs is having many educational institutes including residential schools. One of the residential school i.e. Sanjeevan Public School is located in the close vicinity of SETI. This particular school is having many sports facilities for their students such as, swimming tank, Basket ball ground, Hockey ground, Cricket ground and the fully equipped Gym, which is also made available to SETI students. Additional slots are also provided to SETI students for extra coaching and practice of the various levels like national level, state level, zonal level tournaments.
- The sports culture in the institute is very healthy. The students of all the programs are participating as a team in various tournaments The various points are awarded as per the performance of the program in these events and based on the points earned by the department at the end of the

tournament general champion department is declared and a rotary trophy is awarded to the program.

- Every year annual social function (gathering) is organized by student council. The staff coordinator acts as event coordinator and facilitates the students for successful organization of the function. During this annual social function the students only organize the various events such as Fun fair, traditional day, singing, dancing, Mr. & Ms. SETI, fish ponds, fashion show etc. The coordinating faculty to each of the event acts as facilitator, mentor and final selection authority. The schedules of these events are prepared by the cultural coordinator in consultation with the student council representatives. The prize distribution to the meritorious students and also the sports winners is organized during annual social function. The eminent personalities are invited as chief guest for the prize distribution ceremony. The function is organized on a well decorated huge stage and appropriate sitting arrangement for audience in a temporary constructed theater.
- Students are also motivated to participate in various events of their interest at University level. The facilities required for this are also made available by the institute. In some of the events students have performed exceedingly well and have bagged prizes for their distinctive performances.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 27

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

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

Response: 26.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
80.50	152.90	170.60	214.54	174.90

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Response:

SETI library was having library management system (LMS) software which was purchased on 30th May 2009. This software was used up to 30th December 2014. The highlights are as follows:

- Circulation (issuing library materials to stakeholders and receiving back in the stipulated time): In the library circulation module provision is made to issue / return / renew for books circulation, non-print material circulation (CD, DVD, etc.) and serial control (Print Journals / magazines). Library rules setting: listing of books (by authors, publishers, and suppliers), rules for library management etc.
- Along with these modules a major module was OPAC which is described as below:

OPAC: Online Public Access Catalog for searching the library resources. User can search the library resources as per follows:

- General Search: Title / Author / Publication / Keywords / Classification.
- Advance Search: The searching can be done with various combinations Title / Author / Publication / Keywords / Classification.
- Accession Search: Search can also be done through the accession numbers without remembering the title or author of the book. This facilitates fast & accurate searching.

- Reports: This is an important component of the Integrated Library Management System (ILMS) which helps to generate various reports / returns. The following reports are generated through this module: Books Issue / Return date wise, user wise, department wise, reports required for various statutory bodies and inspection teams and history of user and library resources. This will help in maintaining optimum stock of the concerned resources.
- Serials: This is an important module of the Integrated Library Management System (ILMS) to

maintain and keep record the serials (Print Journals, Magazine, bound volumes and Newspapers). Through this module we can track the subscription period and renewal date of the serials.

The above software was having certain short comings such as:

- There is no provision for immediate confirmation of library transactions through the email and message alert facility.
- Unable to generate the barcodes.
- Unable to print the member barcode.
- Poor AMC services by the supplier.
- Unable to generate the reports as per the vender’s requirement.

Due to these short comings, SETI library has shifted to the Vidya Sagar Premium version software in which all the short comings of the above software are taken care of. The salient feature of this software are:

- UNICODE and MS SQL Server assure best performance and quality with cutting edge experience.
- Data entry in any language is possible.
- Compatible with other systems
- Customization of library rule possible
- Reading room monitoring
- Statistical and analytical report management easily possible
- Bar code reader facility available
- Online demand is possible for books
- Books available in all the software subscribed institutes library are also visible
- Free android app available for students and faculty

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Response:

The central library of the SETI is well organized with useful text books, reference books, CDs, hand books, magazines etc. SETI library has the subscription of e-books, journals and Printed journals. In addition library has collection of rare books, manuscripts, special reports and other knowledge resource for library enhancement, accessible to the students and faculty as reference material for enrichment of their knowledge. These rare books include books on Competitive Exam, Encyclopedia, Motivational Books, Novels, Books on Health Care, Politics, History, Inventions, Research, etc. The total rare book collection in the central library is 320 Titles and Volumes.

The library is also blessed by donators through donations of verity of technical and non technical books**.** The total count of these donated books is 352.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 7.47

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.19	1.13	6.15	15.03	9.84

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: No

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.85

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

Response: 88

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

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 Instittue was having the bandwidth of 20 Mbps and Now it has been enhanced to 200 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.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 1.8

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 18.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
131.18	110.13	109.62	96.30	82.52

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

Response:

SETI is having established systems and procedures for maintaining and utilizing Physical, Academic and support facilities.

- Appropriate care is taken to keep the infrastructure and laboratory equipments in clean and working condition.
- For some of the workshop machines preventive maintenance is carried out by the concerned instructor such as oiling of lathe beds, maintenance of workshop accessories and tools.
- In case of breakdown maintenance of equipments initially the other departments are consulted for related maintenance.
- Established standard procedures are followed for maintenance of laboratory equipments.

The maintenance at different sections of the institute is given below:

- **Laboratories:** Preventive maintenance is carried out regularly and breakdown maintenance is carried out as and when required as per the standard procedures of the institute.
- **Computer Hardware, Software and Networking:** The institute has a separate IT infrastructure in-charge who looks after the maintenance of IT facilities including hardware, networking, system and application software maintenance.
- **Library:** The Librarian with the supporting staff maintains several activities in the central library. The earlier journal and magazine issues as well as the deteriorated books are bound every year as per institute's standard procedure.
- **Sports infrastructure:** Dedicated Physical Director looks after the maintenance related issues. Maintenance of grounds is carried out by the institute at central level. Physical director is keeping the record of utilization of sports equipments and facilities.
- **Class Rooms:** The class rooms sweeping and cleaning is done every day. Principal, HODs and Class coordinators also monitor the cleanliness and neatness of the classrooms and corridors. The maintenance, cleaning and washing of the washrooms is done by the house keeping department centrally.
- **Electrical maintenance:** The electrical maintenance is carried out by Electrical Engineering department. A separate electrical maintenance and repair team is assigned the job of all electrical related issues including lights, generator, energy bills, new wiring, LAN cabling etc. This team also looks after the electrical maintenance of the entire Sanjeevan family campus.
- **Drinking water coolers, Lift etc.:** SETI has its own water supply system. The water is processed in a central RO purifying plant and is supplied to all the premises. The water is provided for drinking at various locations and corridors of the institute by means of water coolers. The maintenance of this water supply amenity is carried out at central level. The lift is maintained by the supplier through AMC. The garden maintenance, tree plantation, sapling decorations required for various functions, development and maintenance of lawns etc. is taken care by a central team.
- **CCTV, Intercom, Security etc:** The maintenance of CCTV is done by an external agency through AMC. The maintenance of all the intercom facility is done by E&TC department. Ex – Service men are appointed as security guards and are guarding at prominent locations including the entrances of Sanjeevan campus.
- **Furniture maintenance**: The furniture maintenance is taken care by the workshop of SETI, Panhala.
- **Transport facility**: The routine maintenance of all buses including greasing and oiling is carried out at institute's automobile engineering department.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 79.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
834	1174	1162	1244	1055

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 13.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
200	294	264	143	8

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**

3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 12.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
193	182	194	207	94

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

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

Response: 13.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
92	274	337	86	126

File Description	Document
Details of the students benifitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 10.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	89	80	25	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 0.53

5.2.2.1 Number of outgoing students progressing to higher education

Response: 02

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 80

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	5	3

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	5	3

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 21

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	2	4	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

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

Response:

Response:

Student Council: The institute has an active student council. The student council is framed every year as per the norms of Affiliated Universities.

The members of the student council are:

1. Four student members (toppers), one from first to final year of all the programs.

2. One student member representing as sports coordinator selected by physical director of the institute.

3. One student member representing as cultural coordinator selected by faculty cultural coordinator.

4. Two girls student members out of which one is from reserved categories selected by Principal.

5. One Student NSS member selected by NSS coordinator

6. One faculty representative.

7. Physical director of the institute.

8. By default, Principal is the Chairman of the student council.

Functions of Student Council:

1. One general secretary is elected among all nominated students by all the members of student council. The general secretary is actively involved in smooth conduction of annual social function of the institute in coordination with the student cultural coordinator, faculty cultural coordinator and the Principal.
2. The sports coordinator actively organizes and participates in annual sports of the institute. He also organizes intercollegiate, inter university, zonal, and inter zonal sports events which are hosted by SETI in coordination with physical director and the sports organizing students committee.

Library Advisory Committee: Six student members are nominated in each department by HOD. These students actively participate in the development of library as learning resource. These students give concrete suggestions in the library committee meeting for utilization and overall development of central library.

Departmental advisory board (DAB): Two student members are nominated by the HOD in each program. These students actively participate in DAB meetings and give their views regarding curriculum enrichment.

Internal compliance cell (ICC): Some girl students are members of the internal compliance cell (ICC). This cell takes care of gender related issues such as Sexual harassment prevention.

National Service Scheme (NSS): It is the only a platform for students to extend social and community service. The faculty advisor along with the student members organizes various programs. In these programs students are actively participating and making these NSS programs more fruitful.

Hostel committee: Hostel committee and Anti ragging squad of the institute consisting of student members also. The student members look after the newly admitted students and guide them regarding ragging and its effects.

Different technical events/competitions are organized in the institute such as Parikramaa, Controstav, and Mecher. In organizing these programs, various committees of students are formed by the student coordinator under the guidance of faculty. Students get exposure to event organization and working in a team as a team member through active participation

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 32.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	33	32	32	32

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

Response:

SETI has strong belief that alumni are great role models for present students and are often well placed to offer practical support, since they have already started their professional career. Alumni are often in the position to engage the expertise of the institution in the professional growth. Our alumni are our brand ambassadors, so Sanjeevan registered “Sanjeevan Alumni Association” (SAA) under the Society Registration Act, 1860. Every pass out student is eligible for life time membership and can become a member by completing registration process.

The executive committee of the alumni association comprises of alumni as its members along with faculty coordinator. These members play very important role of initiating, maintaining and renewing communication with the alumnus. A strong and healthy relationship with the alumni and the industry helps in providing newer avenue for progress of the institute.

The major role played by alumni is elaborated below:

- Alumni of the institute are involved in Departmental Alumni Advisory Board (DAB) of each department. DAB actively contributes in the development of the department and institute.
- Sponsorship and technical assistance of Projects for final year students
- Guidance to cultural group
- Training programs and guest lecturers for the students
- Interaction with the students
- IQAC has alumni of the institution as member; these members contribute to the improvement of teaching learning process

Institute organizes alumni meet at the institute. During this meet the alumni contributes a lot to the present students through interaction and to the institute. Various events in the alumni meet are: Interaction with faculty, interaction with students, sharing the views and experiences on the Dias during the speech.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:

The Vision and Mission of the Institute:

VISION:

Sanjeevan Engineering and Technology Institute to Educate to Excel in Social Transformation.

MISSION:

- To inculcate academic excellence in pursuit of technical education and to strive hard for good academic result and placements.
- To attract nurture and to retain the best faculty and technical manpower.
- To develop holistic personality of students to be a responsible citizen with ethical values and lifelong learning.
- To promote industry institute interaction for employability and entrepreneurship.

The role of top management, Principal and faculty in design and implementation of its quality policy and plans:

In line with the vision and mission, the governance comprising of Governing Board (GB), Governing Council (GC), Department Advisory Board (DAB) and Internal Quality Assurance Cell (IQAC) play significant role in formulating policies to suit the present trends in education system and for the benefit of the stake holders.

Principal, HOD’s and all faculty members take care in implementing the policies and plans to the satisfaction of stakeholders. Principal provides academic leadership and in association with the faculties, evolves strategies for academic growth of the institution. The faculty members are actively involved in decision-making process through various committees such as institute academic advisory council, departmental advisory board, anti-ragging committee, research and development cell, cultural and sports committee, etc. The policies and practices to improve academic performance, methodology of conducting examinations are reviewed and discussed in HODs meeting before implementation.

Quality Policy:

We promise a conducive environment to our faculty, staff and students to realize the vision.

For the effective implementation of the quality policy and plans, the management has disseminated following practices which shows the commitment, leadership role and its involvement:

- Recruitment of qualified and experienced faculty as per AICTE & UGC guidelines.
- Motivation, guidance and appreciation to the faculty, staff and students.
- Effective mechanism for monitoring the academic activities.
- Faculty development programmes for faculty and staff to update about the latest developments in their field of specialization.
- Providing support for departmental seminars, project work and guest lectures.
- MOUs with various industries and institutes for promoting industry-institute interaction.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Response:

- The institute has academic administrative support system in place. The various committees with their clearly defined functions exist as mentioned below.
    - Governing Council: The various functions include
        - Framing directive principles and policies,
        - Amending and approving policies from time to time and approving budgets.
    - The Principal is the academic and administrative head of the Institution. However, the responsibilities are delegated to the deans, coordinators and heads of departments.
    - Academic Advisory Committee: the members of AAC are Principal, deans, coordinators and all programme heads. The functions are:
        - To approve academic policies of the institute
        - To recommend to the governing council regarding budgetary requirements for academics
        - To review academic progress of the institute and suggest measures to improve.
- Department Advisory Board (DAB): This committee consists of all the stake holders of the institute. The functions are:
    - To define vision and mission of the department.
    - To define programme specific outcomes, programme outcomes, course outcomes and their mapping.
    - To review academic progress of the programme.
    - To inculcate R&D culture and its extension.
- Heads of the departments are empowered for executing the policies in their department.
- The faculty members are nominated to be the members of institutions committees so that they can put forth their innovative ideas to achieve better results.
- Head of the institution ensure that every staff has a clearly defined role with specific duties and responsibilities.
- Under the leadership of the Principal, chairpersons of various committees & HODs are engaged in assigning, delegating, coordinating and communicating responsibilities to the staff members as per the established system.

- The responsibilities assigned to the teachers are conveyed to them in the periodical meetings/ reviews and by issuing personal letters and e-mails to them. The responsibilities are defined and communicated to the faculty & staff of the Institute through official orders and mails.

Various other committees like Grievance Redressal Committee, Internal Compliance Cell (ICC), Hostel and Anti Ragging Committee etc. assist in the effective and efficient functioning of the institution.

The institute promotes a culture of participative management by following means:

- All the major decisions are taken by the Principal after wide consultation with the HOD's.
- A decentralized functioning mechanism, empowers the departments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions.
- The policies are well defined by the college authorities and well informed to all the concerned.
- In most of the committees, right from the governing council to the departmental committees, faculty involvement and participation is allowed.
- The management gives suggestions on various aspects on the basis of Principals report and feedback from the society. These suggestions are communicated to the teaching and non-teaching staff and implemented by the Principal if feasible.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

Response:

Yes, the Institute has a perspective development plan for next 5 years. The institute puts an effort in assessing the performance and development by identifying the key indicators. It fulfils the demands of stake holders by addressing the issues.

The Institute has following Strategic plans:

- Getting accreted from NBA
- Tie up with NITs, IITs, foreign universities and research laboratories for enhancing the academics and research of the students and faculty.
- Joint and practice-based research Programs
- Establishing alumni networking for academic and placement activities
- Starting new cutting edge post graduate programs.
- Establishing centers of excellence in key areas of engineering and opportunity to maximize on potential of Centers of Excellence
- Establishment of Incubation Centre

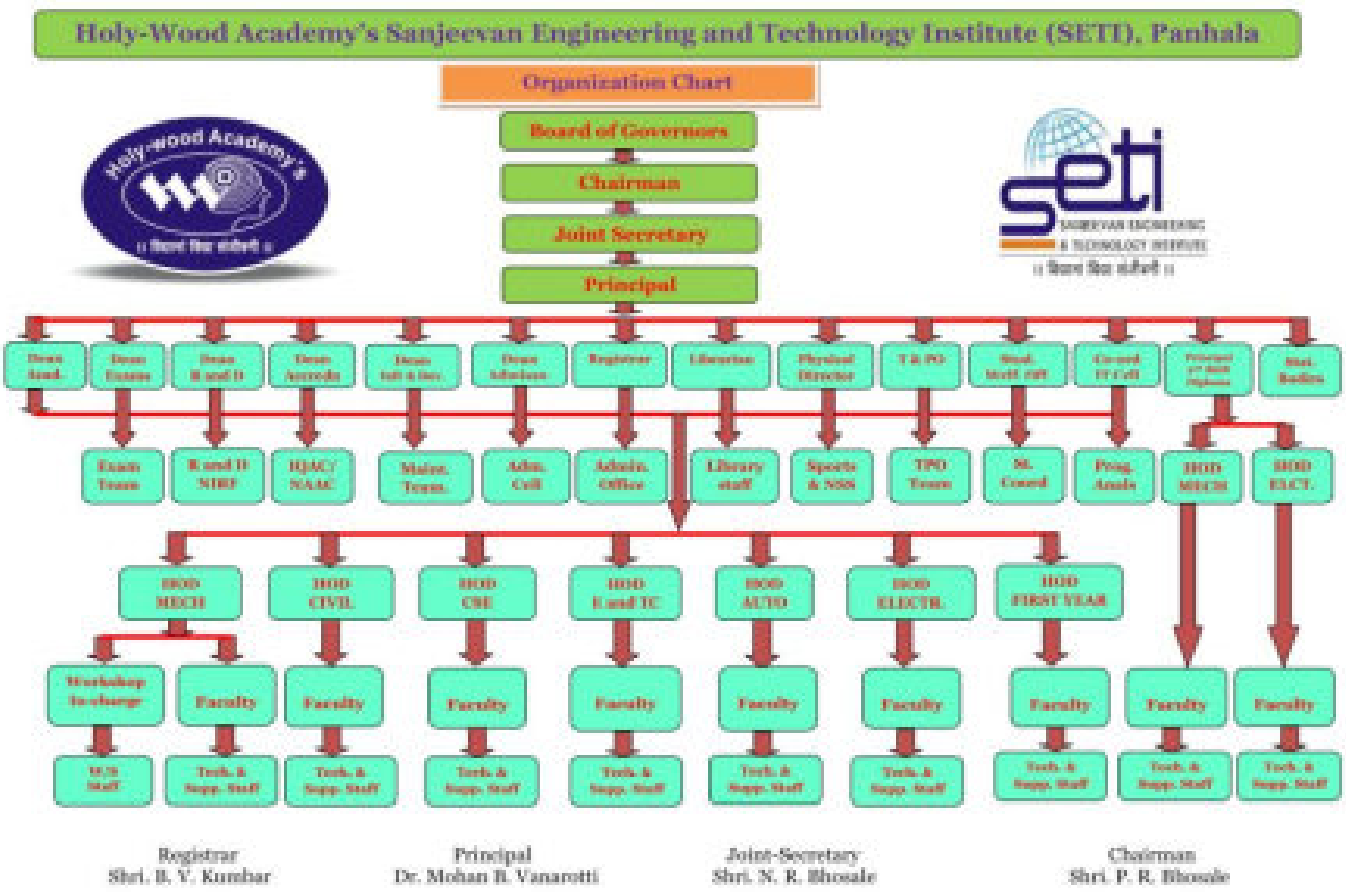
File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

Response:

The organizational structure of the institute is shown below:



Functions of key administrative positions:

Position	Functions
Governing Council	• Frame and amend directive principles and policies. • Approve budgets.
Principal	• Mobilize internal & external resources

	• Plan & provide necessary facilities for development. • Periodic monitoring & evaluation of various processes • Define & deploy quality policy and objectives. • Plan & Execute the Annual budget. • Arrange periodic meetings • Accounts and finance. • Employee recruitment.
Deans	• Leading and coordinating efforts toward achieving vision and academic goals. • Leading and coordinating college strategic planning and curriculum development. • Evaluating administrators, Heads and staff in consultation with college faculty
TPO	• Liaison with industry and alumni. • Arrange need based training to the students. • Arrange campus interviews. • Proposing annual T & P budget.
Registrar	• Liaison with AICTE, DTE, Shikshan shulka samiti and University • Maintaining roaster and faculty records • Recruitment process • Maintain minutes of meeting • New programme proposals.
Heads of Department	• Plan and execute academic activities of the department • Pick and promote strengths of students / faculty / staff • Prepare & Propose department budget • Maintain records of departmental activities and achievements • Liaison with all Stake holders • Coordinating with other department
Librarian	• Plan and propose expansion/ development. • Maintain library discipline and culture. • Prepare annual budget for library as per norms. • Organize library committee meetings & library records. • Provide various book bank facilities to the needy students.

Recruitment process:

Recruitment policy is as per the rules and regulations of University.

1. Recruitment is carried out as per roaster. Once roaster is approved advertisement in leading news

paper is given and an interview will be conducted by selection committee constituted and appointed by university.

2. Local selection committee is constituted with subject experts by college. The candidates recommended by committee forwarded to university for approval. This is due to unavailability of higher cadres and delay in university approval procedures.

Service rules are transparent and benefits as per the norms are provided to employees.

Grievance Redressal mechanism: Institute has internal Complaint cell, Grievance Redressal Cell, Standing committee etc. These cells resolve the grievances of Gender related issues, grievances of students, reserved category students and staff respectively. The academic related student grievances are resolved at department level by the head of the department.

Promotional Policies: Annual increment is given to the faculty and staff as per the AICTE norms. Some of the experienced and deserving faculties have given higher scale with higher AGP as per career advancement scheme (CAS) of UGC. The Ph. D candidates are immediately recruited and placed in the appropriate pay band.

The performance appraisal of the faculty is done every year in a prescribed format which includes self appraisal by the faculty, appraisal by Head of department, appraisal by the Principal and finally the overall remarks of the management regarding the promotion and annual increment of the faculty. The non-teaching staff is appraised by the concern head of the department in a prescribed format.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

Response:

For the smooth functioning and operation of the institute various committees are formed. Some of the important and statutory committees of the institute are:

1. Government Council
2. Local Management Committee
3. Academic Advisory Committee
4. Internal Compliance Committee
5. Hostel committee & Anti ragging Squad
6. Cultural Committee
7. Sports Committee
8. Internal Quality Assurance cell
9. Entrepreneurship Development Cell
10. Standing Committee
11. Library committee

Each committee will hold meetings with its members to discuss on various matters and the minutes of the meeting are recorded. The resolutions of the meetings are circulated among all the stake holders.

Case Study:

Academic Advisory Committee consisting of Principal as a Chair Person and all programme heads are the members of this committee. This committee meets once in a week preferably on every Thursday to discuss about academic activities, institute calendar, university results and other important issues. The various functions of this committee are as below:

- Discussion and finalization of academic calendar of the institute.
- Discussions and finalization of all academic activities according to the university calendar.
- Discussions and finalization of all non-academic activities such as cultural and co curricular activities to be conducted throughout the semester.

- Discussion on various committee formation and finalization of the faculty
- Discussion and strategic action required to be taken by various programme heads on syllabus completion
- Discussion regarding laboratory requirements and budgetary preparations for the equipment, consumables and maintenance
- Discussion on Industrial visit schedule and its implementation as per calendar and as per requirement of curriculum
- Discussions on feedback from stake holders
- Discussions on project sponsorship, completion review, competition and exhibition.
- Discussions regarding preparations on LIC inspections of university, AICTE inspections if any, DTE and other important inspections
- Discussions and execution of NAAC/ IQAC audits
- Discussions on various Days and functions celebrations such as Engineers Day, Teachers Day, Birth anniversaries, Independence Day, Republic Day, International Yoga Day etc.
- Discussion regarding formation of student association and programmes to be organized under these associations

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Response:

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
Link for Additional Information	View Document

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

Response: 8.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	11	6	3	14

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	7	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 40.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	58	56	18	24

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

Response:

Well defined Performance Appraisal System is followed in evaluating the performance of teaching and non-teaching staff of the institute.

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.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure.

Institutional budget is prepared every year taking into consideration of recurring and non-recurring expenditures.

All the major financial decisions are planned and finalized in the Institute’s Governing Body Meetings (GBM).

The institutional mechanisms for internal and external audit

Qualified Internal Auditors from external resources have been permanently appointed and a team of auditing staff carry out a thorough check and verification of all the accounts documents including receipts

and payments of the transactions that are carried out in each financial year.

Similarly detailed external audit is also carried out annually. Institutional accounts are audited regularly by both Internal and statutory audits.

The consolidated internal / external audit summary is presented below:

Financial Year	Internal/ External Auditor	Remarks
2012-13	Ajit M. Joshi & Associates, Chartered Accountants, Kolhapur. Partner: Samir S.Bhagwat Membership No.: 045277	No objectionable remark
2013-14	Ajit M. Joshi & Associates, Chartered Accountants, Kolhapur. Partner: Samir S.Bhagwat Membership No.: 045277	No objectionable remark
2014-15	Samir S.Bhagwat, Chartered Accountant, Kolhapur. Membership No.: 045277	No objectionable remark
2015-16	Samir S.Bhagwat, Chartered Accountant, Kolhapur. Membership No.: 045277	No objectionable remark
2016-17	Samir S.Bhagwat, Chartered Accountant, Kolhapur. Membership No.: 045277	No objectionable remark
2017-18	Samir S.Bhagwat, Chartered Accountant, Kolhapur. Membership No.: 045277	No objectionable remark

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 5.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.72	1.07	0.17	0.21	2.65

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

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

Response:

Response:

The Institute has a well-defined procedure in mobilising funds and optimum utilization of available resources for the development of infrastructure and implementing effective teaching-learning methodologies. All major financial transactions are carried out by the office under supervision of principal and management.

The major source of the funding is tuition and development fees collected from students. Other sources are grants received from various funding agencies for research, for conduct of faculty development programmes and from testing and consultancy.

At the end of every financial year, next year institute budget is prepared after taking into consideration of the requirements of all departments. Each department head prepares the budget based on the requirements such as equipments, computers and consumables required for next academic session. Principal proposes the budget and gets approval in Governing Body meetings after discussion and necessary corrections. The Principal and the Heads of Departments discuss the requirement and decide the priorities while allotting financial resources for various purposes and also ensure optimum use of available financial resources. The

Governing body studies the annual expenditure, scrutinizes the budget and provides feedback for efficient use of financial resources. The Institute has standardized procedure for sanctioning of funds for various activities and also for settlement of advance and passing of bills for payment.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

Response:

Institute has a well established Internal Quality Assurance Cell (IQAC) for quality improvement and standardization of the activities to be carried out. The head of the cell is a faculty member and one faculty member from each department is a member of this cell. IQAC adopted some of the best practices to monitor and improve all the activities to promote transparency and student centric approach in the institute.

The objectives of the IQAC are:

- Planning the academic process in such a way that there will be continuous improvement in the teaching-learning activity
- Providing suggestions towards teaching-learning process and motivating the use state of-the-art technology for knowledge transfer.
- Verification of the implemented academic processes.
- Supporting the slow learners by planning the remedial coaching classes
- Encouraging the good students towards the advanced technologies and processes through counselling and mentoring.
- Including assignments and tutorial classes in the academic process

Implementation of Online Feedback:

From very beginning of the institute it emphasizes more on its Teaching Learning process. To handle the quality of teaching and the learning level difficulties of the students, IQAC has developed online feedback system. It is a kind of satisfaction survey from the students for teacher regarding subject they are teaching in the particular semester. All the students studying in the particular class gives their feedback through moodle link.

Following are the parameters considered in online feedback system:

- Effective presentation and audibility
- Knowledge of the subject

- Punctuation and sincerity
- Developing inspiration and confidence among students
- Availability for interaction with students
- Proficiency in English
- Provides study / resource material
- Class control
- Focus on syllabus
- Would student like this teacher to teach in future again

Feedbacks of the students are reviewed by the heads, principal and IQAC members for the improvements and suggestions towards the teaching-learning process.

File Description	Document
Link for Additional Information	View Document

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

Response:

Response:

The IQAC has well structured methodologies for the periodic review of teaching-learning process and learning outcomes. The review process is accomplished by following the steps mentioned below:

- Review of teaching techniques and modern tools used by teacher such as ICT tools, experiential, participative and interactive teaching, etc.
- Conducting course audit of all the courses for all the programs through Program Audit Committee (PAC).
- Peer review by attending lecture delivered by teachers.
- Monitoring the delivery of the contents and extent of the lecture.
- Internal and end semester exam results analysis.
- Collecting feedback from students and its analysis.
- Collecting the feedback from all the stakeholders for curriculum enrichment.
- Conducting student satisfaction survey and faculty satisfaction survey for the overall development of the institute.
- Conducting audits at different cells, committees and programs for continuous internal evaluation and quality improvement.
- Continuously counseling and guiding the faculty, staff and students to strengthen the teaching learning process.
- Developing mechanism for communication of the SETI Vision, Mission, quality policy and environmental policy.
- Counseling the teachers at regular intervals with respect to lecture plans, content delivery, interaction with students, attitude building and development, course outcomes, program outcomes with its mapping and attainment, etc.

The following is the example of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:

Faculty classroom observation

To support and enhance the quality of teaching learning process, classroom teaching of faculty is observed by IQAC appointed team of senior faculty. The observations are made in a prescribed format developed by IQAC.

The format of observation includes the following important aspects of the classroom teaching and learning:

- Content of subject
- Organization of the content
- Interaction of faculty with students related to subject.
- Use of media: overheads, chalk board, visual aids, handouts, outline, notes
- Strength and weaknesses of a faculty
- Overall rating on the scale of 1 to 5

Evaluations submitted by the expert committee is reviewed by IQAC team and communicated to concerned faculty and HOD for the improvements if any.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 3.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	6	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Response:

Response:

The institute is going for the first cycle of NAAC accreditation. From the beginning of the institute as well as after the formation of Internal Quality Assurance Cell (IQAC), Quality enhancement initiatives in the academic and administrative domains successfully implemented which are as follows:

1. **Faculty Development Programs (FDPs):** These programs are organized by the institute and the faculties are deputed to attend the same outside the institute.
2. **Teaching - Learning and Evaluation Process:** By using various levels of learning from Blooms Taxonomy, Course Outcomes (COs) have been defined by the concerned course teacher. Senior faculty of the program guides and helps while preparing COs for all the courses of the programme. Mapping of COs and PO attainment is carried out for all the programmes.
3. **Use of ICT tools:** In the recent years faculty enhanced the use of ICT tools for teaching learning practices. These include use of android softwares, NPTEL videos, Modular object Oriented

Dynamic Learning Environment (MOODLE) and the other teaching learning methods. Up gradation of Class Rooms and Seminar Halls with ICT facility.

4. **Assessment and Evaluation:** Continuous internal evaluation (CIE) is implemented for laboratory work through its procedure; CIE is also implemented for projects, mini projects and seminar evaluation.
5. **Teacher Guardian Scheme:** The teacher as a guardian for mentoring the students is implemented. IQAC developed the TG forms for counseling and mentoring of the students.
6. **Up gradation of laboratories:** The Mechanical Engineering programme and Electronics and Telecommunication Engineering programme have started the PG programmes. To provide adequate infrastructure to carry out the dissertation and research in the laboratory the up-gradation of laboratories are done with high end equipments.
7. **Student Support and progression:** Various activities were initiated for holistic and overall development of the students such as in house technical events, competitions, project based learning. Apart from this the students are also encouraged to participate in technical competitions outside the institute as well as paper presentation in technical journals.
8. **Entrepreneurship Development Program:** EDC cell is established and organized entrepreneurship development programs for ED skills among students.
9. **Invited Lectures:** Invited lectures and expert lectures from industry people and other organization were organized. Intellectual property rights (IPR) workshops were organized for all the faculty of the institute.
10. **Extension programs:** Various community oriented activities and programs were organized through NSS.
11. **Various committee Formation:** For the smooth functioning of various activities in the institute various cells are formed. Some of the cells are statutory in nature and others are for the smooth functioning of the institute.
12. **Digitization of notices and circulars:** Notices and circulars are circulated among the students through LED screen. Android applications are also used for the same.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
    1. **Safety and Security**
    2. **Counselling**
    3. **Common Room**

Response:

Response:

Safety and Security:

Institute takes care of safety measures and security provisions of the students in the manner through various committees like internal complaint cell, hostel committee and anti-ragging squad, Standing Committee, Grievance Redressal Cell, etc. exist in the institute which perform their defined duties and shoulder the responsibilities. Various responsibilities of these committees are described below:

Internal Complaint Cell:

- To handle the gender related issues.
- To resolve sexual harassment complaints.
- To organize programs for women.

Hostel committee and Anti ragging squad:

- To make the necessary arrangements for display of committee members list with their mobile phone numbers at prominent locations for ease of contact in any situation.
- To make the necessary arrangements for display of ragging rules and its punishments as per Indian Penal Code (IPC) at prominent locations.
- To take care of security and safety of students residing in hostel.
- To create awareness among students regarding ragging laws and punishment.
- Sudden visit to hostel in the evening and holidays to observe discipline and to check incidence of ragging.

Standing committee:

- To ensure and perusal the government scholarships to the reserved category students.
- To ensure the book bank facility, developed through the grants received from social and welfare ministry of government of Maharashtra, to the reserved category students.
- To resolve the complaint if any from reserved category students and staff.
- To monitor the roster and the advertisement regarding faculty recruitment.

Grievance Redressal Cell:

- To take care of students suggestions and complaints deposited in the suggestion boxes.
- Addressing academic grievances if any.
- Taking care of transport related grievances and conveying to transport committee.

Counseling:

Counseling of students plays a very vital role in steering them into right direction leading to overall development. Teacher Guardian Scheme system is one of the initiatives taken up by the institute. The main objectives of the practice are as summarized below:

- To provide academic counseling and mentoring.
- To enlighten the students on professional ethics and conduct.
- To communicate progress of wards to their parents.
- Providing emotional support to students on individual basis.
- Establishing rapport between teachers, student and parents.
- Monitoring attendance and behavioral aspects of every student.
- Identifying weak areas and working out remedies for helping the students for their complete care.

Common Room:

Self content common room for girls and boys as well as for differently abled (Divyangjan) is separately available in our institute. This provides privacy to the students especially for the girl students.

Watch and ward facility:

The institute has several CCTV cameras along with recording facility with several days backup. The CCTV cameras are located at various prominent locations, corridors, classrooms, laboratories, etc. To keep

the watch on unauthorized movements, entries, objectionable happenings. The security guards with appropriate cabin are located in the campus.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 37.99

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

Response: 219000

7.1.3.2 Total annual power requirement (in KWH)

Response: 576519

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 9.04

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

Response: 19345

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 214068.12

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:

Response:

Institute is located at a remote place where municipal waste management systems such as drainage system, garbage collection and dumping etc. are not available. These waste management systems are indigenously developed by the institute itself. The following systems and techniques are used for managing the waste:

1. Solid waste:

Workshop scrap and shavings:

Depending upon the waste generated and the type of shop the workshop waste is of number of types:

- In the tin smithy shop the jobs as a term work of the students are so designed that having some utility value such as paper trays, dust bin, sweeping equipments etc.
- In machine shop most of the time the waste generated is in the form of shaving due to machining of metals which is sold in scrap for recycling.
- The waste generated in carpentry and pattern making is in the form scrap wooden pieces and bio waste. Out of which the scrap job pieces are used as rawl plugs for screwing in the walls to hang charts, black boards, notice boards, flexes etc. The matter which is combustible in nature is used as fuel for black smithy in smith’s hearth.
- The other waste generated such as burnt oil, black smithy metallic waste etc. are sold for recycling.

Office waste:

In the form of news papers, students used stationary, waste paper, used files etc. is sold for recycling.

Mess and canteen waste:

The pre and post cooking food waste is used as pig feed for nearby pig farm.

2. Liquid waste:

The liquid waste coming from hostels residential buildings, mess, washrooms, canteen etc. is made to flow by gravity in the drainage constructed in the campus. Ultimately this liquid waste is used for farming the feed for horses in the campus. These horses are the property of Sanjeevan Knowledge City’s Residential School.

3. E-waste management:

The different types of e-waste generated in the Institute like damaged CDs, CPUs. Hard Disk Drives, Monitors, Keyboards, Cables, Cartridges, etc. are collected at one place and handed over to the e-waste handling agency.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Response:

The institute is located in an area where average rain fall is very large as compared to the Eastern ranges of Sahyadri. However the institute has always concerned towards rain water harvesting to conserve the potable water. The institute has its own methods and mechanisms for meeting the water needs of the campus occupants. Apart from its own water lifting, purification and RO treatment plant the institute is having ten number of bore wells for meeting the required water needs. Out of these around five bore wells are recharged by conventional rain water harvesting techniques. In these techniques the rain water accumulated over the terrace roofs of the buildings are made to flow through the concealed pipes and discharged near to the bore wells where water harvesting is required to done. The conventional rain water seepage and percolation methods are used therefore there is no scarcity of water even in summer season.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**

a) Bicycles
b) Public Transport
c) Pedestrian friendly roads

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Response:

Public Transport:

More than 50% of the students are coming to college through the public transport vehicles. These vehicles are either MSRTC vehicles or Institute Buses. Institute is known for its unique transport facility for students and staff. Total 14 buses are there for transportation of the students from nearby areas of Kolhapur District.

Most of the faculty comes to institute from Kolhapur and other places either by transport bus or by Car on sharing basis which indicates a concern over environmental consciousness.

Pedestrian friendly roads:

The institute campus is having a uniquely designed pedestrian road exclusively used for walking for students and faculty. The road is having pavement blocks and entirely covered with green colored sun shade roof which gives a very eye catching look from the nearby Panhala fort.

Plastic-free campus:

SETI mess canteen and store always maintain the plastic free transactions by avoiding use of plastic carry bags. Most of the faculties are environment conscious so they avoid the use of banned plastic bottles and carry bags.

Paperless office:

The paperless office is maintained to some extent by practicing following activities:

- Display of notices using LED screens.
- Most of the interdepartmental and office communication is through emails and android messaging softwares.
- Students' response collected through Google forms.
- Online feedback through MOODLE collected.

Green landscaping with trees and plants:

- SETI is known for the 'Green Sanjeevan , Clean Sanjeevan'.
- Total 15 helpers, including 02 gardeners and 01 supervisor.
- SETI has got unique tradition of offering saplings instead of banquets to the visitors, guests, eminent personalities etc. invited during various functions.
- Garden and grass lawns with decorative rockery and statues are developed and maintained by using the exit water from the sewage of the campus and number of sprinklers.
- Institute has planted 1366 trees in and around campus, bifurcation of which is as follows.

Sr.No.	Roadside Tree/Plants	No. of Plants
1	Thispesia Populnea	17
2	Cupressus Godiona	15
3	Date Palm	8
4	Neolamarckia Cadamba	20
5	Spathodia Companulata	6

6	Foxtail Palm	25
7	Bahunia Blakina	3
8	Fishtail Palm	2
9	Bottel Brush	7
10	Tabobia Avellanedae	8
11	Casia Alata	2
	Decorative Plants	
12	Bamboo Budha	10
13	Shampion Palm	9
14	Phonix Palm	12
15	Bismarkia Palm	2
16	Triangular Palm	2
17	Cycus	4
18	Latina Palm	2
19	Lolino	7
20	Ficus Blakina	10
21	Ficus Starlight	3
22	Calendra Tree	1
23	Bahunia Gulphemia	4
24	Plumera Alba	4
Group Plantation (Decorative & Flowering Plants)		
25	Golden Duranta	200
26	Verigated Duranta	100
27	Cleredendrom Red	150
28	Tagar White Verigated	75
29	Stropanthus	10
30	Combratum	20
31	Gulphemia	10
32	Miniya Erecta	50
33	Plumbago	25
34	Flowering Euphorbia	25
35	Yellow Daizy	200
36	Penisitum Grass	100
37	Allamenda Yellow Dwarf	30
38	Allamenda Purple	30
39	Shaflora	50
40	Heliconia	25
41	Verigated Bamboo Grass	5
42	Dracaena reflexa	10
43	Ticoma Orange	10
44	Acalypha Nuda	50
45	Musanda Red	5
46	Nicodiana	3
Total		1366

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.66	5.58	4.20	2.48	2.75

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	1	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 13

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	1	1	1

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	1	1	1

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

Response:

Birth anniversary of Swami Vivekananda (12th January)

The spiritual leader of India who is youth icon of most of the Indians the birth anniversary is celebrated every year. The spiritual literature of Swami Vivekananda is made available to the interested faculty and

staff in the concessional rates.

Independence Day(15th August) and Republic Day(26th January)

Holy wood academy's all educational sister concerns celebrates Independence day and Republic day every year centrally in the school campus. The faculty and staff of SETI also participate whole heartedly and voluntarily in these celebrations. On these days the flag is hoisted by Chairman of Holy-Wood Academy and march pass is done by NCC cadets of the school in his guard of honor. Various patriotic songs are performed by the institute as well as school children composed by the school music teachers. Various street shows based on current issues, environmental issues, patriotism etc. are played by some of the students of the Sanjeevan family. Finally after the distribution of the sweets and breakfast in the campus mess the program is concluded.

Teachers Day (Birth Anniversary of Dr. S. Radhakrishnan, 5th September)

Birth Anniversary of Dr. S. Radhakrishnan, the great philosopher, teacher and former second President of India is celebrated with great enthusiasm by the students. On this particular day SETI students greets their teachers by offering a rose and greeting card. Teacher gives blessings to the students by appreciating them for the gesture shown by his students.

Birth Anniversary of Sir M. Visvesvaraya (15th September)

Birth Anniversary of Sir Mokshagundam Visvesvaraya is celebrated as Engineers day every day. His technological achievements and contributions are communicated with students. Eminent personalities from industry, educational institutes etc. are invited as chief guests to share his knowledge and experiences to the students.

Birth anniversary of Mahatama Gandhi (Gandhi Jayanti, 2nd October)

Birth anniversary of Mahatama Gandhi (Gandhi Jayanti) and Lal Bahadur Shastri are celebrated every year. Contribution of these great leaders, freedom fighters, philosopher in the Independence movement is commemorated. Achievement of goals (Freedom) through non violence movement is remembered on this day.

File Description	Document
Any additional information	View Document

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

Response:

Response:

Academic Transparency:

The institute from its inception in 2009 was affiliated to Shivaji University, Kolhapur. Therefore the curriculum prescribed by Shivaji University, Kolhapur has to be followed for all the programs of the institute. From the academic year 2017 – 2018 the institute has been affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere. Therefore for the first year the curriculum prescribed by Dr. Babasaheb Ambedkar Technological University, Lonere has to be followed. Currently the institute is following both the curricula of Shivaji University, Kolhapur for its second, third, final year of engineering UG program and second year of its PG programmes. Since the institute is affiliated one it becomes mandatory to follow the curricula prescribed by the universities to which it is affiliated. However the faculty of the institute takes active part in syllabus structuring by attending the workshops organized by the other institutes sponsored by Shivaji University, Kolhapur.

Administrative Transparency:

The institute is private and affiliated one it is governed by the rules of All India Council for Technical Education (AICTE), New Delhi, University Grants Commission (UGC), Director of Technical Education (DTE) Maharashtra state and the affiliated university. The institute has got its own organizational structure in which the head of the institute acts as a mediator between the management and the faculty. The head of the programmes directly report to the Principal. All the administrative decisions required to be taken as far as the institute is concern are dealt by head of the institute only. The major administrative decisions are taken in consultation with the management. The head of the department is having some of the administrative powers such as, leave sanctioning and recommendations, appraisals of teaching and non teaching staff, load distribution, time table formation etc. the faculty of the department is mainly concern with teaching and learning process. However in some of the important administrative decisions, the Principal, head of the department and management consults and addresses the faculty by conducting meetings at their levels.

Financial Transparency:

The institute is self financed and private institute. All the expenses made on various components including Salary expenses are met from the student tuition, development and other fees. Based on the requirement submitted by the faculty and Laboratory in charges of the department budget is prepared and submitted to the Principal. Over this then entire institutes budget is prepared and put forth in front of management for sanction. Once the budget is sanctioned for specific program and purchases accordingly committee is formed for execution of the program and purchases of the equipments.

Auxiliary Functions Transparency:

The expenditure required for staff development programs, student development programs, faculty development programs, the budget is prepared by the concern program coordinating faculty and is approved by Principal and management. By considering the amount generated through various resources and contribution from the institute expenditure is managed transparently. Finally the income expenditure statement is prepared and submitted to the Principal.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practices: 1

1. Title of the Practice – Best Outgoing Student of the Institute (BOS).

2. Objectives of the Practice:

To encourage the healthy competition among the meritorious students of all the programs.

To give due respect and accountability to the distinguished students of the institute.

To carry forever the happiest and the best memories from the institute by the best outgoing student awardees and its competitor.

3. The Context:

Every year at the time of annual social function the best outgoing student competition is organized by the institute. The committee of all the head of the programs along with the supporting faculty is appointed to decide the best outgoing student. The applications are invited from the interested students in the prescribed format which is uploaded on the institute website. This form has got various aspects such as academics, curricular, co-curricular, extracurricular and other performance of the student within and outside the institute. Based on the every entry in the application appropriate marks are allotted and the highest scoring student is declared as the best outgoing student of the academic year. This competition is open for all final year students of all the programs. The best outgoing student is finalized by all the HOD’s.

4. The Practice:

As per described in the context the applications are submitted to the concerned in-charge faculty with due signatures and attested copies of certificates and proofs with final recommendation signature of HOD of the respective programme to which the student is associated. The distribution of the marks are as below:

- Academic achievements –80 Marks

University rankers – 20 Marks

- Co-curricular achievements – 30 Marks

Publications in International, National, Project /Model Competition.

- Extra-Curricular Achievements –30 Marks

Elocution/Quiz Competition,) Event Management-Organizational Skills, Leadership

- Sports –40 Marks

  International Level, National Level, Inter zonal Level, Zonal

  Level.

1. Social Activities – 10 Marks
2. Competitive Examinations – 10 Marks
3. Placement Status – 10 Marks

Grand Total – 230 Marks

The highest scoring student among all the competitors is

declared as the best outgoing student of the academic year.

5. Evidence of Success:

Based on the above marking scheme the best outgoing student was selected and awarded a very prestigious beautiful certificate in a decorative frame signed by head of the institute and the management. The following are the list of winners of best outgoing student from the academic year 2012 - 13:

Sr. No.	Academic Year	Name of Best Outgoing Student	Name of the Programme
1.	2012 – 13	Mr. Ajinkya Sarnaik	Mechanical Engg.
2.	2013 – 14	Mr. Nikhil Kale	Mechanical Engg.
3.	2014 – 15	Mr. Ruturaj Patole	Mechanical Engg.
4.	2015 – 16	Mr. Pratik Toraskar	Civil Engg.
5.	2016 – 17	Mr. Aniket Shinde	Electrical Engg.
6.	2017 – 18	Ms. Mayuri Koigade	Electrical Engg.

6. Problems Encountered and Resources Required:

While selecting the best outgoing student it was expected that the every departmental head should take care of sending at least one the best nomination from the respective programme. However it was observed that there were multiple numbers of nominations from the same programme and there was not a single nomination from the other programme. It was expected that programme head should encourage and send the single best application. However to have a fair and best competition all the applications were accepted by the committee and scrutinized.

Best Practices: 2

1. Title of the Practice –

Awareness among rural folk towards higher education

2. Objectives of the Practice:

- To make the rural students and parents aware about higher education through personal counseling.
- To convey different government schemes and facilities towards higher education among the rural masses.
- To create awareness regarding procedure (entrance test) and eligibility criteria for higher education.
- To nurture the young rural students for higher education.

3. The Context:

The institute is located around 25 kilometers away from Kolhapur at the foothill of the historical Panhala fort. The location of the institute is very remote where connectivity through public transport vehicles is very poor. The area near the vicinity of the institute is very rural where in the main occupation of population is farming, especially rainy season crops such as rice and other rain dependent crops are cultivated. Therefore the area is a bit less educated and majority of the population is below poverty line. Therefore it becomes necessary to guide and counsel the students and their parents regarding higher education. The students are potentially good in their school academics but the appropriate guidance in their career building is lacking. Through our institute's Higher Education Awareness Cell (HEAC), the students and parents are made aware about the avenues in higher professional education and various government schemes.

4. The Practice:

The HEAC is formed and coordinated by one faculty acting as head of the cell.

The android messaging group on WhatsApp is created, and every teaching and non teaching staff is the member of this group. The member of the group is sharing his / her contribution for awareness on this group through photographs, text messages and the important circulars.

The various regions representing teams are prepared based on the location suitability of faculty and staff.

These teams headed by faculty coordinators and members visits nearby schools, junior colleges and academies for seeking permissions to arrange the awareness sessions of opportunities in higher education’s after SSC and HSC to the students.

The team members conduct various sessions for creating awareness among the students and parents regarding education after SSC, HSC, etc. and also create awareness regarding the entrance examinations for career opportunities through higher education.

For building confidence before the MHT-CET final exam, the MOCK test is organized and conducted with the due permission of the head of the respective organizations at various Jr. colleges and academies for the benefit of rural students.

This cell helps and guides the interested and eligible students for their admissions and enrollment in their areas of interest. For this purpose the institute opens the facilitation center (FC) approved and permitted by DTE, MS.

The job of FC is to provide necessary guidance and help for all the procedures related to its engineering

and polytechnic admissions.

5. Evidence of Success:

The institute is well known for its Engineering Education in all the programmes including UG, PG and Diploma.

The established HEAC of SETI encourages the rural area students to enroll for higher education. This is made successful by all team members. The awareness of higher education and reputation of SETI and its faculty in nearby rural society is enhanced due to technical sessions, guidance, presentations and interactions. The people to whom the faculty team members interacted also impressed and started giving advises to the next generation students about SETI and its various programmes of engineering education.

6. Problems Encountered and Resources Required:

Some villages of concern are very remote where approach towards needy student by public transport was bit difficult. In some of the areas at the time of presentations the problem of power shortages were encountered. During interactions and presentation regarding higher education need of internet facility also was not available at some of the locations.

These problems were thoroughly studied by the cell and provided all the necessary support to overcome the same, which includes provision of transportation in the form of institute vehicles. By providing laptops, LCD projectors for presentation and USB modem for accessing internet.

7. Other information:

Duration of activity: Every year - October to August

Number of teams: 18

Average number of members in team: 06

Approximate Number of places visited: 70 / year

Approximate Number of students and parents addressed: 4500 / year

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

Response:

Following are the few distinctiveness of SETI:

- Academic support facility especially transports residential and day boarding facility.
- KG to PG education in one campus.
- Unique sports facility, representation at National level.
- Education for social upliftment
- In house repair and maintenance of equipments
- Offering saplings during various functions to the guests.
- Annual social function of Sanjeevan family.
- Appropriately managed waste management system.

Out of above listed, one of the major distinctive feature is,

Title of Distinctiveness: Education for social upliftment

In line with our institute's vision “Educate to excel for social transformation “, the institute is practicing and admitting the rural students for their overall growth and upliftment.

Every year final year students from all programs are securing positions in university ranker list. This is one of the distinctive areas for the institutional performance considering the location and the enrolled student’s merit. The students enrolled are very weak in communication and academics. These students are groomed in such a manner that within four years they appear in university merit list by overcoming all these hurdles.

In addition, National Social Service (NSS) is also one of the important distinctive areas in line with institute’s vision statement. In this service scheme, students are voluntarily participating under NSS faculty coordinator. In an academic year, various programs for social upliftment are organised and conducted successfully. One of the important activities of NSS is organizing a residential camp in an underdeveloped village. For this purpose necessary prior permissions are taken from the “Grampanchayat” for this camp. During this camp awareness lectures by eminent speakers are organized on issues like AIDS awareness, free medical checkups, motivational lectures etc. The villages are cleaned by the students through “Shram – Daan”. During this camp the road development and widening is also done by the students.

Other NSS activity includes “Vyasan Mukti”, tree plantation, computer awareness program for school children, “Jan – Jagruti Rally”, etc. One of the mega events being organized by NSS is blood donation camp on 13th March every year.

Evidence of success:

The following is the list of SETI university rankers:

Sr. No.	Academic Year	Name of Programme	Name of Student	University Rank
1.	2012 - 13	Electrical Engineering	Ms. Patil Supriya Ganpati (S.E.)	1st
			Ms. Divase Tejashee Pandurang (T.E.)	1st
2.	2013 – 14	Automobile Engineering	Mr. Gawas Sushant Laxman	1st
			Mr. Ghalasasi Ketan Gopal	2nd
			Mr. Kalal Tipu Sanjay	5th
			Mr. Ranbhare Ketan Balaso	10th
		Electrical Engineering	Mr. Bhosale Suyash Rajendra	3rd
			Mr. Solase Amol Mahadev	4th
		Mechanical Engineering	Mr. Kale Nikhil Ashok	2nd
			Mr. Desai Rohit Suryakant	7th
			Mr. Todkar Amar Sarjerao	9th
3.	2014 - 15	Automobile Engineering	Mr. Gawade Vitthal Tukaram	2nd
			Mr. Kashid Vivek Vishnu	4th
			Mr. Patil Baban Mahipati	5th
			Mr. Mohite Pratik Prakash	7th
			Mr. Bangi Juber Mohammad Sharif	8th
			Mr. Satarmekar Mohseen Naushad	9th
		Electronics & Telecommunication	Mr. Bhosale Priyanka Shrikant	7th
		Mechanical Engineering	Mr. Patole Ruturaj Sharad	8th
4.	2015-16	Automobile Engineering	Mr, Kokitkar Avinash Annapa	3rd
			Mr. Patil Abhijeet Sanjay	4th
			Mr. Fadatare Niranjan Madhukar	8th
		Electrical Engineering	Mr. Kamme Amol Rajaram	4th
			Mr. Nayakwadi Rohit Uttam	7th
5.	2016-17	Automobile Engineering	Mr. Dawakare Shubham Balaji	3rd
			Mr. Wagh Suraj Sugandh	4th
			Mr. Patil Akash Shashikant	9th
			Mr. Barale Abhishek Dipak	10th
		Electrical Engineering	Mr. Borge Suyog Sambhaji	9th
		Mechanical Engineering	Ms. Sagavkar Priyanka Ashok	6th

File Description	Document
Link for Additional Information	View Document

NAAC

5. CONCLUSION

Additional Information :

Strategic plan for Institutional Development based on SWOC analysis

The following strategies are planned to enhance good and effective academic environment and for increasing the placement opportunities for both UG and PG students.

- Plan to get NBA accreditation for most of engineering branches offered by the college in near future
- Offer attractive scholarships to attract meritorious students to increase competitive advantage
- Conducting training programmes for competitive exams like GATE, UPSC, GRE etc. and remedial classes to weak students
- Setting up and Strengthening of Industry Institute Partnership Cell
- Promoting interaction of faculty and students with premier institutions like NITs, IITs and reputed universities to enhance research activities.
- Encouraging faculty to participate in technical events like STTP, FDP, international conferences and publish their research work in peer reviewed journals.
- Improving soft skills and leadership qualities in students through effective and interactive learning sessions.
- Creating awareness about the availability of Resources
- Initiating various Community Development programmes
- Organizing interactive sessions for faculty members and students with alumni and industry experts about latest technological developments in the industries
- Promoting environmental protection and green campus activities
- Establishment of centre of excellence in new emerging areas

Concluding Remarks :

- Institute has well defined vision and mission based on the needs of the stake holders. Well established academics, infrastructure, industry-interaction, co-curricular and extra-curricular activities are some of the key elements exist in the institute for overall growth of the students and faculty.
- The governance comprising of Board of governors, Local Management Committee, Departmental Advisory Board, Internal Quality Assurance Cell, Academic Advisory Committee and various institute level statutory and non statutory committees plays significant role in the reforms towards smooth functioning of all the activities in the institute.
- A decentralized functioning mechanism, empowers the departments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions.
- Various student cells and chapters conduct programs and events to help in team building and event management
- Different strategies are planned to enhance good and effective academic environment for quality engineers and overall growth of the institute
- Well established organizational structure of the institute ensures smooth functioning of administrative and academic processes.
- Institute regularly deputes and conducts training programs to staff and faculty members for knowledge enhancement and capacity building

- Various bodies like DTE, AICTE, SUK and DBATU conduct inspections periodically for the improvement of institutional activities.

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6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.2</td><td>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.
Answer before DVV Verification : 08
Answer after DVV Verification: 08</td></tr>
<tr><td>2.1.2</td><td>Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years
Answer before DVV Verification:
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>63</td><td>82</td><td>92</td><td>52</td><td>82</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>386</td><td>417</td><td>457</td><td>473</td><td>400</td></tr>
</table>
2.1.2.2. Number of sanctioned seats year-wise during the last five years
Answer before DVV Verification:
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>63</td><td>63</td><td>63</td><td>63</td><td>63</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>810</td><td>854</td><td>863</td><td>788</td><td>760</td></tr>
</table></td></tr>
<tr><td>2.4.3</td><td>Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers
Answer before DVV Verification : 1018 years
Answer after DVV Verification: 671 years

Remark : Revised as per HEIs clarification</td></tr>
<tr><td>2.4.4</td><td>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</td></tr>
</table>

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	20	5	4	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	3	2	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	4	2	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	7	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	1	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1100	1300	165	327	372

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
100	149	165	327	372

Remark : Revised as per HEIs clarification

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	5	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	5	5	0	0

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : Only invoice and bills provided. No remote access landing page provided

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above
Answer After DVV Verification: E. 3 or less of the above

5.1.4

Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
214	195	207	207	94

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
193	182	194	207	94

Remark : Revised as per HEI clarification

5.3.1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	13	12	9	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	7	2	4	3

6.3.3

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	7	7	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	7	1	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	1	1	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	3

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

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

Answer before DVV Verification : B. At least 6 of the above
Answer After DVV Verification: C. At least 4 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 08 Answer after DVV Verification : 1484

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
547.76	728.69	738.14	565.65	415.17

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
564.13	728.69	738.14	565.65	495.97

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