



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SIDDHIVINAYAK TECHNICAL CAMPUS**

GAT NO. 133,134,140 SHEGAON-KHAMGAON ROAD, SHIRASGAON NILE, TQ-  
SHEGAON, SHEGAON BULDHANA

444203

stc.org.in

**SSR SUBMITTED DATE: 24-10-2019**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Vasundhara Bahuddeshiya Samajik Sanstha VBSS's Siddhivinayak Technical Campus Shegaon is pleased to present this Self Study Report (SSR) to the National Assessment and Accreditation Council (NAAC), Bengaluru. Siddhivinayak Technical Campus (STC) a self-financed private technical Institute was established in the year 2011, recognized by AICTE, New Delhi, affiliated to Sant Gadge Baba Amaravati University (SGBAU) Amravati. It is spread over 18.59 acres of land. STC located in Shegaon in the Vidarbha region which is a town and municipal council in the Buldana district in the Indian state of Maharashtra and has become a pilgrimage center due to the influence of Shri Sant Gajanan Maharaj.

The primary motive behind its establishment is to empower rural youth through education. The core strength of STC is hard worker, dedicated and motivated faculty members. The institute runs five Undergraduate Programs like Computer Science & Engineering, Electrical Engineering, Electronics and Telecommunication Engineering, Mechanical Engineering and Civil Engineering and is affiliated to SGBAU, Amravati.

STC is authorized as Remote Training center of Indian Institute of Technology, Bombay, Akash Tablet Research Centre under IIT Bombay, and Partner of IIT Madras for NPTEL local chapter, Virtual lab remote center under College of Engineering Pune and member of National Digital Library (NDL) of India. NSS & UBA activities are conducted like various camps, Digital India Campaign, Swachh Bharat Abhiyan, Women Empowerment programs, beneficial for the society. The overall development of the students through effective curriculum delivery, sports, industry-oriented training, co-curricular & extracurricular activities, and cultural activities are the center of attention of the STC Shegaon.

From the last three academic sessions from 2016 to 2018; students of STC hold merit rank in the SGBAU examination. Total placement of BE final year students in current session 2018-2019 in various campus recruitment is 79.

### **Vision**

The institute envisions being the Centre of excellence in professional development, incubation and entrepreneurship with special application to the rural and developing India.

### **Mission**

To educate students from rural region ethically strong and professionally competent engineers for business and industry and thereby enhancing the quality of life of rural society at large and promote innovation and entrepreneurship through the quality of teaching, learning and research and industry-institute collaborations. The institute shall focus on student centric, work centric education and practiced based approach in the training of the students.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

1. Supportive, simple, social management.
2. Dedicated, innovative, sincere faculty members.
3. The theme behind open Siddhivinayak Technical Campus provides education for poor and farmer village background students which is shown welfare of society.
4. Active Entrepreneurship development cell.
5. The campus is under CCTV surveillance.
6. Wi-Fi enabled campus.
7. Encouragement for research and pursuing a Ph.D.
8. Efficient Mentor System.
9. Impressive track record in university results. The last three-session STC students secured a merit position in the SGBAU examination.
10. Active ISTE student chapter, UBA Cell, NSS cell, and Virtual Lab.
11. Online exam center for the center and state government, IBPS competitive exam.
12. Setu Suvidha Kendra (SSK) Centre/Facilitation Center.

### **Institutional Weakness**

1. Low admission and low student profile.
2. The water level is very low so the institute faces water problem especially in the summer season.
3. Late receiving of government scholarship amount/fund.
4. Don't have highly qualified, doctorate teachers.
5. College not completed ten years so institute is not eligible for various AICTE and government funds for organizing seminar, FDP, research grant, and various schemes.
6. Not recognized under 2(f) and 12(B) category under the UGC Act.

### **Institutional Opportunity**

1. Skill development program.
2. Industry collaboration.
3. Open PG program and research Centre.
4. Digital learning.
5. Motivate students for improving honest, hard work, sincere and leadership quality.
6. National international collaboration i. e. FAB academy.
7. Open various vocational courses.
8. Motivate students for the Indian army and entrepreneur as a career.

### **Institutional Challenge**

1. To improve admission and retain qualified staff.
2. To motivate students to do hard work for their bright future.
3. To generate funds for the welfare of students.
4. To build a 100 % career of students after pass out from institute.
5. To increase awareness of parents about takes interest in wards for their bright future.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The STC follows the curriculum prescribed by the affiliated Sant Gadge Baba Amravati (SGBA) University Amravati. For efficacious implementation of the curriculum prescribed by the SGBA University; STC designed an academic calendar with the avail of SGBA University academic calendar in keeping the view of STC's vision, mission, and PSOs of various programs. Certificate courses are arranged to improve the skills of students. All the programs offered allow electives courses and Choice Based Credit System (CBCS).

Courses like Gender Sensitization, Environment and Sustainability, Human Values and Professional Ethics are included in the curriculum. Beyond the courses in the curriculum, various activities are organized to focus on the social, cultural issues by various events. Several types of life skills, workshops, and value-added courses are given for the students. The students have taken part in internships, industry projects. Structured feedback is taken on a curriculum from students, parents, alumni, and teachers. The same is analyzed, action taken and report maintained.

The implementation and delivery of the curriculum are regularly coordinated by Dean Academic and monitored by HODs. The academic audit is part of the process which ensures the quality of the curriculum delivery. Curriculum evaluation, departmental activity, remedial classes, result analysis, faculty performance, infrastructure, and student support are monitored through this audit.

### Teaching-learning and Evaluation

Admissions are made as per the guidelines of the state government, Maharashtra state. There are no students from other states under the management category. The average enrollment of 21.27% was there in the last five years against the sanctioned seats. Out of which 47.73% of reserved categories were filled.

Several initiatives have been taken to address the desiderata of slow learners and expeditious learners discretely. All facilities are created for the physically handicapped students but there are no students admitted under physically handicapped criteria in our institute from the last five years.

The institution encourages teachers to use innovative techniques of teaching and learning. 79.59% of teachers used ICT in their teaching. Strong mentoring system in place to deal with students individually. Teachers are recruited as per the norms by the AICTE and SGBAU (Amravati University).

There are only two doctorate teachers in our institute. The average teaching experience of the teachers is 4.63 years. 1.12% of the faculties are from other states in the last five years. Internal assessments are done as per the guidelines are given by the university. Grievances related to the exam branch are addressed and a record is maintained. The academic calendar is prescribed by the university. Internal exams are conducted as per the same calendar. Program Outcomes and Course Outcomes of all the courses are stated and displayed on the website. Attainment of course outcomes and program outcomes is done as per Outcome-Based Education (OBE). The average pass percentage last year is 74.8%.

## Research, Innovations and Extension

STC has been promoting research activities to develop the scientific temper, research culture, and aptitude among faculty and student. STC has been arranging Faculty Development Programs, workshops, seminars, training programs for staff and students which avails to upgrade their knowledge.

Within eight years of establishment, STC staff members are engaged in competitive research grants from funding agencies. Currently, the institute received research grants from IIT, Bombay, Entrepreneurship Development Institute of India, Ahmedabad, and IIT, Delhi. The institute received grants for organizing workshops along with faculty development programs from IIT Bombay, for entrepreneurship development programs from the Entrepreneurship Development Institute of India, Ahmedabad under DST-NIMAT projects, for Unnat Bharat Abhiyan activities from IIT Delhi.

In addition, faculty members and students are participating in social and extension activities through the National Service Scheme and Unnat Bharat Abhiyan to deal with local and national problems of social value. To enhance the holistic development of the student in villages, NSS Special Camp was arranged by the NSS unit of the college. Apart from this regular activity, STC adopted five villages and started the household survey and participatory activities through Unnat Bharat Abhiyan 2.0 which is the flagship program of the Ministry of Human Resource and Development (MHRD).

The institute act as a nodal center for the virtual lab. Virtual labs provide an educational experience that helps broaden learner's perspectives.

## Infrastructure and Learning Resources

The physical facilities comprise of 15 classrooms, 43 laboratories, 1 seminar hall, exclusive Training and Placement (T & P) cell, ample space for outdoor & indoor sports activities, related academic and administrative rooms. Ramps and lifts are provided for physically disabled students.

The central library has a good collection of reference books, journals, newspapers, handbooks, rare books, e-books, and special reports. The record, issue, and return of books are managed by automated library management software. The library comprises 7509 books with 765.9 sq.m area. The Central Library of STC is automated by KOHA Library Management Software.

The institute has good IT facilities such as computers, internet broadband connection, operating systems, application software, CCTV surveillance, etc. that are updated regularly. The institute has a network of 221 computers with 40 Mbps internet connectivity to fulfill the academic and research need. **The STC has implemented enterprise resource planning (ERP) in order to make the system student-centric and enhance learning.**

The institute has a well-defined policy for the maintenance of physical and academic facilities with a delegation of the work among the staff members and through a collaborative approach consisting of in-house work and outsourcing agencies. The maintenance of internet facility, installation, and up-gradation of software is taken care of by the lab assistants and system administrator of the Computer department. Some of the repair and maintenance work is outsourced if needed.

## Student Support and Progression

The institute facilitates all the scholarships offered by the State and Central Government. The institute provides Late Shri Bhausaheb Fundkar Scholarship (LSBF) to the needy students apart from Government scholarships. 83 students are benefited by LSBF scholarship in session 2018-2019. STC has an effective and efficient system for academics, Mentor-Mentee scheme, Expert lectures, Industrial Visits, Workshops and seminars, campus and off-campus recruitment drives, sports, Entrepreneurship Development Program, co-curricular and extra-curricular activities for the overall development of students.

Training and Placement Cell, Entrepreneurship Development Cell plays a paramount role in conducting expert lectures, training sessions for students. The Institute organizes sundry extracurricular and co-curricular activities in sports and cultural events which ineluctably avail the students to showcase their aptitude. Our students have participated at University, national-level events.

The STC motivates the students to appear for GATE, other competitive examination and take admission in higher studies. This number is continuously increasing for the last few years. The institute has a Student Grievance Redressal Cell. Siddhivinayak Abhyantriki Maji Vidyarthi Bahuuddeshiya Sanstha (SAMVBS) arranging alumni meet and event for the students and alumni.

## Governance, Leadership and Management

STC has a vision mission with the fulfillment of higher education policy for special application to the rural and developing India. The honorable Chairman and Principal ensure the positive growth of the STC for the welfare of students should be of paramount consideration.

The governing body gives general guidelines for appropriate governance to realize the vision and mission. CDC and more than thirty college-level committees show the active faculty members and students involved in the decision-making process at various levels by meeting with all stakeholders for implement strategic planning and monitoring of policies with the fulfillment of Vision and Mission. **STC follows the policies manual and implements e-governance by ERP system.**

STC staff are encouraged to attend/organize workshops, conferences, faculty development programs, seminars, projects, consultancies and to publish research papers. Institute has a well-designed performance appraisal system for teaching and non-teaching staff; reviews of the same support for promotion. Institute has effective welfare measures of teaching and non-teaching staff and also provides the facility and financial support for the empowerment of faculty members.

One faculty member will complete his Ph.D. program and more than six faculty members are interested to enroll for the Ph.D. program in the current year. STC conducts external audits from CA Mr. Umesh Agrawal every financial year. STC has IQAC for contributed significantly for institutionalizing the quality assurance strategies and processes with the help of institution reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms. Prof. Jayesh Kokate IQAC coordinator prepared all IQAC minutes of the meeting. STC's every department prepared an academic audit report every year. The institute organogram has a well-defined structure with roles and responsibilities. The institute every year on September 05 the occasion of Teacher's day felicitates the staff members with their achievement, publications, the best result in the subject, maximum attendance in college, etc.

After the formation of IQAC, the institute's improvements tremendously increased as compare to previous years.

### **Institutional Values and Best Practices**

As a part of education, STC always focuses on technical advancement, eco-friendly practices, better utilization of natural resources, the welfare of the village community and safety facilities like CCTV, fire extinguisher, etc. The entrance gate and road of STC enlighten with solar street lights. Time to time, STC's UBA and NSS team organized tree plantations on campus and outside the campus for promoting green practices. The eco-friendly policy adopted by STC through waste management, alternate energy initiatives, and water harvesting. STC has promoted gender equity by conducting awareness programs. The STC campus is provided the facilities for women such as counseling, safety & security, common room, etc. From the STC policy book; staff and students aware of rules and regulations, human values, list of events, etc. STC has two best practices; first is student enhancement and development program and second is Virtual lab which is beneficial for students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIDDHIVINAYAK TECHNICAL CAMPUS
Address	Gat No. 133,134,140 Shegaon-Khamgaon Road, Shirasgaon Nile, Tq-Shegaon, Shegaon Buldhana
City	Shegaon
State	Maharashtra
Pin	444203
Website	<a href="http://stc.org.in">stc.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anant G. Kulkarni	07263-220333	9422881333	07263-25922 2	stc.shegaon@stc.org.in
IQAC / CIQA coordinator	Jayesh K. Kokate	-	8668267171	-	jayesh.kokate@stc.org.in

Status of the Institution	
Institution Status	Self Financing and Private

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	30-06-2011



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

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	<a href="#">View Document</a>

**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	<a href="#">View Document</a>	10-04-2019	12	

**Details of autonomy**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Gat No. 133,134,140 Shegaon-Khamgaon Road, Shirasgaon Nile, Tq-Shegaon, Shegaon Buldhana	Rural	18.59	15692

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Mechanical Engineering	48	H.S.C.	English	30	10
UG	BE,Computer Science And Engineering	48	H.S.C.	English	30	8
UG	BE,Electronics And Telecommunication Engineering	48	H.S.C.	English	30	3
UG	BE,Civil Engineering	48	H.S.C.	English	30	12
UG	BE,Electrical Engineering Electronics And Power	48	H.S.C	English	30	5

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				7				20			
Recruited	1	0	0	1	0	0	0	0	9	0	0	9
Yet to Recruit	1				7				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				33			
Recruited	0	0	0	0	0	0	0	0	22	11	0	33
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				47
Recruited	44	3	0	47
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				11
Recruited	11	0	0	11
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	0	0	8

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	4	11	0	15

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	1

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	176	0	0	0	176
	Female	44	0	0	0	44
	Others	0	0	0	0	0
UG	Male	255	0	0	0	255
	Female	150	0	0	0	150
	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	3	2	12	11
	Female	4	5	10	4
	Others	0	0	0	0
ST	Male	6	2	0	1
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	64	52	78	93
	Female	34	30	27	42
	Others	0	0	0	0
General	Male	22	25	15	23
	Female	9	3	12	9
	Others	0	0	0	0
Others	Male	9	6	7	13
	Female	6	0	3	2
	Others	0	0	0	0
Total		159	125	164	198

### 3. Extended Profile

#### 3.1 Program

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

Response: 1002

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

#### 3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
405	491	491	452	330

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
65	65	65	97	97

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
92	124	141	65	35

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	59	68	48	49

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
38	60	70	80	80

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 16**

#### Number of computers

**Response: 155**

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

2018-19	2017-18	2016-17	2015-16	2014-15
33.32	56.14	52.89	94.33	124.13



## 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:**

Institute follows the systematic curriculum delivery process, the stepwise process is shown in the below table, and appropriate documents are uploaded in the NAAC portal.

SN	Process for effective curriculum delivery
1	Vision –Mission goals
2	University academic calendar
3	College academic calendar meeting with student council
4	College academic calendar
5	Department academic calendar
6	Display the tentative dates of Co-curricular & extracurricular activities (Ind. Visits / guest lect. / seminars / events / professional bodies / EDC / NSS)
7	The curriculum recommended by SGBAU
8	Load allotment to the faculty
9	Choices of elective courses and related notices
10	Project group allotment
11	Meeting (Principal meeting with HOD and faculty before commencement of semester)
12	Meeting (HOD's meeting with staff before commencement of semester)
13	Display of Department Timetable
14	Prepare Teaching plan
15	Display of CO, PO, and PSO
16	Notices for students before commencement of semester, display of academic calendar through notice board and SMS through Quick SMS (VNS Solution Hyderabad)
17	Allotment of batches to Mentors
18	Academic monitoring by Principal, Dean / through ERP fortnightly
19	Display of defaulter's list and communication to parents through SMS and phone calls
20	Unit test time tables, make up classes time table and remedial classes time table
21	Test evaluation records
22	Display title of project with student name
23	Assessment of projects
24	Students feedback and action taken
25	Result analysis
26	Short notes for curriculum delivery process
27	Display the vision mission at Principal office, HOD, staff room, lab, canteen, notice board, library, college web site.

The institute is affiliated to AICTE and implements the curriculum and syllabus of Sant Gadgebaba

Amravati University (SGBAU). The affiliated university at the commencement of every year provides the college with an academic calendar that comprised all the holidays, theory exams, practical exam dates. As per the university pattern Principal, Academic Dean and Head of the Departments assiduously develops Institute level academic plan for efficient implementation of syllabus.

### Implementation:

- On a first note, subject preferences are given by the faculties of the respective departments to their HOD's and then subject allocation is done as per the standard norms of the college.
- Course files, Presentation, Lab manuals are prepared by the staff for the given allocated subject. For the effective teaching-learning
- course files prepared contains

1. Personal Time Table
2. Syllabus, course objectives, outcomes & list of books
3. Teaching plan
4. Student List
5. Subject notes
6. Attendance Record
7. Assignment Details
8. Remedial classes records
9. Unit Test question papers and sample answer sheets of students
10. University's previous examination question papers

- Practical files prepared contains

1. Attendance Record
2. Lab Manuals
3. Experiment wise marking

- After Induction and Orientation of curriculum teaching, purposive assessment, industrial visit, expert lecture, feedback, remedial measures and mentoring

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 24

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

2018-19	2017-18	2016-17	2015-16	2014-15
09	07	03	03	02

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 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: 6.99**

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

Response: 70

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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 programmes in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 53.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
226	300	404	153	116

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

To enhance the awareness of environment and sustainability, human values and professional ethics of students, a number of courses have been introduced in the curriculum of studies at various levels, and some programs are conducted regarding Gender which is mentioned in the below Table.

Sr. No.	Cross-Cutting Issues related to-	Evidence/ Program Activity
1.	Gender	<b>Following Programs are conducted for Gender:</b>

		1. Savitribai Phule Jayanti Celebration	
		1. Jijamata and Swami Vivekanand Jayanti Celebration	
		1. Women's Day Celebration	
		1. Savitribai Phule Jayanti Celebration	
		1. Jijamata and Swami Vivekanand Jayanti Celebration	
		1. International Women's Day Celebration	
		1. Awareness program for Women by 'Damini Pathak'	
		1. Savitribai Phule Jayanti Celebration	
		1. Jijamata and Swami Vivekanand Jayanti Celebration	
		1. International Women's Day Celebration	
		1. Awareness program on 'Women Empowerment'	
		1. Savitribai Phule Jayanti Celebration	
		1. Jijamata and Swami Vivekanand Jayanti Celebration	
		1. Act on Women Empowerment	
		1. International Women's Day Celebration	
		1. Awareness program on 'Women Empowerment'	
		1. Savitribai Phule Jayanti Celebration	
		1. Jijamata and Swami Vivekanand Jayanti Celebration	
		1. International Women's Day Celebration	
2.	Environment and Sustainability	Environment and Sustainability is given in Syllabus (University Scheme)	
		1. Environmental Studies	
		2. Environmental Engineering-I	
		3. Environmental Engineering-II	
		Human Values and Professional Ethics are given in Syllabus(University Scheme)	
		1. Communication skills	
		2. Industrial Management & Costing	
		3. Industrial Management & Quality Control	
		4. Professional Ethics	
		5. Project Planning & Management	

3.	Human Values and Professional Ethics	<b>Following Programs are conducted under Human Values:</b>	
		1. Blood Donation camp at STC campus	
		1. Blood Donation at STC campus (Under NSS activity)	
		1. Tree Plantation at STC campus (Under NSS activity)	
		1. Independence day	
		1. Republic day	
		1. Blood Donation ( Under NSS @ STC campus)	
		1. Tree Plantation at college campus	
		1. Independence day	
		1. Republic day	
		1. Blood Donation camp at STC campus	
		1. Independence day	
		1. Republic day	
		1. Tree Plantation at Lasura ( under Lasura NSS Camp)	
		1. Independence day	
		1. Republic day	
		1. Blood Donation camp @ STC campus	
		1. Tree Plantation at Lasura ( under Lasura NSS Camp)	
		1. Importance of sports & yoga guidance for STC students ( under Lasura NSS Camp)	
		1. Independence day	
1. Republic day			

File Description	Document
Any Additional Information	<a href="#">View Document</a>

<b>1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years</b>	
<b>Response: 15</b>	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 15	
File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

<b>1.3.3 Percentage of students undertaking field projects / internships</b>
<b>Response: 30.86</b>

1.3.3.1 Number of students undertaking field projects or internships

Response: 125

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 21.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
38	40	18	45	82

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

2018-19	2017-18	2016-17	2015-16	2014-15
150	150	150	300	300

#### 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:** 47.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	36	16	34	68

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

The STC assesses the learning levels of the students in two ways at the time of the commencement of the program. Students enrolled in various disciplines are identified as slow and advanced learners based on their previous year marks and the current Unit Test conducted by each department. This helps to identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and advanced learners. The tutors of the respective classes extend valid support in classifying the students with reports based on observation and class tests.

1. The institution organizes Induction programs for freshers at the college level. The facilities in the college and the scope of the subjects being learned are introduced in these sessions. Apart from this, sessions are also included to inculcate a positive attitude and competitive spirit. Different Prof Incharge and staff like T & P, Discipline, Sports, Examination, IITB program, Scholarship scheme, and Graveness cell give the detail idea of their fields.
2. Bridge Courses are conducted at the departmental level to lift the students to the level of higher education.
3. The process of slow/fast learners is mentioned in attachment.

#### Strategies adopted for slow learners:

For every 10 students, 4 to 5 are usually found to be slow learners.

- Remedial Classes are conducted with an aim to improve the academic performance of slow

learners, absentees, and students who participate in sports and other activities. This practice helps struggling learners to improve subject knowledge and helps them catch up with their peers.

- Group Study System is also encouraged with the help of the advanced learners.
- Academic and personal counseling is given to the slow learners by the tutor, mentor, and the counseling cell.
- Provision of simple and standard lecture notes/ Question bank /course materials. Giving practice assignments
- Class teacher communicates regularly with parents after the Unit Test completion of each subject about ward absentees so if any; parents forcefully / motivate send students for unit test and after answer sheet evaluation class teacher call to every parent about their ward result in respective subject. Report cards / Unit Test results also post after completion of Unit Test-01.
- Assignment given to slow learners for their difficult topics.

### Strategies for advanced learners:

Quick learners are identified through their performance in examinations, interaction in classroom and laboratory, their fundamental knowledge, concept understanding and articulation abilities, etc., The Institute promotes independent learning that contributes to their academic and personal growth.

- Advanced learners are encouraged to enroll in online courses, Swayam.
- Provides GATE and competition exam material books for additional learning and reference material.
- Students are encouraged to participate and present papers in various Seminars/ Conferences/ Workshops/ Inter-Collegiate Competitions organized by other colleges.
- Talented students are motivated to participate in extra-curricular activities.
- Semester Toppers / Unit Test toppers and University rank holders are encouraged with certificates and memento by management.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 8.27

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

Response: 00	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

Maximum students of STC-SERT are belonging to the village area. Their parents are an illiterate and poor family background. Due to poor education facilities in villages, the student's academic performance is very low. It is great challenge for us for enhancing student learning capacity.

Following measures are taken to make learning student-centric:

Sr. No.	Branch	Student Centric Method	Course	Remark
1	Civil Engineering	Experimental Learning	Fluid Mechanics-I	Various topics were covered in this course under learning are as follows. <ol style="list-style-type: none"> <li>1. Verification of Bernoulli's theorem.</li> <li>2. Determination of types of flow from Reynold's number.</li> <li>3. Determination of coefficient of discharge for orificemeter.</li> <li>4. Determination of metacentric height.</li> <li>5. Determination of Viscosity of fluid at different temperatures.</li> </ol>
2		Problem Solving Methodologies	Advanced Design Reinforced Cement Concrete	In this course, Problem-solving methodology of following topics. <ol style="list-style-type: none"> <li>1. Design of Portal frame.</li> <li>2. Design of Circular slab</li> <li>3. Design of footbridge</li> <li>4. Design of Intz Tank</li> <li>5. Design of Bunkers &amp; Silos.</li> </ol>
3	Mechanical Engineering	Participative learning	Energy Conversion-I	In this course, the <b>power plant visits</b> arranged which they learned about different types of boiler, evaporators, furnace, etc.
4		Participative learning	Computing Resource Management	Topics are covered of this subject under the student follows <ol style="list-style-type: none"> <li>1. Organizing for Systems Management</li> </ol>

5	Computer Science & Engineering	Experimental Learning	Database System	<p>2. Key Steps to Developing a Problem Management</p> <p>In this course under experimental learning, we have covered the following topics:</p> <ol style="list-style-type: none"> <li>1. SQL queries</li> <li>2. Assertions in SQL</li> <li>3. Triggers</li> <li>4. Join Operations</li> </ol>
6	Electronics & Telecommunication Engineering	Experimental Learning	Analog Electronics-I	<p>Various topics were covered in this course under experimental learning are as follows.</p> <ol style="list-style-type: none"> <li>1. To verify Op-Amp IC 741 as an inverting amplifier.</li> <li>2. To verify the operation of a stable multi-vibrator using Op-Amp IC 741.</li> <li>3. To demonstrate diode as a clipper and clamper circuit.</li> </ol>
7		Problem Solving Methodologies	Digital Signal Processing	<p>In this course, Problem-solving methodology covers the following topics.</p> <ol style="list-style-type: none"> <li>1. Calculation of Linear Convolution</li> <li>2. Calculation of DFT-IDFT</li> <li>3. Calculation of Circular Convolution</li> <li>4. Determine the Impulse Response</li> </ol>
8		Participative learning	Communication Skills	<p>In this course, Participative learning methodology covers the following topics</p> <ol style="list-style-type: none"> <li>1. Group Discussion</li> <li>2. Debate</li> <li>3. Seminar delivery</li> </ol>
9	Electrical Engineering	Experimental Learning	Electrical Machine	<p>In this course, Experimental Learning was used to cover the following topics</p> <ol style="list-style-type: none"> <li>1. To understand the circle diagram</li> <li>2. To understand the characteristics of the motor</li> </ol>
10		Participative learning	Communication Skills	<p>In this course, Participative learning methodology covers the following topics</p> <ol style="list-style-type: none"> <li>1. Personal Interview</li> <li>2. Group Discussion</li> <li>3. Debate</li> <li>4. Seminar delivery</li> </ol>

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 79.59

#### 2.3.2.1 Number of teachers using ICT

Response: 39

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 10.66

#### 2.3.3.1 Number of mentors

Response: 38

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Apart from conventional blackboard teaching, demonstrations of animations/ PPT slides/ and regular lectures; various teaching methods are adopted for innovation and creativity in teaching.

The following activities are introduced in the institute to enhance the teaching-learning process:

1. Digital library:-Students are provided with access with references for quick learners. College library has access to many international journals & publications through memberships.
2. Faculty members apply teaching methods such as group discussions, seminars/ student presentations for a better understanding of concepts/ technologies.
3. Some of the experiments during practical are also getting conducted using V-LAB (online).
4. Through social media like Gmail, What's-app group; share subject data like notes, assignments, useful links, etc. with students.
5. Project-based Learning, Quiz, surprise tests, group discussion, class-room seminars, Industrial Visits; audio-visual aids are used to make teaching effective.

#### ASH Department-

1. Think-Pair-Share (TPS) activity which is one of the active learning methodologies is used for

brainstorming of students.

### **Civil Engineering Department-**

1. Google classrooms are used for providing class notes, question banks, one-page syllabus, last university papers, etc.
2. In the subject of surveying, the structure of the instrument explains in the classroom by showing instrument also shown NPTEL videos regarding the construction of equipment.
3. By providing practical examples of simple pen refill, ductile material properties are explained in the subject of Reinforced-Cement-Concrete.

### **Mechanical Department-**

1. In the subject of the Theory of machines, mini projects are being completed from a group of students which are based on the syllabus that helps to clearly understand the concepts in a better manner.
2. In subjects of Automobile Engineering concepts like Engine, working explain in classroom by showing engine working animation video, also NPTEL videos regarding complicated mechanism has been shown.
3. In the subject of Fluid power Energy conservation topics like turbines, boiler, etc. are explained with the help of models.
4. The case studies are referred by the students while learning subjects like Production technology & Operation research techniques.

### **Electrical Department-**

1. For a better understanding of students using a physical overview of machine and transformer.

### **Electronics Department-**

1. In communication and signal processing related subjects, we used some live examples of day to day telephonic communication processes like how convert continues time signal to discrete signal and vice-versa.
2. In Image Processing, difficult topic covers with the help of different experiments then students can easily understand as well as improve their practical knowledge.
3. In the subject of EMT, UHF & Microwave of instrumental or theoretical concept explain in classroom, also shown NPTEL videos regarding how to generate microwave or ultra-high frequency as well as how it's work.

### **Computer & Science Department-**

1. The study material is provided through the Google classroom. The MCQs are displayed to students through Google form.
2. Roleplay methodology is used to explain the concepts in Data Structures such as searching and sorting techniques.
3. In operating systems, we use brain maps to explain and relate the contains.
4. The Brainstorming technique is used for each programming subject.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 89.13	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years											
<b>Response:</b> 2.2											
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>01</td> <td>00</td> <td>01</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	02	02	01	00	01
2018-19	2017-18	2016-17	2015-16	2014-15							
02	02	01	00	01							
File Description	Document										
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>										
Any additional information	<a href="#">View Document</a>										

2.4.3 Teaching experience per full time teacher in number of years	
<b>Response:</b> 4.63	
2.4.3.1 Total experience of full-time teachers	
Response: 227	
File Description	Document
Any additional information	<a href="#">View Document</a>



**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:** 20.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	04	05	01	01

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 1.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	00	00

**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:**

Institute's primary focus, as stated in its mission statement, is on strengthening the teaching-learning process through rigorous assessment and evaluation. Institute closely follows all the reforms introduced by

SGBAU. SGBAU envisages the need for radical reforms in the traditional examination and assessment systems by evolving a credible, effective, and transparent evaluation system that responds confidently to the challenges and newer demands of a knowledge society. The syllabus and evaluation scheme are revised by SGBAU periodically to meet global standards and update students to the latest trends in technology. Institute made reforms in CIE, according to the reforms made by SGBAU.

The curricula and syllabi of all the programs offered by the institute are available in the institute library and respective department, on the affiliated University websites as well as on the institute's website. The regulations contain the details of the evaluation process available in the department. The academic calendar and examination schedule are brought to the notice of teachers as well as students by displaying it on notice boards and institute websites. Marks obtained by the student in unit test (Mid-term Examination) for all the courses are displayed on departmental notice boards and communicated to parents by post.

Following the systematic approach institute follow for CIE:-

1. Internal class tests. (Prior to university midterm exam)
2. Mock oral and practical examinations
3. Preliminary theory examination for First Year students only.
4. Midterm assessment process.
5. Periodical mini/minor and major project evaluation.
6. Term work evaluation of students is based on the Assessment of Practical/Assignments/Tutorials/Design Experiments.

#### Continuous Internal Evaluation (CIE) Norms-

Sr. No.	Particulars	First Year	Second Year	Third Year	Final Year												
1	Attendance (Theory, Practical, T&P)	05	05	05	05												
	<table border="1"> <thead> <tr> <th>Attendance Range</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>95-100</td> <td>5</td> </tr> <tr> <td>90-95</td> <td>4</td> </tr> <tr> <td>85-90</td> <td>3</td> </tr> <tr> <td>80-85</td> <td>2</td> </tr> <tr> <td>75-80</td> <td>1</td> </tr> </tbody> </table>	Attendance Range	Marks	95-100	5	90-95	4	85-90	3	80-85	2	75-80	1				
Attendance Range	Marks																
95-100	5																
90-95	4																
85-90	3																
80-85	2																
75-80	1																
2	Unit Test (I and II )	15	15	15	15												
<b>Total Theory Internal Evaluation</b>		<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>												
1	Assessment of Practical/Assignments/ Tutorials/Design Experiments	20	20	20	20												
2	Skill Test/ Mock Test & Oral Examination	5	5	5	5												
<b>Total Practical/Laboratory Internal Evaluation</b>		<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>												

This continuous internal evaluation (CIE) system takes care of students' performance in curricular, co-curricular and extra-curricular activities throughout the semester and promotes complete development

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

STC follows SGBAU's guidelines for the internal assessment of the theory and laboratory and complete transparency is maintained in all forms of internal evaluations. Two internal examinations, namely first and second unit test in each semester are planned in the academic calendar and executed as per schedule.

#### Transparency initiatives at the institute level:-

1. Basic eligibility for the evaluation process is made known to students through the university website, notice boards and class counseling.
2. The criteria for internal assessment evaluation process, allocation of term work marks and schedules of internal assessments are communicated at the beginning of the semester through notices, mentors and institute academic calendar.
3. Schedule for end semester examinations will be communicated during the semester as and when schedule is released by the University.
4. The periodic instructions issued by the SGBA University are promptly communicated to the students. Such instructions are read in the classrooms and the copy of the same is displayed on the student's notice board.
5. Based on skill test and oral examination internal practical marks are evaluated.
6. At the end of each semester, the Principal verifies the internal marks for students.
7. Finally, Internal Continuous Assessment /Term-work marks are calculated by compiling marks of students in all the parameters of CIE.

#### Robustness in terms of Frequency:-

1. A continuous assessment report for all the courses is displayed in the respective departmental notice board every month. Syllabus for internal assessment will be communicated to students well in advance.
2. Question papers are set based on Course outcomes and are approved by heads of the department.
3. Evaluated answer sheets of unit tests are shared with students and doubts (if any) are solved by the subject teachers.
4. Monthly attendance of students and unit test marks are displayed on the notice board and also conveyed to parents through letter to make them understand the scope for further improvement of our son/daughter. Corrections in marks (if any) are included in the records.
5. Staff meetings are conducted periodically to review the evaluation process.

#### Robustness in terms of Variety:-

1. CIE norms are discussed in the induction programs conducted for newly admitted students also teachers explain the CIE norms to the students of all classes during initial lectures and practical sessions.

2. Solving grievances of students if any.
3. Internal examiners are appointed for each subject to evaluate final internal marks.
4. Mentor gives a detailed explanation about the CIE process which appeals to students to take benefit from the scheme.
5. Students' performance in previous SGBAU university examination, participation in NSS, sports and cultural activities, contribution in designated activities such as group discussion, seminar, etc. are also considered for internal evaluation.
6. Practical oral examination is carried out to assess the preparation of students for external university practical examinations and suggestions (if any) are given for improvement.
7. At the end of each semester, The Principal verifies the internal marks for all the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

Institute has two levels of grievance redressed mechanisms: one to address Grievances University Examinations and the other one is to deal with grievances in internal examinations.

The College Examination Officer is the main appealing authority for dealing with examination related grievances. The College Examination Officer (CEO) is appointed as per the guidelines of the University and is the chief authority responsible for examination related matters. To conduct university examinations Institute established the Institute Examination committee and the same is dealing with grievances from the student-related examination. Following are the common grievances which are usually addressed:

1. Failure of submission of Examination form by student within time
2. Non-issue of Hall ticket for Examination
3. Non-declaration of result of student
4. Absenteeism in paper/Subject: Even after appearing for that paper Student may be marked as absent for the particular paper/subject
5. Name correction in mark sheet
6. If any subject change
7. Paper revaluation

The working mechanism of this team is represented below:

1. For every case of grievances, the institute examination team takes initiative to help and solve all the issues of the student. The institute examination team must submit the student application along with the endorsement of the CEO and all necessary documents to university and take follow up.
2. To maintain transparency, the official representative must provide the photocopy of the covering letter to the student for his reference. The office representative takes the follow up from university day today.

3. Students got modified/corrected documents from the university within stipulated time by resolving the problem. In exceptional cases, it takes two weeks time from the university. Thus, the mechanism to deal with examination related grievances is time-bound and efficient.
4. Students also have a grievance that they haven't got the marks as they expected then the university has a process of providing a photocopy and revaluation to deal with such grievances and those students who apply for the photocopy, the university provides soft copy of answer sheet within a month.
5. A printout of the scan copy of the answer sheet of a requested subject is also provided to the student on his request by the office at college. With the photocopy received from university, students can further apply for revaluation within ten days.
6. The physically disabled students are given extra time for writing the examination as per the guidelines of the University.

The Institute has a separate Internal Examination team which includes a centralized unit test in charge and all departmental unit tests in charge which takes care of invigilation, smooth conduct of examination, assessment and internal grievances. Internal examination related grievances are addressed to the quality of question papers, conduct of examination, and supervise the evaluation process to make sure that evaluation should be completed within a time. Concerned faculty member shows the corrected answer sheet to the class, discuss with the students and it is useful for the final examination.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

##### Response:

Activity	Commencement as per University Calendar	Commencement as per Institute Calendar	Actual Dates	Remark
<b>First Session Start</b>	14 June 2018 to 03 November 2018	14 June 2018 to 24 November 2018	14 June 2018 to 24 November 2018	
Admission Process	14 June 2018 to 23 June 2018	14 June 2018 to 23 June 2018	14 June 2018 to 23 June 2018	
Teaching Days First Session	25 June 2018 to 13 October 2018	25 June 2018 to 12 October 2018	25 June 2018 to 12 October 2018	
Preparation of Winter Examination	15 October 2018 to 20 October 2018	12 October 2018 to 22 October 2018	12 October 2018 to 22 October 2018	
University Exam	22 October 2018 to 24 November 2018	22 October 2018 to 24 November 2018	22 October 2018 to 24 November 2018	
First Term Vacation	5 November 2018 to 24 November 2018	24 November 2018 to 16 December 2018	24 November 2018 to 16 December 2018	
<b>Second Session</b>	26 November 2018 to	17 December 2018 to	24 December 2018 to	One week late

<b>Start</b>	27 April 2019	08 April 2019	05 April 2019	Session was started.
Days for Recreation/Extra-Curricular/Sport etc.	10 November 2018 to 08 December 2018	22 February 2019 to 27 February 2019	22 February 2019 to 27 February 2019	
Teaching Days Second Session	10 December 2018 to 30 March 2019	17 December 2018 to 02 April 2019	24 December 2018 to 05 April 2019	On students request one-week extra vacation provided so teaching date not matched to academic calendar.
Preparation for Summer Examination	01 April 2019 to 06 April 2019	03 April 2019 to 07 April 2019	23 April 2019 to 12 May 2019	Practical exam conducted before university exam.
University Exam	08 April 2019 to 11 May 2019	08 April 2019 to 11 May 2019	13 May 2019 to 08 June 2019	As per university time-table.
Second Term Vacation	29 April 2019 to 08 June 2019	29 April 2019 to 08 June 2019	08 June 2019 to 16 June 2019	
<b>File Description</b>		<b>Document</b>		
Any additional information		<a href="#">View Document</a>		

## 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:

The institute has clearly stated Course outcomes of the Programs and Courses. The following mechanism is followed by the institution to communicate the course outcomes to the teachers and students.

- Institute has well-defined Program outcomes (PO), program-specific outcomes (PSO) and course outcomes (CO) for all programs.
- Teachers are familiar with POs, PSOs of the programs as they are involved in PO, PSO formation process.
- The vision and mission of the college is discussed in meetings. The vision and mission of the institution giving special importance on promoting value education through motivated trained faculty to prepare the students to accept the challenges of globalization.
- All the faculties were writing appropriate COs for each course of the program from the first year to the fourth year in a four-year engineering degree program using action verbs of learning levels suggested by Bloom Taxonomy.
- POs, PEOs, PSOs, and COs for all the courses are display on the respective department page of the Institute website.
- Hard Copy of syllabi and course Outcomes are available in the departments for ready reference to the teachers and students.

- At the beginning of every course, the faculty member discusses the course outcomes in the classroom as well as in the laboratory also Principal delivers address to all newly admitted first-year students and their parents in the induction program.
- The attainment of POs and PSO is determined at the end of the programme as per the CO-PO mapping and correlation level through the attainment of COs.
- CO attainment is calculated at the end of each course using direct and indirect methods.
- The results of University examination contribute to the direct method of attainment whereas Continuous Internal Evaluation contributes to the indirect method of attainment used at the time of analysis of Cos.

Course outcomes (Cos) for all courses are mentioned in attachments.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

##### 1. Attainment of Cos:

The number of course Outcomes (COs) are kept equal to the number of units given in the syllabus, which ensures one significant learning outcome corresponding to each topic. Both direct and indirect methods measure attainments of COs.

- **Direct Method:**

The Direct attainments of COs are determined from the performances of students in both, Continuous Internal Evaluation (CIE) and University Semester End Examinations (SEE). CIE is based on two Unit Tests and other components such as Assignments, Seminar, Group discussion, Viva/oral, Laboratory work, Mini Project, Tutorials, Case Study, etc. The proportional weightage of CIE: SEE is 20:80.

- **Indirect Method:**

The indirect attainments of COs are determined from the feedback from the students on individual courses. The percentage weightage to indirect attainment is kept at 20 %. The attainment levels obtained by direct methods and course feedback from students are combined to get the final level of CO attainment which is compared with the set target level to identify the attainment gap. When there is no attainment gap or attainment gap is negative, the faculty member enhances the CO target when he/she offers the course next time. If the gap in attainment is found, the faculty member is suggested to improve the teaching-learning process.

### 1. Attainment of POs and PSOs:

Evaluation of attainment of POs and PSOs are based on Direct and Indirect Methods which are combined to arrive at the final evaluation.

- **Direct Method**

Evaluation of attainment of POs and PSOs is based on the mappings from COs to POs and PSOs. The strength of mapping is defined at three levels: Low (1), Medium (2) and Strong (3). The program level Course-PO matrix is prepared for all the courses including first-year courses.

- **Indirect Methods**

Course feedback from students, Alumni Feedback, and Employer Feedback are used to evaluate the attainment of POs and PSOs. PO and PSO attainments are normalized to 1, that is, if a PO is to be addressed at the level of 3 and attainments of CO associated with that PO is 100%, then attainment of that PO is 1. The overall attainment is computed by adding direct and indirect attainment values in the proportion of 80:20 and is compared against the target levels of attainment set by the Department. The loop is closed either by increasing the target level for the next cycle of the program or by planning suitable improvements in all the relevant activities to increase the actual attainment.

#### 1. Attainment Level:

The attainment level is given as below:

- Attainment Level 1: 50% of students score more than the class average.
- Attainment Level 2: 60% of students' scores more than the class average.
- Attainment Level 3: 70% of students' scores more than the class average.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 74.8

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

Response: 92

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

Response: 123



<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **2.7 Student Satisfaction Survey**

### **2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:**

NAAC

## 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:** 5.07

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)

2018-19	2017-18	2016-17	2015-16	2014-15
0.9	1.79	00	00	2.37582

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

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

**Response:** 0.03

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

Response: 8

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

Response: 273

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

The Institute has formulated Institution's Innovation Council as per the guidelines given by MHRD Innovation Cell. The council promotes the Innovation and R&D culture among the students and faculties. The institute attempts to promote the Innovation & Research culture by conducting ED Camp, Deputing students for conference and competitions, deputing faculty's members for publications and conference. Institute organizes project exhibitions to promote R& D culture among the students. Some initiative practiced in institute for creation and transfers of knowledge are as given below.

**A) Entrepreneurship Development Cell:**

In 2017 Entrepreneurship Development Cell was constituted at STC. The institute organized an Entrepreneurship Development Program (EDP) with an objective to develop and strengthen the entrepreneurship quality and provide exposure to the students. The EAC's programs are conducted every year and they are sponsored by Entrepreneurship Development Institute of India, Ahmadabad and National Science and Technology Entrepreneurship Development Board (NSTEDB) and the Department of Science and Technology(DST), New Delhi, Government of India.

Objectives of EDP's :

1. Analyze environmental set up relating to small industry and small business.
2. Understand the process and procedure involved in setting up a small enterprise.
3. Know the sources of help and support available for starting a small scale industry.
4. Acquire the necessary managerial skills required to run a small scale industry.
5. Know the pros and cons of becoming an entrepreneur.
6. Appreciate the needed entrepreneurial discipline.
7. Enable to communicate clearly and effectively.
8. Develop a broad vision of the business.
9. Make him subscribe to industrial democracy.
10. Develop a passion for integrity and honesty
11. Make him learn compliance with law.

**B) Virtual Lab**

As part of the National Mission on Education through ICT (NME-ICT), an initiative of MHRD, GoI, Virtual Labs project is a collaborative undertaking of Amrita University and College of Engineering, Pune. Through the use of virtual labs- a revolutionary technology-enhanced educational tool, laboratory learning is being extended beyond the walls of the classroom. Virtual labs are immersive media-rich online learning environments, where users can perform physical laboratory experiments in a computer-simulated environment-Anytime, Anywhere. Whereas traditional physical laboratories require tremendous resources, virtual labs are cost-effective whilst providing near hands-on experience of experimentation. Virtual labs provide an educational experience that helps broaden learner's perspectives. Amrita's VALUE virtual labs apply new learning technologies that are exciting and fun for the new generation of students. Institute acts as a nodal center for virtual lab, with broad objectives & features for different disciplines in Science and Engineering.

**C) IIT Bombay Remote Centre**

STC act as IIT Bombay Remote Centre (RC ID-1245) under which Faculty Development Programs (FDP), Workshops, Online Courses was organized for the students and faculty.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 11

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

2018-19	2017-18	2016-17	2015-16	2014-15
05	06	00	00	00

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**five years**

**Response:** 0.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	23	05	02	02

**File Description**

**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)

**3.3.4 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:** 1.01

**3.3.4.1 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**

2018-19	2017-18	2016-17	2015-16	2014-15
01	27	07	14	06

**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:**

Siddhivinayak Technical Campus is affiliated to the Sant Gadge Baba Amravati University, Amravati and approved by AICTE. It conducts five UG programs. The Institute follows the curriculum approved by

SGBAU, Amravati (M.S.).

In line with the institute's vision and mission, the institute is very insightful to the impact of various extension activities on its students, employees as well as on the regional community and on the environment. The institute believes in giving back what it has gained from the communities in which we live, work and play. The institute considers the impact of all extension activities on the local community and hence the various social and technical activities, events and programs very much reflect our commitment to operate in a techno-social responsible manner. We aim to pursue our goals as one, keeping the agreement with the planet and society. The institute facilitates the student in various social through NSS and technical activities through student associations like Civil Engineering Student Association (CESA), Electrical Engineering Student Association (EESA), Mechanical Engineering Student Association (MESA), Computer Science & Engineering Student Association (CSESA), Electronics & Telecommunication Student Association (ETSA) and student ISTE chapter. Institute has conducted various social and technical activities for sensitizing and motivating the students to social issues and their holistic development so far. Social activities carried out through the National Service Scheme (NSS) are

1. Blood Donation Camp
2. Swachh Bharat Abhiyan
3. Tree Plantation
4. Yoga Day Celebration
5. Woman Empowerment Program
6. Health Checkup, Dental Checkup, Eye Checkup Camp
7. Animal Husbandry Program
8. Digital India
9. Superstition Abolishment through Street Play
10. AIDS awareness through Nukkad
11. Alcohol prohibition awareness through Devotional song (Bhajan)
12. Soil Testing
13. Providing water, tea and breakfast to all devotees 'Warkari' from community during 'Shri Sant Gajanan Maharaj Palkhi Sohla'.

To create an interest in the field of science and technology among college students, Science & Technical project exhibition is also organized for students. Students actively participate and organize various events through concerned departmental associations as per the departmental needs and requirements for the overall development of students. Technical activity enhances the technical knowledge of the student in the field of design, analysis, manufacturing, and testing of different engineering systems. Through these activities, students improve their qualities such as time management, project management, costing, marketing skills, event management, communication skill, etc. Final year Mechanical engineering students participated in Krushi Mohatsav, Khamgaon for presentation of the "Agricultural Sprayer Pump" project and their project work was highly appreciated by farmers as it was beneficial for them.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**/recognised bodies during the last five years****Response: 5**

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	01	01	01

**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: 35**

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	11	9	4	4

**File Description****Document**

Reports of the event organized

[View Document](#)

Number of extension and outreach programs conducted with industry,community etc for the last five years

[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: 57.25**

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

2018-19	2017-18	2016-17	2015-16	2014-15
198	231	473	222	148

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 61

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	17	17	11	02

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**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:** 6

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)

2018-19	2017-18	2016-17	2015-16	2014-15
05	01	00	00	00

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

The details of teaching-learning facilities available at Siddhivinayak Technical Campus for Engineering are as given below:

Sr. No	Particular	Requirement as per AICTE Norms		Available in STC	
		Area in Sq. meters	Number of Rooms	Area in Sq. meters	Number of Rooms as per norm
1	Classrooms	66	15	76.91	15
2	Tutorial rooms	33	4	37.13	4
3	Laboratory for first Year	66	04	76.91	04
	Laboratory other than first year	66	30	76.91	32
4	Workshop	200	1	295.523	02
	Workshop for X courses	200	1	600	1
5	Computer Centre	150	1	155.85	1
6	Drawing hall	132	1	156.106	1
7	Library and reading rooms	400	1	765.9	1
8	Seminar hall	132	1	156.46	1
9	Language Lab	66	1	76.91	1

**Administrative Area**

Sr. No	Particular	Requirement as per AICTE Norms		Available in STC	
		Area in Sq.meters	Number of Rooms	Area in Sq.meters	Number of Rooms
1	Principal/Director Office	30	1	30.5	1
2	Board room	20	1	35	1
3	Office all-inclusive	150	1	300	1
4	Cabins for HODs	10	6	60	6
5	Central Stores	30	1	85	1
6	Maintenance	10	1	10	1
7	Security	10	1	30	2
8	Housekeeping	10	1	10	1
9	Pantry for staff	10	1	18	1
10	Examination Control office	30	1	37	1
11	Placement office	30	1	30	1

**Amenities Area**

Sr. No	Particular	Carpet Area in Sqm per room for Technical Campus having one program	Area available in STC
1	Toilet(Ladies and Gents)	150	481.28
2	Boys common room	75	140.98
3	Girls common room	75	140.98

4	Cafeteria	150	268.39
5	First aid cum sick room	10	18.38

**Computing Equipment**

Sr. No	Particular	Available in STC
1	Computers	221
2	LAN & Internet	Available
3	Mail Server and Client	Available
4	Wi-Fi	Available
5	SmartBoard	01
6	LCD Projector	07

File Description	Document
Any additional information	<a href="#">View Document</a>

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

The Siddhivinayak Technical Campus has always encouraged and supported the co-curricular and extracurricular activities like sports, cultural in its institute. The institute has also carried forward the legacy of society by promoting the co-curricular and extracurricular activities at their level. All these activities are headed by our sports in-charge, Cultural In-charge and supported by the student sports and cultural committees with better coordination. The students who participate in various sports and cultural events are paid TA/DA.

The college has the following Outdoor and Indoor sports facilities.

**Outdoor Games:** Cricket, Football, Kho-kho, Volleyball, Kabbadi.

**Indoor games:** Badminton, Chess, Carrom, and Hall for Yoga.

**Sports Item List**

Sr.	Description of Items	Quantity	Size/weight/Brand
<b>Cricket</b>			
01	Cricket bats (Leather )	03	Kookaburra/SG
02	Leather Balls	10	Gravity Club
03	Batsman Pads	04 Pairs	SG Sports
04	Wicket-Keeper pads	02 Pairs	SG Sports

05	Arm Guards	06 Pairs	
06	Stumps	02 Pairs	
07	Tshirts	10	
08	Lowers	10	
09	Mattine	01	Short
10	Tennies Balls	24	
11	Bats ( Tennies )	02	
12	Greepar	01	
13	Net	01	
14	Gloves ( Batsman)	04 Pairs	SG
15	Wicket-Keeper Gloves	02 Pairs	SG
16	Helmets	04	SG
17	Kit Bag	01	
18	Underarm Guards	10 Pairs	BDM
19	Knowking Hammer	01	
20	Bat Grip	10 Pairs	
21	Thigh Pads	03 Pairs	
22	Medical Kit	01	
23	Batting Elbow Guards	05	
24	Abdomen Guards	05	BDM
<b>Volleyball</b>			
1	Volleyball	04	NIVIA/PACER
2	Net	01	
3	T-Shirts	10	
<b>Badminton</b>			
1	Rackets	04	

2	Shuttlecock	10	Campion Pro/Vixen
3	Net	01	
<b>Football</b>			
1	Football	05	Nivia
2	Shin Pad	12Pairs	Kobo
3	Knee Cap	10 Pairs	
<b>Athletics</b>			
1	Discus	02	
2	Javelin	01	
3	Handball	01	Cosco
4	Shot Puts	02	
<b>Chess &amp; Carom</b>			
1	Chess	04 pairs	
2	Carrom	02 Boards	Cheema

The society and institute fully support and encourage various sports and cultural activities with the motto that every student should, not only be academically fit but also physically fit to face the challenges of the society after they complete their education from the institute. Yoga day is also organized every year and teachers and students participated voluntarily.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 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: 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>

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

**Response:** 97.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	55	51	94	120

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

An Integrated Library Management System (ILMS), also known as a library management system (LMS) is an enterprise resource planning system for a library, used to track items owned, orders made, bills paid, and patrons who have borrowed. The Central Library of STC is automated by Koha Library Management Software. Having version 16.05.19.000 Koha allows total Customization and Complete control of library data at a fraction of the cost of a proprietary system. Its main strength is its web accessibility and ease of use. Koha supports all library housekeeping activities such as Acquisition, Cataloging, Circulation, Serial Control, Patron Management, and WebOPAC: Online Public Access Catalog for searching the library resources. This is an important module of the Integrated Library Management System (ILMS) to Maintain and keep records of the Serials (Print Journals, Magazine, bound volumes, and Newspapers). Through this module, we can track the Subscription period and renewal date of the serials.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:**

The library of Siddhivinayak Technical Campus has downloaded and collected various rare books from the Rare Book Society of India (RBSI). Rare books have been stored using the Library intranet Access. The rear books having large variety of titles such as inspiring Stories, history, yoga, philosophy survey, geographical, economic, literature, religious, culture, empire, war, railway, etc. Using these books, students and teachers are rich in their knowledge.

### Manuscripts:-

The Institute is a member of the National Digital Library and has access to its collection of manuscript. The students and teacherAccessrare manuscript in enrichment of their knowledge.& Also, information to manuscripts to the library provide intranet webpage link<http://www.rarebooksocietyofindia.org/>for free access to Manuscript information from students & teacher.

### Any other knowledge resources for Library enrichment: -

Sr. No.	Title	No. of Copies Available
1	Rare books	250
2	Special Reports	26
3	Competitive Books	19
4	Project Reports	75
5	Seminar Reports	295
6	Non-Book Material	377
7	Text Book	7509

### File Description

### Document

Any 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.04

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.77	00	00	6.67	2.76

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 40.53

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

Response: 184

File Description	Document
Any additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

Yes, STC has a well-structured IT infrastructure where almost all the computers are connected to LAN. The Seven lesser printers, ten dot-matrix printers, and one Xerox machine are available in the institute. The local area network consists of networking equipment such as switches, routers, ISPs, and the transmission media such as CAT6 and OFC for interconnecting all devices which have been updated regularly every year. There is a separate server HP ProLiant ML10 for the STC ERP and ACER AT310 server for Antivirus seqrte endpoint security for 130 desktop. The computer center and all computer laboratories are equipped with an adequate number of computer systems available to students for internet browsing. The language laboratory is equipped with the language lab software ETNL. The internet speed has been upgraded to 40Mbps from 10Mbps in the year 2017 and also backup lease line has been upgraded to 32Mbps from 2Mbps. Along with high-Speed internet, the institute takes an extra step to secure the internet with Firewall and Antivirus. The institute also provides Wi-Fi facilities in order to be connected wirelessly. Laboratory uses some open-source software. The computers are purchased from HCL, Wipro, Acer, Dell, Lenovo, HP and some assemble. Machines comprise servers, desktops, workstations, etc. INTERNET lines are available in all the academic venues and seminar rooms. Moreover, all the seminar rooms can also be digitally connected in the broadcasting mode. A dedicated team of 3 members maintains the entire IT infrastructure.

Academic Year	Up-gradation of Bandwidth
2016-2017	40Mbps
2015-2016	10Mbps

File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3.2 Student - Computer ratio

Response: 2.61

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:** 35-50 MBPS

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

#### 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:** 100

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)

2018-19	2017-18	2016-17	2015-16	2014-15
33.32	56.14	52.89	94.33	124.13

<b>File Description</b>	<b>Document</b>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

##### 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:**

1. In-house maintenance;
2. Annual Maintenance contracts;
3. Contracts; and
4. Hiring services.

The operation of sample maintenance activities are further described in the below lines.

- The routine cleaning of laboratories, passages, classrooms, administrative units, open areas, washrooms is carried out by peons and sweepers of the institute. The peons of the institute have been trained in minor plumbing and electrical work so as to complete the related repairs/modifications.
- The maintenance of the diesel generator, electrical appliances, and general electrical work is carried out by the electrician under the guidance of the faculty of Electrical engineering.
- The responsibility of the maintenance of the LAN, computer systems and peripherals, LCD projectors, photocopier machines, biometric attendance system, CCTV\ surveillance system lies with the lab assistant of the Computer department under the guidance of respective HODs. The institute has an adequate number of computers with internet connections and required software's distributed in different locales like offices, laboratories, libraries, departments, etc. The maintenance of internet facility, installation, and up-gradation of software is taken care of by the lab assistant and the system analyst of the Computer Engineering department. Some of the repair and maintenance work is outsourced if needed.
- The website development and maintenance work are done by the website coordinator. The sports in charge looks after the utilization, repair, and maintenance of the sports facilities with the help of the members of the sports committee consisting of students and staff members. The institute has large open grounds for cricket, volleyball and kabaddi are utilized by the students.
- The routine servicing and maintenance of the laboratory equipment is carried out by the respective lab assistant and the lab in charge. An external agency is hired if required.
- The maintenance related to the fabrication and furniture is looked after by the lab assistants of the workshop section specialized in welding, carpentry, fitting and machine shop related work. The workshop section of the institute is actively involved in the fabrication of grills lab and office furniture, notice boards, etc. and it also provides services to other educational units on the campus.
- The maintenance of books and other resources in the library is taken care of by the librarian along with the library assistant. The library Incharge guides the librarian in the development of the library as a learning resource.
- External agencies carry the maintenance of water coolers and Air conditioners in the institute.
- Security of the institute is assigned to Security guards of college.
- Anti-virus software is purchased and is renewed annually for the smooth working of all the computers in the Institute.

Thus the institute emphasizes utilizing the expertise and resources available in-house for the maintenance of the physical, academic and other support facilities.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:** 68.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
326	196	341	278	302

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 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:** 4.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
83	00	00	00	00

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 36.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
219	386	124	60	34

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
04	10	23	05	12

File Description	Document
Details of the students benefited by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 32.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
79	39	12	18	04

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response: 0**

5.2.2.1 Number of outgoing students progressing to higher education

Response: 00

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

### 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: 50**

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	02	01	01	00

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

2018-19	2017-18	2016-17	2015-16	2014-15
33	04	01	01	00



File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 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.				
<b>Response: 0</b>				
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				
2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00
File Description	Document			
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>			

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution				
<b>Response:</b>				
The student council consists of Departmental Students' Association, Student Grievance, Anti- Ragging, Cultural, Sports, Technical events, NSS and Professional student's Chapter as ISTE, cultural committee, NSS, Technical.				
Following is the narrative of functions and events conducted by various Committees:				
Sr.No.	Name Of Committee	Working Of Committee		
1	Departmental Students' Association (DSA)	The aim of forming the Departmental Students' Association (DSA) such as CSES, EESA, CSSA, and ETSA is to involve the students in academic, co-curricular, and extracurricular activities. Through these activities, DSA members learn organization, analysis, estimation and execution along with troubleshooting, which		

		their comprehensive development. From each discipline, we have President, Vice and other members who are selected by the respective department.	
2	Students' Council	Under section 40(3) of Maharashtra Universities act, 1994, this council is established every year in the Institute and it performs its duties prescribed.	
3	Student Grievance	This committee addresses student grievances and maintains harmony and discipline among students	
4	Anti-Ragging	This committee ensures zero ragging incidents in the Institute and also spreads awareness among students against any type of ragging activities.	
5	Cultural committee	This committee co-ordinates various cultural activities and events throughout the year through social gathering which showcases cultural talent of students. This committee also organizes events for students for "Youth Festival".	
6	Sport committee	This Committee organizes SPL at institute level sports events. Our students participate in various sports in intercollegiate, interuniversity, state, national and international levels.	
7	Technical Activities	Institute organizes technical symposium "Engineering Today" every year through various technical competitions such as Paper Presentation, Technical Quiz, etc. Each department organizes these events which motivate students to take part and enhance their technical ability. These events are recognized on the state and national levels.	

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 6.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	8	7	7	6

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 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:**

The Institute established an Alumni association in the academic year 2018-19. The main objectives of the association are

1. To promote and foster mutually beneficial interaction between Alumni and the Institute
2. To mentor the students of the Institute for higher education, development of character and being GOOD citizens.
3. To encourage and guide the students of the Institute on self-employment to become entrepreneurs.
4. Promote the Industry-Institute interaction to bridge the gap between industry requirements and education offered and enhance students' employability.

Sighting the above objectives of the Alumni Association our alumni contributes in many ways for the development and betterment of our Institute. Our students and Institute are benefited in various fields such as student placement, training, expert lectures, career guidance sessions, Industrial visits and mentoring. The alumni of the Institute are guiding and nurturing our students to become engineering professionals. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits.

File Description	Document
Any additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

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

**Response: 9**

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	03	00	00	00

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## 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:**

**Vision:**

The institute envisions being the Centre of excellence in professional development, incubation and entrepreneurship with special application to the rural and developing India.

**Mission:**

To educate students from rural region ethically strong and professionally competent engineers for business and industry and thereby enhancing the quality of life of rural society at large and promote innovation and entrepreneurship through the quality of teaching, learning and research and industry-institute collaborations. The institute shall focus on student centric, work centric education and practiced based approach in the training of the students.

**Nature of Governance:**

The institute follows the hierarchy of leadership for achieving the Vision by achieving the mission.

The institute is having various academic and administrative bodies which are decision making bodies' for all the institute activities. The Chairman is the esteemed person who leads the institute assisted by Principal, Registrar, and Heads of Academic Units and Heads of different committees.

The institute has implemented smooth and effective governance through BOG, CDC, IQAC, Grievance cell, Admission committee, etc. The institute is having more than 30 institute level committees for successful conduction of program and achieves the vision and mission of institute

**SHORT TERM PLAN [2017-2020]:**

1. Digital Environment inclusive of E-learning platform.
2. Leadership Development program for all stakeholders.
3. Community Development Centre.
4. Introduce PG course in Electronics and Computer Science Engineering.
5. Participate in NIRF.

**MEDIUM TERM PLAN [2020-2023]:**

1. Recruit the specialized faculty in all the departments.
2. Upgrade facilities and infrastructure.
3. Collaborations for industry – institute Relation.
4. Introduce PG course in Mechanical and Civil Engineering.

5. Establishment of Incubation Center.
6. Improve the student success rate regarding competitive exam and encourage the student for Entrepreneurship, Abroad education, Placements in industries.
7. Obtain NBA accreditation.

#### **LONG TERM PLAN [2023-2027]:**

1. Research Center by the affiliating University.
2. Organizing International Conference in the institute.
3. Provide consultancy service with the industry and Governmental organizations.
4. To get copyrights and patents on the research work.
5. Obtaining Autonomous status.

#### **Participation of the teachers in the decision making process:**

The staff of STC have active representation in CDC, IQAC and involves in decision making policy. STC formed various committees in college levels that supervise academic and administrative activities which lead to the perception of vision and mission of the Institute.

The Organization structure and details of different committees and their functions is attached in additional information.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### **6.1.2 The institution practices decentralization and participative management**

##### **Response:**

STC Shegaon believes in the practice of decentralization and participative management in its academic and administrative management through a well-framed internal organization structure. The College Development Committee (CDC) is having active participation in faculties. STC Shegaon has more than 30 college-level committees for managing the various activities.

##### **Case study:**

##### **Activity: Establishment of ISTE Student's Chapter.**

In the meeting of IQAC, it was proposed that to have an ISTE student's chapter in the institute, which will be beneficial for student's development. Prof. Gayatri P. Rathod appointed as an ISTE coordinator. The principal circulated a notice to all HODs to assign one departmental ISTE coordinator. After receiving departmental coordinator names principal conducted meeting with ISTE coordinator & departmental ISTE coordinator and discussed the establishment of the ISTE student chapter.

The ISTE coordinator and committee members decided to motivate the students to apply for the ISTE student membership. Each departmental coordinator discussed the details of ISTE with their departmental faculties. Departmental class in-charges, ISTE coordinator, and HOD motivated students by telling them the benefit of ISTE.

ISTE committee decided to take the interviews of students to get the student members for ISTE Student Chapter. Notice was circulated for students detailing the time venue & date of the interview. ISTE committee members with Principal and academic dean conducted the interview for interested students. After the evaluation done by judges of the interview panel; the student members are selected for the ISTE student chapter committee.

After finalizing the student's members, each departmental coordinator is assigned a guide for the various committees of students. Work was distributed among all the committees in the student's chapter. Students made a banner representing all members of ISTE; also an inauguration video is made by them. The other resources required for the event were organized by them and before the event; all necessary things were done by students and reviewed by the ISTE coordinators. The establishment was successfully executed as per the plan in the presence of Chief Guest honorable Chairman, Dr.G.S Gawande, Principal, all faculties and students.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### Response:

Yes.

Perspective plan and deployment documents are available in the institute. The link for the perspective plan is provided in the attachment.

**Context:** One of the short term plans of STC is " Community Development Centre" To achieve this STC has applied for Unnat Bharat Abhiyan and adopted 5 villages. The successful implementation of the short term plan is as given below.

#### Successfully Implemented

#### Example: Unnat Bharat Abhiyan

The vision of the Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. The institute was planned to apply for UBA in the year 2017 in the area of emphasizes neighborhood services especially in rural India.

STC was applied for UBA on 12.03.2018. STC got selected in UBA Participating Institutes (PIs) on 12.04.2018. UBA. Dr. A. V. Yadgire, UBA Nodal Officer of STC participated in Launching of Unnat Bharat Abhiyan 2.0 and orientation Workshop at AICTE Auditorium, New Delhi on 25th April 2018. After that STC was started work under UBA. STC adopted following five villages of district Buldhana of Maharashtra State for rural development:

**\*Matargaon, \*Jalamb, \*Antraj, \*Hivarkhed and \*Nipana.**

STC Shegaon is doing work on above five villages; like Household survey, Career guidance lecture in villages and tree plantation drive, Educational Awareness Program, Village Level problem identification. We are encouraging & allotting the technical project as per the UBA requirement for village development.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### **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:**

The Organogram of the STC is as follows:

Vasundhara Bahuddeshiya Samajik Sanstha VBSS's Siddhivinayak Technical Campus Shegaon is established in 2011. STC has well established organizational structure to execute out smooth functioning of administrative and academic processes. The Governing Body (GB) is responsible for governing and strategic planning of the institute. College Development Committee formed under Maharashtra Public University Act 2016, Article 97 (1). Principal is responsible for all policy matters related to both academic and administration and implemented policies with Dean, Office superintendent, IQAC coordinator, In charges and other college-level committee coordinators. College Education Council executed all-academic plans and Dean and HOD implemented the effective teaching-learning process. Internal Quality Assurance Cell (IQAC) established in year 2018 which increase the quality of the education. Office Superintendents are entrusted with the responsibility of dealing with certain specified subjects and also supervise all office staff. The physical director plays an active role in sports. The supervisor handled all cleaning and maintenance work. STC has more than thirty college-level committees like Examination Cell, Internal Grievance Redressal Committee, Internal Complaint Committee (ICC), Research Promotion cell, Training, and Placement cell, Anti-Ragging Committee, Student Council, etc. as shown in the organization chart. Principal, Dean, Heads of the Departments, and co-coordinators of various committees have adequate participation in making decisions in academic and administrative processes under their preview.

STC purchased grievance Redressal software from Orell Software Solution Pvt. Ltd. Kochi. The Internal grievance Redressal committee and Internal Complaint Committee both are functioning in college. The first committee resolves the grievances of the student's staff and the second committee prevents sexual



harassment of women on the campus.

The Service rules, procedure, recruitment, promotion policies are followed in the institute are described in "Institutional policies, procedure, and code of conduct" uploaded in additional information. The Service rules and all procedures related to recruitment, promotional policies, and service conditions are followed as per the AICTE norms. For the time being, the management has decided to adopt the adhoc policies for service rules like procedures, recruitment, and promotional policies.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The STC Shegaon has various Committees incorporate of students, faculty members and administrative staff for the various academic and administrative functions. The implementation of a proposal is done through the meetings of committee members and finally, programs/events/ activities are successfully completed.

One example of the activity successfully implemented through the coordination of committees is given below.

**Activity: Woman's day celebration by Women Grievance Committee (WGC).**

**Response:**

For gender equality & gender justice in all its intervention & practices, Woman Grievance Committee was established in the Institute for the female students and the faculty members. The functions of the cell are to purely safeguard the rights of female students, faculty and staff members and also to provide a platform for listening to complaints. The execution of plans is done through the meetings of committee members and the activities are successfully implemented.

**One example of the activity** successfully implemented through the coordination of committees is given below.

**Activity: Celebration of Women's Day Program**

**Meeting of all the members of Women Grievance Committee on 6/03/2019**

The International Women's day was on 8th March. In the meeting of all the members of the Women Grievance Committee conducted on 6/03/2019, it was decided to celebrate the Women's Day Program on the campus.

**Agenda of the Meeting:**

1. Celebration of Women's day program in the Institution.
2. Conduction of self-defense awareness program for girls in the Institution
3. Invitation to the guests for the Women's day celebration program.

**Implementation of resolutions:**

1. On the occasion of Women's day on 8th March, the Women Grievance Committee organized the program on 'Gender Equality & Women Empowerment' and the training session on 'Self Defense'.
2. Sensai Rajesh Sonle was invited as a guest for conducting training on self-defense, and JC Chetana Patil was invited as guests for providing guidance on gender equality and women empowerment to all STC students.
3. JC Chetana Patil discussed issues and the problems facing by the women. Sensai Rajesh Sonle told about the lack of safety and security of women in society which is a barrier for the development of women. He provided training and tricks to all the students regarding self-defense, how they could manage to protect themselves.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

Employee welfare is a comprehensive term including various services, benefits, and facilities offered by the Siddhivinayak Technical Campus, Shegaon as follows:

- 1) Advances are given to all employees who desire to avail. Festival, emergency need, any category advance is given to employees and the same deducted from monthly salaries.
- 2) First aid unit in every department.
- 3) Employees' Provident Fund is deposited along with same contribution from the institutes' side.
- 4) Financial support in terms of DA/ TA and paid leave provide to teaching, non-teaching staff and students for attending IIT workshop, HRD program, University sports & cultural activity, conferences, Workshops, STTPs & FDPs, etc.
- 5) Support to faculty members for PG and Ph.D. programs.
- 6) The institute provides six months' maternity leaves to all female employees for their first Children after approval of Chairman Sir. Only EPF paid by institute during maternity leaves.
- 7) The institute every year on September 05 on the occasion of Teacher's day felicitates the staff members with their achievement, Paper presentation, publications, best result in subject, maximum attendance in college, maximum C-off and also provides incentives as a cash 500/- and certificate to teaching faculty, who receive state, national and international recognition/ awards. Reward of Rs 300/- per paper is given to faculty who publishing research paper on approved UGC journal/conference and also honored by Rs 1000/- to teaching staff who attended and presented conference at abroad.
- 8) Institute organizes free health checkup camps to ensure the better health of all the employees.
- 9) Uniforms are provided by the institute to male and female employees.
- 10)The institute provides eight days Medical leave facility after approval of Chairman Sir.
- 11)Request leave of two hours three times in month, summer vacation, Casual leave, Earned leave, compensatory off are provided by the institute.
- 12)Institute provides Pradhan Mantri Suraksha Bima Yojna (PMSBY) to all employees per year.

13) Institute are motivated and provided facility to enroll Atal Pension Yojana (APY) and Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY) to all employees.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:** 41.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
68	21	8	6	4

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	1	1	8

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 61.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	49	15	28	35

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

Yes, STC Shegaon has designed a performance appraisal system.

Functioning status of the Performance Appraisal System for teaching staff:

- At the beginning of the academic year, a circular is sent to all the faculty members about Faculty Performance Appraisal System. The personnel section sends the Performance Appraisal form (PAF) by email to all faculty members.
- At the end of the academic year, all the faculty members are asked to submit the complete Performance Appraisal form, which is filled based on the guidelines mentioned in form.
- Based on the Evaluation parameters the performance of the Faculty members is self-evaluated. Faculties submit a Hard copy of PAF and PDF soft copy of PAF to the personnel section.
- Personnel section send hardcopy to student feedback coordinator for remark and same have to submit to have to all HODs for evaluation purpose. HOD discusses to dean after HOD's evaluation.

- Finally, Dean sends all PAF forms to Principal.
- Principal discuss with the faculty member about their performance with respect to the Appraisal Performance Report and future plans for the growth of department and institution.
- Finally, Principal and Dean discuss all reports with Chairman Sir and decide the Promotion and Increments if any for the faculty and also give suggestions for the betterment to their future.

Non-teaching staff:

- Circulate hardcopy PAF form to nonteaching and consider the HOD's remark for Technical staff, Office-superintendent's remark for office staff, etc. Finally, the Principal sends all reports to Chairman Sir. The overall report is further reviewed by the chairman of the governing body and final performance functioning status is setup and confidentially recorded in the office.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

**External Audit:**

External Auditor, **M/S. Umesh Agrawal & Associates** from Khamgaon conducts the external audit of the institute annually. He verifies the finance-related documents like vouchers, bills, bank balance deposit receipts, student's receipts, and stock registers. After evaluation, all finance-related documents the observations made by the external auditor are discussed with the college Principal and Management and clarifications are obtained from the account section. Every year the accounts are audited by external auditors and the actions suggested by them are followed by the institute. No major objections are found in the audit by the statutory auditors and minor audit suggestions are compiled as per the procedure. Then the audited report is submitted by chartered accountant.

**Internal Audit:**

There is no internal audit in our institute. There is an internal approval procedure for all expenses. Account section is having expenses form which must be filled and approved from the principal before placing any purchase. Account section keeps the records of all daily expenses and income received. Account section shows the daily accounting status to Principal and monthly to Chairman.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

**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:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:****The institutional strategies for resources mobilization are-**

1. The main input of funds for the institute is the input from tuition fees collected from the students;
2. Scholarships;
3. Project & Consultancies provided by institute and
4. Management contribution in case of deficit.

**Resource Utilization:**

The available funds are utilized for the allocated purposes. Depending upon priority the financial input is allocated for various purposes. While purchasing for institute quotations are invited from different vendors/suppliers and the best quality with the best price are selected for purchase.

For enhancing the resource utilization, Siddhivinayak Technical Campus has also started

- Polytechnic.
- Skill development program like PMKVY.
- ED cell programs.
- Unnat Bharat Abhiyan.

## 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:

#### Practice 01: Faculty Development Programme (FDP)

The Siddhivinayak Technical Campus is recognized as the Remote Center of IIT Bombay. The remote center is in function from 10th October 2012. Teachers need to constantly upgrade themselves to learn about advances in their domain, and to understand the best practices for facilitating the best possible learning. IIT Bombay, through a decade long effort in using Technology to offer high-quality training/ orientation programs for teachers.

The T10kT project (**supported by National Mission on Education through ICT**) at IIT Bombay, permits thousands of teachers to benefit from each of these programs. Use of online and blended approach allows participants to complete a significant part of training online, thus reducing the time which must be spent on face-to-face synchronous interaction.

A Teaching-learning Centre (TLC) has been set up at IIT Bombay under **Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching**. Our Faculty Development Programs (FDPs), approved by AICTE are now conducted under the aegis of this scheme.

Over the year of time, STC has participated & conducted 20 FDP's organized by IITs to upgrade the teachers.

#### Practice 02: Virtual Lab

Through the use of virtual labs- a revolutionary technology-enhanced educational tool, laboratory learning is being extended beyond the walls of the classroom. Virtual labs are immersive media-rich online learning environments, where users can perform physical laboratory experiments in a computer-simulated environment - Anytime, Anywhere. Whereas traditional physical laboratories require tremendous resources, virtual labs are cost-effective whilst providing near hands-on experience of experimentation. Virtual labs provide an educational experience that helps broaden learner's perspectives. Also, this provides learning technologies that are exciting and fun for the new generation of students. We are the nodal center for the virtual lab of COE Pune & Amrita University for the last three years.

#### Practice 03: Student Capability Enhancement & Development Program

There is a rigid requirement for SDP as the majority of students in the institute are from the rural area and they lag in Communication skills, Aptitude, Public Speaking, Presentation Skill, Leadership quality, etc. Our institute organized Aptitude, Training Programs and Ability tests to students from the starting, of course, establishing better buildup of confidence, communication skill and character required for placements in reputed companies.

Every teacher in the classroom emphasizes the important technical aspects. Guest lectures and training programs are arranged for a good number of core subjects in every branch of engineering.



Certification programs and training are arranged for specific subjects. For providing adequate soft skills the following methods are adopted: A separate department for Communication and Soft Skills has been established with suitable and experienced experts.

The center has designed specific practices that spread through the last four semesters as part of the curriculum. Chosen training programs by external experts are arranged. For providing adequate programming ability a number of programming exercises are conducted by the internal faculty.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:

IQAC conducts regular meetings to review the teaching-learning process, structures & methodologies of operations and learning outcomes. Two examples are as given below.

#### Example 01: Academic audit

Institute started conducting academic audit after the academic year-end and result declare.

The academic audit is basically a department-wise academic audit which explains the last academic year department performance. The audit is having details of faculty, strength of students, Curriculum Evaluation, activity details, faculty performance, infrastructure details, student extracurricular activity details result analysis and final comments about strength, weakness, challenges, etc. The academic audit report is evaluated by the IQAC committee to decide the parameters to improve the performance of the institute. The sample academic report format is uploaded in additional information.

#### Example 02: Entrepreneurship Development Cell

As the institute is situated in a rural area and here are few Opportunities for jobs as compared to the metro cities, so the institute is decided to start the Entrepreneurship Development Cell. ED cell of Siddhivinayak technical campus is conducting the ED Cell programs for the students of Siddhivinayak Technical Campus as well as students from other institutes. ED cell gives them the motivation to become an Entrepreneur. ED cell guides about the various finance schemes available and arrange talks with Entrepreneur and visits to industries. ED cell was established in 2017 and until now more than 500 students were guided by ED cells of the institute. The Approval letter of ED Cell is uploaded in additional information.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	4	3	4	3

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

### 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:

The incremental improvements made in the institute, beneficial for the students as well as staff are as listed below.

1. Alumni Registration of Institute.
2. Alumni Meet conduction for Aluminies.
3. Examination Center for conduction of Govt. / online employment Exam.
4. IIQA submission.
5. IQAC formation.
6. Library Automation using Library Automation software.
7. ISTE Faculty Chapter formation.
8. ISTE Student Chapter formation.
9. NPTEL Local Chapter.
10. Google Classroom.
11. Increase in Placement.
12. SGBAU University merit rank holder.
13. DELNET.
14. **ERP.**
15. Unnat Bharat Abhiyan.
16. Gandhi Vichar Sanskar Pariksha Examination.
17. Established NSS.
18. National Digital Library.
19. Feedback system.
20. FDP/STTP Organization.
21. Paper Publications.
22. Virtual Lab.
23. Conference Publications.
24. Certification courses for students.
25. Value Added Courses for students.
26. Institution's Innovation Council (IIC).
27. National Apprenticeship Training Scheme.
28. Mapping of CO's, PO's & PEO's.
29. Consultancy.
30. Teachers Felicitation.
31. ED Cell Programs.
32. National Digital Library.
33. An incentive for Professional Membership.

34. Industry Institute Interaction.

35. Industry Visit.

NAAC

## 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:** 19

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	4	3	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:**

#### **1. Safety and Security**

- At the Entrance of college strictly checking should be done of all persons.
- All staffs and students wear uniform and identity card in college campus.
- Adequate numbers of security guards are present 24×7 on campus.
- There are 54 CCTV cameras are present at different locations on campus.
- All floors, laboratories, workshop, lift, library of institute equipped with fire extinguishers.
- Institute provides the transport facility for all the students with proper pickup and drop point.
- At the time of late-night events, there also has institute provide transportation for girls.
- Different committees for students welfare and their security are designed like Anti Ragging Committee by the institutes.

#### **2. Counselling**

The main purpose and objective of the counselling is to help the student to help himself and develop

themselves to achieve their goals, academic, career, and personal/social development.

- Mentor-Mentee scheme is developed by institute for counselling the students.
- Each student (Mentee) gets allotted by Mentor (Faculty) for a year that takes care of students.
- Any type of issue who faced by mentee is trying to solve by their mentor and provide the solution for it.
- Institute formed the different cells for discussing students issues like Women Grievance cell, Internal Complaint Committee, Common Grievance Cell, etc.
- Online Grievance portal also available.

### 3.Common Room

- Separate girls' common room is available.
- The required facilities also available in common room like bed, first aid box, washroom, etc.
- Vending machine for sanitary napkins is available in common room.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0.09

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

Response: 50.400

7.1.3.2 Total annual power requirement (in KWH)

Response: 54312.346

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 100

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

Response: 1922

#### 7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1922

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

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

#### Response:

The steps followed by the institute for different types of waste management are as given below.

##### 1. Solid Waste Management: -

The solid waste from class, laboratories and institute campus are collected in the dust bins and further disposed of in the public collection center.

##### 2. Liquid Waste Management: -

Liquid waste is diverted to the sewage tank.

##### 3. E-Waste Management: -

- a. The institute has connected the computers and printers/Xerox machine in LAN;
- b. The LMS software is used for data transfer and storage;
- c. The information is communicated through emails, SMS and web portal; and
- d. The e-waste is donated to the school/community center.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

#### Rainwater Harvesting:

STC implemented two strategies for rainwater harvesting.

1. Ground Level refilling
2. Water collection in tank

The harvesting of rainwater simply involves the collection of water from surfaces on which rain falls, and subsequently storing this water for later use. Normally water is collected from the roofs of buildings and stored in rainwater tanks. There are two types of rainwater harvesting in our institute. Rainwater harvesting of A block, all the water from the terrace is supply through pipe system from different part of terrace into the surface of our institute to increase the water level and another from block B the rainwater collected to the terrace of institute building. This water is collected through the pipe system from different parts of terrace. All this water collected to the rainwater harvesting tank. The underground tank has capacity for the water storage is 1068500 litter. The stored water is used for the tree.

1. Water capacity: 1068500 litter
2. Size of water tank:  $L*B*H = 9.57*4.05*2.75m$

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:

Institution has taken various programs to make the campus green. Institute starts the Green Campus activity which will support continues environmental development. The Green Campus actively includes the various programs for environment protection and sustainability such as the use of bicycles, public transport promotes plastic-free campus, green landscaping with trees and plants. There are various trees and plants attractively positioned all over the campus. The nourishment process includes watering trees by the drip irrigation systems and providing timely and optimum fertilizers and pesticides for their better growth. The tree plantation is still in progress. To promote the awareness of environmental conservation, institute offers/presents in the form of Plants/shrubs (instead of bouquets) to guests and experts invited to the



institute. The institute believes in **“Save trees, save the environment.”** Air Pollution is controlled by encouraging the use of bicycles, Shared cars, and buses. Burning garbage is strictly prohibited. The institute has already conducted a green audit of campus.

The institute is located at Shegaon – Khamgaon road which is 5 KM apart from Khamgaon. The Railway station (Shegaon & Khamgaon) and Bus stand (Shegaon & Khamgaon) are close to institute campus which gets benefits for institute students as well as institute staff. The subsided area of Shegaon & Khamgaon is well connected with the campus. Institute encourages all faculties and students to use public transport which will save energy resources and reduce environmental pollution. Most of the faculties that are residing at the same location, are pooled their vehicle to reach institute which saves fuel. Institute provides Bus facility for students who are coming from Shegaon & Khamgaon. The institute has constructed pedestrian-friendly internal roads by laying down the cement paver blocks that are manufactured in house. Any damages to the internal roads are immediately repaired in-house to avoid any inconvenience to the users.

### **Plastic-free campus**

The following activities practice Plastic-free campus:

1. The use of plastic carry bags is banned instead of these degradable plastic bags is used.
2. Water coolers are situated at every building; hence use of plastic water bottles is minimized.

### **Paperless office**

The paperless office is maintained by executing the following activities:

1. GATE exam practice tests are conducted online.
2. Soft copies of notices are served.
3. Minimal printing that too on both sides of papers.
4. Student's responses/data collected through Google forms.
5. **The institute uses the Enterprise Resource Planning (ERP) system.**
6. E-governance is used for exam form filling

### **Green landscaping with trees and plants**

Institute NSS unit regularly carried out Tree plantation activity. This activity helps in encouraging an eco-friendly environment that provides pure oxygen within the institute and awareness among students. Dedicated staff is allotted for gardening and watering of all trees and plants. To save water drip irrigation system is also installed at some locations.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.19

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)

2018-19	2017-18	2016-17	2015-16	2014-15
1.50	0.06545	0.70930	00	00

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 30

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	8	4	3	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	25	1	1	1

File Description	Document
Report of the event	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website****Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics****Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**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:** 52

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	11	11	8

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

Institute organizes various national festivals and birth anniversaries of the great Indian Personalities every year which are as follows.

#### **Swami Vivekananda and Raj Mata Jijau Jayanti**

Our institute celebrates the birth anniversary of Rajmata Jijabai and Swami Vivekananda. On this occasion, the program was organized which related to the topic 'Women and Leadership'. The principal Dr. Anant G. Kulkarni and Ms. Aarti Aamle provided important information regarding it.

#### **Savitribai Phule Jayanti Celebration**

Institute celebrates the birth anniversary of Savitribai Phule on 3 January 2018. On this day discuss the topic 'Society and Women' and the issues related to it. They lighting on the things which are faced by women in society for developing and sustaining her existence.

### **Republic Day and Independence Day**

Every year our institute celebrates Republic Day and Independence Day on the College Ground with management body, Principal, teaching, non-teaching staff, and students of the institute. The program started with the Flag Hoisting done by the chief guest of the program at 8:00 am.

### **Maharashtra Day**

Our institute celebrates Maharashtra Day on 1st May with Principal, teaching and non-teaching staff and students. In this day Flag is hosted to commemorate the formation of the state of Maharashtra.

### **Yoga Day**

“Yoga means - addition of energy, strength, and beauty to body, mind, and soul”. Institute celebrates International Yoga Day on dated 21st June. The faculties performed yogic exercises and 'Pranayam' to celebrate this day.

### **Ganesh Chaturthi**

Ganesh Chaturthi is a Hindu festival celebrating the birth of Ganesha. The idols of Lord Ganesh are worshiped every day, with an aarti in the morning and evening. On the last day of the festival, the idols are taken out in a colorful and musical procession and immersed traditionally in the water.

### **Krishna Janmashtami**

Dahi Handi one of the festival events and a team sport during the Hindu festival Gokulashtami which is known as Krishna Janmashtami in the rest of the country, and celebrates the birth of Krishna. The festival of Dahi-Handi celebrates every year with utmost pomp and gaiety.

### **Teachers Day**

On this special day, our institute celebrates the contribution of teachers in their lives and shaping up the society, students perform various activities by undertaking various lectures of their junior by themselves. Special programs are arranged for faculties by their students.

### **Engineer's Day**

The Engineers day is celebrated on 15th September every year as a remarkable tribute to the greatest Indian Engineer Bharat Ratna Sir Mokshagundam Vishweshvaraya. On the occasion of the Engineer's Day, Quiz Competition is organized.

### **Gandhi Jayanti**

Gandhi Jayanti is a national festival which is celebrated on October 2 to mark the occasion of the birthday

of Mohandas Karamchand Gandhi, who is also known as the “Father of the Nation”. Swachhata Abhiyan is performed by students in various villages to spread cleanliness awareness.

### Sant Gadge Baba Jayanti

Our Institute celebrates Sant Gadge Baba Jayanti on 23rd February to recognize his efforts towards society by a speech and respectful ceremony is performed by doing the pooja.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response:

#### Academic Transparency:

- Academic calendar & Workload distribution with dept. & institute level portfolio made known to teachers in every academic session.
- **Academic transparency is maintained through Enterprise Resource Planning (ERP) system.**
- Monthly reviews of attendance of each subject are taken and defaulters list display on dept. notice board as well as send letters to parents.
- A review of each unit test is taken and a scorecard send to parents as well as necessary action will be taken on failure students by respective subject teachers and provide guidelines to improve the score.
- Dept. wise monthly meeting taken by the principal to discuss all the aspects of academic as well as curricular and extracurricular activity. Also, weekly meetings taken by HODs with all the faculties to discuss all the issues and necessary solutions to overcome these issues.

#### Finance & Accounts:

- **For the purpose of transparency accounting, the institute is having the most updated software of Tally & ERP which is one of the best software for the originality of the finance and accounts.**
- Purchase committee call and verify quotations from various vendors and the best quality with effective price requirements are purchased.
- External Auditor, M/S. Umesh Agrawal & Associates from Khamgaon conduct the external audit of institute.

#### Administrative Transparency:

- Details of all activities/charts/norms/policies are displayed on the website.
- Teaching feedback is made known to the respective teacher.
- Every employee is heard before finalizing the appraisal by reviewing authority.
- An open-ended system is followed wherein any stakeholder can reach any authority and represent

under critical circumstances.

- Feedback from students, alumni, Stakeholders are taken regularly, which is used for the effective mechanism of the institute.

### **Student Admission and Supports:**

- The admission of the student in the institute is done by norms, rules, and conditions of DTE Maharashtra. In each and every year process gets change but every data is sent to DTE Maharashtra as the process is online in which registration and confirmation is done directly by the student and record is available at DTE site.

### **Auxiliary functions:**

- While conducting various programs such as STTP / STPs / FDPs / Refresher courses /counseling programs / Career guidance programs/exhibitions/ technical events they are given wide publicity so that all aspirants in society can participate.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## **7.2 Best Practices**

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

#### **Response:**

#### **Best Practice No.1: Student Capability Enhancement & Development Program**

#### **Title: Student Capability Enhancement & Development Program**

#### **Objectives:**

- To assist students to develop/clarify their academic and career interests, and their short and long-term goals through individual counseling and group sessions
- To assist students for industrial training at the end of the fourth and sixth semester.
- To provide resources and activities to facilitate the career planning process.
- To assist students in obtaining placement in reputed companies.
- To prepare students for job opportunities in government sectors and off-campus drives.

#### **Context:**

There is a rigid requirement for SDP as the majority of students in the institute are from rural area and they lag in Communication skills, Aptitude, Public Speaking, Presentation skills, Leadership quality, etc. Our institute organized Aptitude and ability tests to students from the starting, of course, establishing better buildup of confidence, communication skill and character required for placements in reputed companies.



**Practice:**

Aptitude and ability tests are designed to assess the logical reasoning or thinking performance of students. Under T&P faculty conduct aptitude classes in a week of two days at 3:15 PM for all third-year & final year students. After completing classes they take an aptitude test. The test consists of multiple-choice questions and is administered under exam conditions. They are strictly timed and a typical test might allow 30 minutes for 30 or so questions. Test result will be compared to that of a control group so that judgments can be made about student's abilities. Students may be asked to answer the questions either on paper or online. Aptitude and ability tests can be classified as speed tests or power tests. In speed tests, the questions are relatively straight forward and the test is concerned with how many questions you can answer correctly in the allotted time. Speed tests tend to be used in selection at the administrative and clerical level. A power test, on the other hand, will present a smaller number of more complex questions. Power tests tend to be used more at the professional or managerial level. There are at least 5000 aptitude and ability tests on the market. Some of them contain only one type of question (for example, verbal ability, numeric reasoning ability, etc.) while others are made up of different types of question.

**Evidence of Success:**

Institute organized certified courses for the third and final year students of all branches. In these courses, all Committee Members give valuable knowledge about Aptitude classes. It helps students to understand how to face competitive exams also helps to brush up their reasoning ability regarding various Competitive studies and improve the logical power of the brain. This will definitely helpful for students in the future to chase different campus drives & competitive exams. In this course total, 152 students were benefited, Out of which two students were selected in the Government exam.

Year	In Campus	Off-Campus	Total Students Placed
2014-15	00	04	04
2015-16	11	07	18
2016-17	00	12	12
2017-18	19	20	39
2018-19	61	18	79

**Best Practice No.2: Virtual Lab****Title: Virtual Lab****Objectives:**

- To provide remote-access to Labs in various disciplines of Science and Engineering for scholar students.
- To arouse curiosity in students and help them to learn basics and advanced concepts through remote.
- To provide a complete Learning Management System around the Virtual Labs to provide students demonstrations and self-evaluation.
- To provide remote access to costly equipment and resources, which are otherwise available locations.

**Context:**

By using virtual labs we enhanced educational tools, laboratory learning is being extended beyond the walls of the classroom. Virtual labs are immersive media-rich online learning environments, where users can perform physical laboratory experiments in a computer-simulated environment - Anytime, Anywhere. Whereas traditional physical laboratories require tremendous resources, virtual labs are cost-effective whilst providing near hands-on experience of experimentation. Virtual labs provide an educational experience that helps broaden learner's perspectives. COEP & Amrita's VALUE virtual labs apply new learning technologies that are exciting and fun for the new generation of students. We are the nodal center for virtual lab for different disciplines in Science and Engineering.

**Practice:**

Our institute adopted the following methodology to carryout VLAB

**Step 1- 1st Pre-lab session**

- Introductory Discussion:
  1. What is a virtual lab?
  2. Need & benefits of Virtual Lab in today's era.
  3. Review of current technologies and development methodologies used in virtual labs for the STEM (Science, Technology, Engineering, and Mathematics) subjects.
  4. How to use virtual labs & how to perform the experiments using virtual labs. Take a glance of experiments to be conducted from the next lab session

**Step 2 - 2nd Pre-lab session onwards:**

1. Ask to search the background, history of particular experiment concept to be conducted, through reference books, research papers and by watching related videos from the internet.
2. Conduct discussion on the survey done by students related to concept between lab instructor and student before actual performance of experiment on virtual lab.
3. The lab instructor will try to provide a brief about the procedure to be followed during experiment performance.

**Step 3 - Post lab session:**

1. Evaluate the student on the basis of Viva with following mark distribution, Performance Concept Understanding Innovative Idea Out of Mark 10 05 05 20.

2. Also, evaluate and grade the last week's home assignment.
3. Conducted brief group experience sharing session on Problem faced during performance
4. The difference between physical & virtual lab students has observed.
5. Observations and conclusion & result gained at the end of the experiment.
6. Techniques and skills gained during the virtual lab sessions.

#### Step 4- Take-home assignments:

1. On the basis of the experiment, give students different types of problems given to the student for practice.
2. Give the designing assignment to the students, if applicable.
3. Survey Assignment as to find the different ways to perform the particular experiment, expect used in virtual lab
4. Real-life use of concept.
5. Case studies related to the topic.
6. Animation creation for illustration of topic, if possible.
7. Testing and validation of different range of inputs and outcomes.

#### Evidence of Success:

Virtual Labs covers various types of experiments for students to perform online Experiments. It also simulates physical phenomena by a set of equations to yield the result of remotely triggering experiment in an actual lab and providing the student for the result to carry out the actual lab experiment remotely.

Also, our institute was awarded Certificate of Recognition by Amrita's Vishwavidyalaya, Kerala, as an active Nodal Center VALUE Virtual Labs, in an imitative of imitative MHRD under NME-ICT for the consistent usage of Virtual Lab in an academic session 2016-2017. Our institute formed EOI with the College of Engineering Pune & Amrita's Vishwavidyalaya, Kerala to get more advance practical and better performance of students lively.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:

- The institutes' thrust area is the development of rural candidates for professional and employable opportunities. Most of the students admitted to our institute are from rural areas, so it is very much essential to expose them to new technologies and different career areas; which will help in achieving professional development among them. **Along with the regular curriculum, students are encouraged to appear for the internship programs, participation in industrial visits, expert lectures,**

sports activities, and cultural activities. Institute has signed Memorandum of Understanding (MoU) with industries for enriching the technical education, learning process, advance knowledge and latest trends among students. To encourage entrepreneur culture among students, the institute has started an Entrepreneur Development program i.e. Entrepreneurship Awareness Camp. With a view to expose students of academic institutions to entrepreneurship as an alternative career, Entrepreneurship Awareness Camps (EACs) are conducted by nodal agencies in each State of the country. Our institute VBSS's Siddhivinayak Technical Campus, Shegaon is one of the nodal centers of this activity. The objective of EAC is to create awareness among students of Engineering and Science courses about various facets of entrepreneurship as an alternative career option and also to highlight the merits of pursuing such an option. The institute has conducted 7-EAC thus far benefitting students of our institute as well as the students from other nearby institutes. The institute through the workshop train the students for their professional development in the area of aptitude development, professional enrichment. The series of workshops and expert lectures are conducted in view of enriching the presentation style of the students. The institute has also the practice of conducting the IIT based spoken tutorial. The students are asked to register the workshops and update the contents. The virtual learning model introduced by the institute in collaboration with College of Engineering Pune & Amrita University, Kerala is another effort of the institute in enriching the practical and practices in the technology domain.

- It is being experienced that, these efforts have reflected in the development of professional and personal abilities into the students and further increase in the employment opportunities for the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

1. Institute provides institute level scholarship/concessions for economical weak students.
2. Institute having RO plant.
3. Pollution and ragging free environment.
4. STC is in drought zone still maintained the green campus.

### **Concluding Remarks :**

Inscribing the self-study report (SSR) as per the format of the National Assessment and Accreditation Council (NAAC) has given us the opportunity to compile and understand the sundry aspects of quality education. To the best of our knowledge and understanding, the report has been prepared. We hope that this SSR will meet the expectations of the NAAC committee for the accreditation process in all aspects.