SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI GURU GOBIND SINGHJI INSTITUTE OF ENGINEERING AND TECHNOLOGY, VISHNUPURI, NANDED

SHRI GURU GOBIND SINGHJI INSTITUTE OF ENGINEERING AND TECHNOLOGY, VISHNUPURI, NANDED 431606
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Guru Gobind Singhji Institute of Engineering and Technology (SGGSIET), Nanded, is one of the well performing technical institutions in the state of Maharashtra. It is contributing consistently and meritoriously in education, research and technology transfer. The institute is granted full autonomy in the year 2004 and extended subsequently upto 2022 by UGC.The institute offers 10 undergraduate,10 postgraduate programs and 7 Ph.D. programs (Affiliated to SRTM University, Nanded). Admissions to these programs are exclusively based on merit obtained in entrance examinations such CET, GATE and PET. Institute is also selected as PG research center under QIP (for faculty of polytechnic and engineering) of Ministry of HRD, Government of India, New Delhi. Schemes of NDF of AICTE, Vishweshwarayya Ph. D. scheme of MeitY, Maulana Azad Scheme, and Institute research scholar scheme are the presently available funded schemes for pursuing full time Ph.D.

The Institute has state-of-art equipment for teaching, research, consultancy and extension services to industry and society. It has received substantial financial assistance for laboratory development and research from various external funding agencies like AICTE, DST, BARC, NRB, etc.. apart from the funding received under the three phases of world bank assisted TEQIP programme and from Government of Maharashtra. The Institute has established DST-FIST sponsored laboratories in four departments. Faculty research abilities have culminated into establishment of "Center of Excellence" in the area of Signal and Image Processing under TEQIP. The Institute has collaborations with a number of premier institutes (including foreign universities) and industries through which substantial opportunities like internships, skill development programs, finishing schools, credit transfers, soft computing tools and industry relevant projects for full semester are made available to the students to enhance their employabilty. The Institute fosters very progressive and pragmatic approach in providing its services to all of its stakeholders. The institute has established the industry supported laboratories like E-PASS laboratory sponsored by Emerson Automation Solution, Mumbai, Centre for VLSI Design and Verification by Mentor Graphics,USA and NVDIA GPU Education Center, Pune. The research culture of the institute has been proven through books, book chapters and 1300+ publication in peer reviewed journals and reputed international conferences.

Vision

 "Education of Human Power for Technological Excellence"

Mission

1. Dissemination of knowledge by offering world class education
2. Right to information for all stake holders
3. Promotion of sustainable industrialization to development of appropriate technologies
4. Continuing education programs for reengineering of regional socio economic system in the light of dynamic, global technological changes
5. Contribution to national wealth through innovation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Full fledged autonomous status (Academic, Financial, Administrative and Managerial)
2. Visionary and pragmatic Board of Management
3. Highly qualified, experienced, dedicated and proactive faculty and staff members
4. Quality, peer reviewed and Web of Science indexed faculty publication in journals and conferences
5. Substantial external funding support (from TEQIP, State Govt., DST, AICTE)
6. Merit based admission process (through State level entrance examination for UG, GATE for PG and PET for Ph.D)
7. Brand image and recognition as well performing institute due to 37 years of consistent standing
8. Conducive ambience and well endowed computational and academic infrastructure facilities
9. Adherence to academic calendar
10. Well nurtured urge amongst all stakeholders to take institution to leading position
11. Periodic updating of curricula involving academia of premier institutions and progressive industry
12. Adequate number of P.G. programmes and a large number of Ph. D. Scholars (highly desirable for strengthening undergraduate education)
13. Good E-journal, E-book facilities
14. Good inter-personal relations and interactions among and between faculty, supporting staff and students
15. Conferences and continuing education programmes organised on regular basis for faculties
16. Very good linkages with institutes of national importance like IITs and NITs
17. Good sports facilities
18. Ecosystem for improving employabilty of students

Institutional Weakness

1. Shortage of regular faculty in departments like Electrical, Mechanical, and Civil Engineering
2. Inadequate regular supporting staff
3. Knowledge and information centre facilities not at par with leading institutions (like IITs and IISC)
4. Low consultancy and patenting output
5. Non availability of continuous and stabilised power supply
6. Inadequate canteen and medical facilities
7. Lack of high profile recreational and extra curricular facilities
8. Inadequate linkages with premier industry and community
9. Low industrial development in nearby zone

Institutional Opportunity

1. Boom in industrial development puts demand for quality technical manpower
2. Increased intake of UG, PG & Ph.D. students as suggested by BoM
3. Introduction of innovative programmes like dual degree, M Tech by research, Sandwich programmes, Introduction of Practice and finishing school etc.
4. To increase Collaborative research activities: Ph.D. and sponsored research
5. Establishment of centres of excellence in emerging areas of technology (VLSI, CAD/CAM, Signal and Image Processing, Biomedical Instrumentation and Water Management)

6. Need of indigenously developed technologies
7. To innovate new products/processes/designs and acquire patents
8. Enhanced scope for international and national collaborations and joint ventures with research laboratories, and industries
9. Imparting training to industry staff, technical and non-technical supporting staff
10. Increased interaction with alumni and involvement of alumni in institutional growth initiatives

Institutional Challenge

1. More attractive opportunities outside the institute pose greatest threat to attract and retain good teaching faculty
2. Boom in self financing institutions
3. Lack of proper methods for performance based incentives for faculty and staff.
4. Lack of incentives at par with IITs and the industries
5. The location of the institute is in rural and industrially less developed area

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

There is structured process and mechanism for developing state of art curricula addressing local as well as global development needs and aspirations of stakeholders. Major focus is on employability of the aspirant. Design of appropriate curricula is a key to success of the programs and it helps immensely to achieve the PEOs and POs. The AICTE model is taken as basis in respect of curriculum design, actual implementation and fine tuning to local needs. Eleven Board of Studies, industry advisory panel and academic council are having representations from academic experts from premier institutions and prestigious well performing industry. Meetings of these bodies are conducted regularly.

Institute believes in academic experimentation and proactively uses concepts such as choice based learning, open electives, problem based learning, academic audit, gap analysis, industry internship, full semester projects in industry and extensive use of IT enabled learning platform to take engineering education to global standards.

All programs are academically flexible and revised periodically with adequate representation to basic sciences, humanities and management courses, engineering sciences, core courses, elective courses is given in each curriculum. More than 400+ new courses have been added into curricula of various programs. The curriculum and academic processes also give adequate emphasis on gender equality, human values, professional ethics, professionalism, concern for environment and sustainability.

About 200+ value added courses with focus on personality development, soft skill development, core technical skills beyond syllabus were conducted for imparting transferable and life skills benefiting more than 60% of students per year during last five years. Industry experts were also invited for conducting finishing school for cutting edge branches. About 25% of students undergone field projects, internships. Institute follows structured feedback mechanism specially mentioned in academic calendar.

Approved curricula are made available to the all stakeholders through various media and uploaded on institute website.

Teaching-learning and Evaluation

The Institute is very keen to serve students of different backgrounds and abilities, through effective teaching-learning processes and evaluation techniques. The institute follows a transparent and centralized admission process administered by Government of Maharashtra.

The institution has efficient mechanism to assess the learning levels of the students and organises special programs for slow learners and advanced learners. Action plan devised for slow learners includes guidance and motivation during the periodic special mentoring sessions, and remedial sessions. Program for advanced learners includes development of critical problem solving skills through thought provoking questions in internal assessment tests, assignments, encouragement to appear for competitions, credit transfer, QEEE, SWAYAM-NPTEL and MOOC courses.

Enough number of qualified teaching faculty are appointed to cater the academic requirement with student-teacher ratio of 579:31. Teaching-learning process envisages identifying the types of learners and accordingly employs appropriate teaching learning process. The Institute practices student centric methods such as experimental learning, participative learning and problem solving through ICT enabled teaching, well designed laboratory experiments, assignments, field trips, internships, live industry projects, tutorials, mini projects for project based learning. Persons from industry and academia are invited to strengthen academics and for sharing their experiences to bridge the gap between industry and academia. Social summer internships have been introduced for making students aware of societal problems. Students are promoted to make use of E-resources and lecture capture facility. Participative learning tools and complementary processes such as co-curricular and extra-curricular activities are encouraged.

Academics and examinations are administered as per the RRs approved in academic council. Board of Examination is constituted to address examination and evaluation issues. Institute follows international standards of curricula design based on ABET guidelines. Program Outcomes, Program Specific Outcomes and Course Outcomes are defined for all the programs and the methodology for attainment and evaluation is established. The CO and Blooms Taxonomy are also indicated on question papers. The adherence to academic calendar, continuous evaluation through ISE, MSE, and ESE, transparency in examination and evaluation, quick redressal of examination grievances, and timely declaration of results are integral part of teaching-learning process.

Research, Innovations and Extension

SGGSIE&T, has a well-defined research policy. Every teacher who is a research supervisor gets a research scholar through institute research scholarship scheme to strengthen research profile. Institution provides seed money to its teachers. Teachers are encouraged to undertake international fellowships for advanced studies. We have very good infrastructure in the form of Central Instrumentation Centre, Central Fabrication Facility, Media Laboratory. Various research databases are available for students and teachers through institute library. Technical journals are available online in the campus for all students (at hostels and others places on Wi-Fi).

The faculty has attracted good amount of funding through various industries and research funding agencies such as AICTE, DST, BARC, Govt. of Maharashtra and India. There are 7 research centres in the institute. Forty percent of regular teachers in the institute are research supervisors. Almost all regular teachers are working on one or more research projects. The institution has developed a very good innovation ecosystem and

in ATAL ranking we were in the first 100 institutes in the country.

Students and teachers are made aware of intellectual property rights by conducting workshops and seminars. Our teachers and students have received innovation awards at the state and national level. We encourage start ups in the institute campus by providing them right infrastructure and guidance. We encourage patent publication. Our students and teachers publish in good technical journals regularly. Many teachers have published book chapters in last five years. We encourage our teachers for consultancy and have an elaborate consultancy policy. Good amount of revenue is generated through consultancy.

The neighborhood area of our institute is benefited by extension activities of the students and teachers. A strong presence of NSS (National Social Service) unit is in campus. We have sent our students for Social Internships this year as per AICTE guidelines at Anandvan (Varora), Vadepuri (Pani foundation), Science College Nanded and many other places.

Our institute has linkages with institutes of national and international importance through MOUs. We send our Ph. D. students to work on joint research projects abroad regularly. Our students go to industries to work on their dissertations.

Infrastructure and Learning Resources

SGGS Institute of Engineering and Technology, Nanded has good infrastructure and facility to meet complete learning environment for students and faculty. The campus is eco-friendly and optimally utilizes natural light to reduce energy consumption. Most of the class rooms and Conference hall/Auditorium are furnished with ICT Facilities to offer the interactive learning experience.

There are 1288 computers including 2 servers in the institute. The internet bandwidth is 1.3GBPS. The Student Computer ratio is 3:1 and computers with internet facility. All departments have separate computer laboratories with appropriate software packages. Our institute also has digital interactive board in Centre of Excellence. All hardware and software packages are updated depending on requirement basis. The institute uses IT to support most of the academic and administrative activities. It has an e-payment gateway which facilitates students and an integrated software to ensure transparency and efficiency. All evaluation of students are available online through student login on Institute web portal which can be accessed by student from their homes. Teaching learning process also uses this system which allows cases, assignments, attendance, teaching notice etc., to be given and submitted online.

The central library has all study materials, books, e-Journals/e-Books and digital contents. A significant amount of the annual budget is utilized for procurement of books, e-Journals, print-Journals and periodicals. The facilities of the Library include: Online Public Access Catalogue (OPAC), Book Bank. Teaching-learning is being enhanced by implementing MOODLE, video lectures and by arranging workshops, seminars. The institute is also having sports and gym facilities for students and staff. The foremost outdoor and indoor facilities include: Hand Ball Court, Ball Badminton court, Volleyball court, Table Tennis, Chess, Carrom.

The institute has diverse maintenance facilities like civil, electrical, water, gardening, AC maintenance and housekeeping to preserve the whole campus with committed groups. Adequate water facility is available throughout the year and 24 hours power supply is maintained on campus with enough generators to afford uninterrupted power supply throughout the academic sessions. Transport facility is provided with the help of 60 seater 7 buses and the purchase of few more vehicles is in processes.

Student Support and Progression

SGGSIE&T is a student centric campus that strives to provide students with all facilities that contribute to their academic and emotional wellbeing. Institute has well established student support system for financial assistance, capability enhancement/development, progression, sports, and alumni engagement. etc. All eligible students are offered scholarships as per norms of Central and State Government. Average percentage of student benefited by these schemes is **71.77%**. In addition, Institute also offers scholarships to meritorious and economically weaker students through alumni network. Counseling services are made available to the students through counselor to deal with issues like inter-personal skills, relationships, addiction, depression etc.

Academically weak students are supported through bridge courses, remedial coaching and mentoring thereby improving academic results. Moreover, aptitude training and career counseling have helped Students' to qualify for competitive examination like GRE, TOEFL, IETLS, GMAT, GATE for higher education as well as for competitive examinations.

Institute has Grievance Redressal Committee, Sexual harassment Committee and Anti-Ragging Committee for speedy resolution of the respective issues raised by students. The student issues are quickly addressed through inhouse developed online portal. To ensure the overall development of the students, the institute regularly conducts co-curricular and extracurricular activities through various on-campus student's clubs. Extracurricular activities in almost all areas are being conducted to mold the students in multi-dimensional personality. The institute organizes intercollegiate technical and sports events like **Pragyaa** and **Zenith**. Every departmental student's organizes different sports activities. The institute also conducts cultural events like **Utsav** and extra-curricular activities like **NSS**, debate, art, singing and drama activities throughout the academic calendar. Our student's magazine team "**Dristhi**" conducts various competitions round the year and publishes annual magazine every year with specific theme with top prizes in our University. Alumni meet is being conducted every year to build the strong alumni network through registered alumni association **SEAA**. Our students have received appreciation and awards by participating in various state and national level competitions like **SAE BAJA**, **SIH**, etc.

Governance, Leadership and Management

The vision of the Institute emphasizes on imparting quality education through active involvement of all of its stakeholders in the decision making process for producing human manpower with technological excellence. The established policies and procedures practiced by the Institute, evolved by autonomous governance since its inception, ensure the integrity and effectiveness in the governance and administration. The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution.The institute being fully autonomous has culture of decentralized governance system with well-defined hierarchical inter relationships. Strategic plan is framed with goals in line with the Institute's vision and mission statements and statutory committees and bodies are constituted within the Institute to monitor all the activities. The service rules, procedures, recruitment and promotional policies are as per Government of Maharashtra and AICTE, SRTMU, Nanded norms. To achieve transparency e-governance is followed in many areas of operation. As satisfied employees are key ingredients for the progress of any organization, well designed employee welfare schemes like pension, all types of leave, career advancement scheme, medical reimbursement, festival advance, support for higher education, funding for foreign travel are in place for the welfare of teaching and nonteaching

staff. The Institute encourages the teachers to attend conferences and workshops, to become member of professional bodies with full financial support. During the last five years, most of the faculty and staff have attended various FDPs, Workshops,Training Programs, and orientation programme. Further, the Performance Appraisal System contributes to enhancing the professional competence of the teaching and non-teaching staff. The institute conducts internal and external financial audit regularly and all audit objections are settled within time. The institute receives funding from many non-government organizations and individuals to conduct some of the activities. Institute stratezies for mobilization of funds and their optimal utilization. Internal Quality Assurance Cell is established by the Institute for continuous improvement of quality and achieving academic excellence. IQAC has initiated several quality reforms to improve teaching-learning processes, brand building and adopting ICT enabled environment for smooth functioning of academic and administrative processes.

Institutional Values and Best Practices

SGGSIE&T, Nanded is a coeducation autonomous institute and offers UG, PG and Ph.D. programmes. The gender equity activity exists as a part of government policy through reservation of 30% seats to girl students. The gender equity is also practiced through various programmes such as soft skill development, personality development, joint projects, internship in industries, participation in technical and cultural events.

The institute provide safety to both genders through measures like CCTV camera in campus, round the clock security at identified locations. Counseling sessions are held by experts for the girl students. There is a women empowerment cell which conducts appropriate programmes regularly.

The institute has well-constructed pedestrian friendly roads, fitted with LED and solar lights, lift, ramp, rest rooms, washrooms etc.. The solid, liquid and e-waste is managed through suitable measures and policy. Use of bicycle, public transport, paperless office policies are implemented. The institute has taken appropriate actions on green initiatives and landscaping.

The institute overcomes the locational disadvantage by organizing industry visits, internship programmes, expert lectures and appointment of industry person as adjunct faculty. Various community activities to empower local unemployed youth and women are carried out in different departments.

The students, staff and faculty of the institute abide by the prescribed government of Maharashtra rules and regulations. The institute believes in core values like transparency, equity, quality, integrity, commitment and professionalism.

The institute observes various important National and International Days to uphold the spirit of truth, righteous conduct, love and peace, national values, human values and communal harmony as well as celebration of birth anniversaries of great Indian personalities as a mark of respect.

The institute follows complete transparency in academics, administration, financial matters through suitable methods.

Institute has a conducive environment for teaching and learning and succeeded to create a research eco-system and provides solutions to societal problems. The students are given opportunity/exposure to develop their overall personality through programmes like Pragyaa, Utsav and sports competitions. A centre of excellence in "Digital Signal and Image Processing" is established by the institute as a part of TEQIP activities funded by Government of India.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI GURU GOBIND SINGHJI INSTITUTE OF ENGINEERING AND TECHNOLOGY, VISHNUPURI, NANDED
Address	Shri Guru Gobind Singhji Institute of Engineering and Technology, Vishnupuri, Nanded 431606
City	Nanded
State	Maharashtra
Pin	431606
Website	www.sggs.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Yashwant V Joshi	02462-229234	8788199586	02462-229236	director@sggs.ac.in
Professor	Laxman M. Waghmare	02462-269351	9822663185	02462-269352	lmwaghmare@sggs.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	No

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Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	07-09-1981
Date of grant of 'Autonomy' to the College by UGC	24-02-2005

University to which the college is affiliated

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-05-1999	[View Document](#)
12B of UGC	28-05-1999	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	30-04-2018	50	

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?	Yes
If yes, name of the agency	MHRD of India for Awarding TEQIP Program all three phases and Center of Excellence in Signal and Image Processing
Date of recognition	12-07-2013

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shri Guru Gobind Singhji Institute of Engineering and Technology, Vishnupuri, Nanded 431606	Urban	45.936	34138.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Instrumentation Engineering	48	XIIth and Entrance Examination	English	40	40
UG	BTech,Electrical Engineering	48	XIIth and Entrance Examination	English	30	30
UG	BTech,Production Engineering	48	XIIth and Entrance Examination	English	60	59
UG	BTech,Mechanical Engineering	48	XIIth and Entrance Examination	English	60	60
UG	BTech,Chemical Engineering	48	XIIth and Entrance Examination	English	30	30
UG	BTech,Electronics And Telecommunication Engineering	48	XIIth and Entrance Examination	English	120	120
UG	BTech,Computer Science And Engineering	48	XIIth and Entrance Examination	English	120	120
UG	BTech,Textil	48	XIIth and	English	30	29

	e Technology		Entrance Examination			
UG	BTech,Civil Engineering	48	XIIth and Entrance Examination	English	60	59
UG	BTech,Infor mation Technology	48	XIIth and Entrance Examination	English	60	60
PG	Mtech,Instru mentation Engineering	24	BE B.Tech. and GATE Examination	English	18	14
PG	Mtech,Produ ction Engineering	24	BE B.Tech. and GATE Examination	English	25	24
PG	Mtech,Mech anical Engineering	24	BE B.Tech. and GATE Examination	English	18	18
PG	Mtech,Electr onics And T elecommuni cation Engineering	24	BE B.Tech. and GATE Examination	English	30	28
PG	Mtech,Electr onics And T elecommuni cation Engineering	24	BE B.Tech. and GATE Examination	English	18	18
PG	Mtech,Comp uter Science And Engineering	24	BE B.Tech. GATE Examination	English	18	18
PG	Mtech,Textil e Technology	24	BE B.Tech. GATE Examination	English	15	2
PG	Mtech,Civil Engineering	24	BE B.Tech. GATE Examination	English	18	17
PG	Mtech,Civil Engineering	24	BE B.Tech. GATE Examination	English	18	18

PG	Mtech,Information Technology	24	BE B.Tech. GATE Examination	English	18	17
Doctoral (Ph.D)	PhD or DPhil,Instrumentation Engineering	36	ME M.Tech. and Entrance Examination	English	24	11
Doctoral (Ph.D)	PhD or DPhil,Production Engineering	36	ME M.Tech. and Entrance Examination	English	15	4
Doctoral (Ph.D)	PhD or DPhil,Chemical Engineering	36	ME M.Tech. and Entrance Examination	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Electronics And Telecommunication Engineering	36	ME M.Tech. and Entrance Examination	English	27	10
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	36	ME M.Tech. and Entrance Examination	English	10	10
Doctoral (Ph.D)	PhD or DPhil,Textile Technology	36	ME M.Tech. and Entrance Examination	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	36	ME M.Tech. and Entrance Examination	English	15	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13				25				62
Recruited	1	0	0	1	13	3	0	16	43	10	0	53
Yet to Recruit				12				9				9
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				106
Recruited	0	0	0	0	0	0	0	0	69	28	0	97
Yet to Recruit				0				0				9

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				81
Recruited	34	4	0	38
Yet to Recruit				43
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

27-12-2019 05:00:19

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				99
Recruited	63	1	0	64
Yet to Recruit				35
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	13	3	0	21	5	0	43
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	6	0	27

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	67	28	0	95

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	49	2	0	51

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

27-12-2019 05:00:25

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	31	0	0	0	31
	Female	9	0	0	0	9
	Others	0	0	0	0	0
UG	Male	1844	6	0	0	1850
	Female	927	0	0	0	927
	Others	0	0	0	0	0
PG	Male	212	0	0	0	212
	Female	130	0	0	0	130
	Others	0	0	0	0	0

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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	305	291	275	338
	Female	161	161	152	128
	Others	0	0	0	0
ST	Male	97	95	93	66
	Female	53	56	50	40
	Others	0	0	0	0
OBC	Male	620	619	646	581
	Female	269	273	300	276
	Others	0	0	0	0
General	Male	889	900	942	944
	Female	502	521	553	506
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2896	2916	3011	2879

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Chemical Engineering	[View Document](#)
Civil Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Electrical Engineering	[View Document](#)
Electronics And Telecommunication Engineering	[View Document](#)
Information Technology	[View Document](#)
Instrumentation Engineering	[View Document](#)
Mechanical Engineering	[View Document](#)
Production Engineering	[View Document](#)
Textile Technology	[View Document](#)

27-12-2019 05:00:33

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	27	26	24	24

File Description	Document
Institutional Data in Prescribed Format	[View Document]

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3119	3142	3110	3002	2829

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2017-18	2016-17	2015-16	2014-15	2013-14
859	844	872	765	715

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3112	3123	3108	2984	2826

File Description	Document
Institutional Data in Prescribed Format	[View Document]

27-12-2019 05:00:36

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
287	372	255	352	345

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
493	498	454	424	394

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
167	186	189	183	159

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
206	214	210	202	177

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3400	3400	3400	3400	3400

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
371	371	365	336	336

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 45

Total number of computers in the campus for academic purpose

Response: 1288

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

2017-18	2016-17	2015-16	2014-15	2013-14
1715.88	2000.89	2925.64	1816.77	1192

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

Design of appropriate curriculla is a key to success of the programs and it helps immensely to achieve the PEOs and POs. Choice Based Credit System (CBCS) is adopted by the institute to meet the aspirations of students and requirements of the stakeholders and make the students employable. The process of designing the curricula is explained with the help of flowchart shown in fig.
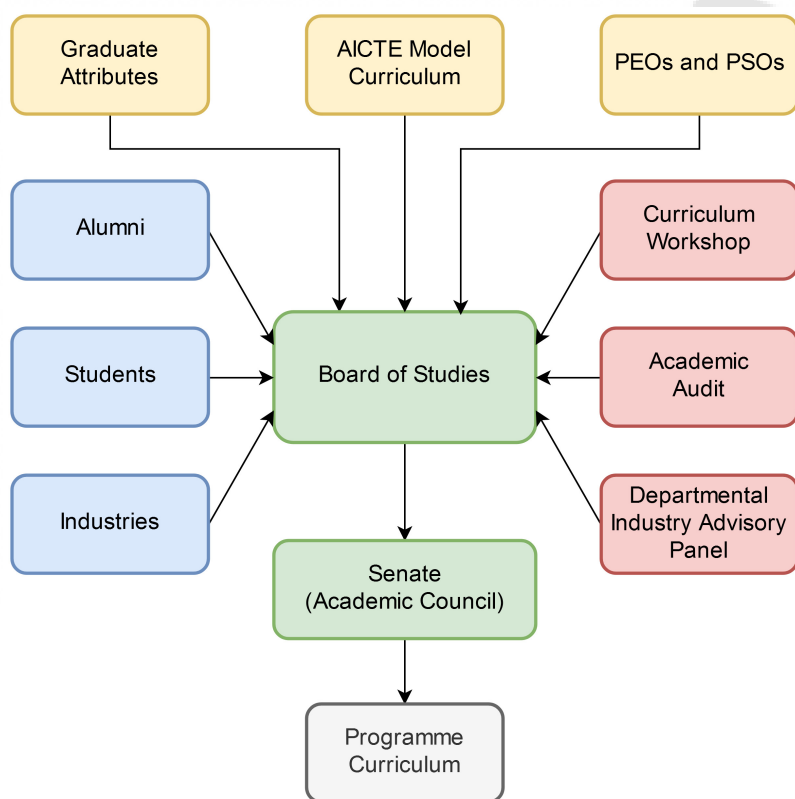
PSO are identified for few programs as per specific demand of the program.The draft of curricula of the programs is designed through meetings of departmental faculty board (BoS) of the concerned departments in the institute. The AICTE model curriculum of concerned stream is taken as the basis for framing the curricula of the programs.

Adequate representation for basic sciences, humanities and management courses, engineering sciences, core courses, elective courses is given in each curriculum as stipulated in AICTE guidelines. The institute constituted the industry advisory panels for each department. These panels meet at regular intervals in which the draft curricula is discussed and suggestions from industry side are received so as to orient the curricula towards current industry needs.

The departments organize workshop for Best Practices in Outcome Based Design of Curriculum. Experts include senior faculties from premier institutes provided essential input for the curricula of the programs. Feedback from alumni of the department is also given due consideration while designing the curriculum of each program. Academic audit is carried out every two years where in experts from IIT and NIT is invited.The academic audit examines the curriculum and identifies the gap. The academic audit provides valuable input/suggestions to modify it.

The inputs suggestions, modifications thus received are incorporated in the final curriculum of the each of the programs by the concerned departmental faculty boards. The curricula is then presented to the Senate/Academic Council for its approval. After detail discussions in the meeting the curriculum is approved. Approved curricula are made availble to the all stakeholders through various media and uploaded on institute website.

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

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 96.3

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 26

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

Response: 27

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 8.39

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	43	52	38	34

File Description	Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

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

Response: 31.46

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

Response: 767

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

Response: 2438

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 100

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

Response: 27

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

It is no denying fact that the modern engineering curricula must incorporate the cross cutting issues. Our institute gives enough emphasize to cross cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics. Although these are incorporated in the curriculum, Institute also has put in place conspicuously various committees. It has been endeavour of our institute to continuously conduct activities which contribute to orient and sensitize students, other stake holders towards these issues.

The Gender-related issues are directly or indirectly addressed in courses like Entrepreneurship, Indian Constitution, Management courses and Environmental Studies. Modules on Gender bias and Human rights including, sexual and reproductive rights, the rights to equality and non-discrimination, women entrepreneurship, values and gender socialization are discussed in these courses. Topics like population growth, family welfare, human rights, women and child welfare are also explained through various case studies. The Institute is bound by the State Government's 30% ladies reservation policy for admission and recruitment. The Institute has Women Development Cell to promote and encourage female students and employees for their overall development through activities like: International women's day, Liberal deputation of lady faculty to national and international seminars, technology meets, Seminar on "Gender: Roles and responsibilities", Seminar on "woman empowerment in digital India", Workshop on "self-defense" etc.. All these efforts lead to sensitize faculty, staff and students towards gender equality.

For addressing the crucial issue of Environment and Sustainability courses like Environmental Studies, Environmental Engineering, Solid waste management, Remote Sensing, Natural Resources Mapping, Business Ethics, Internet of Things, Business analytics, cyber security, Project Management, Business Environment and Corporate Social Responsibility are included in the curriculum. The objective of these courses is to create environmental awareness, optimal use of resources etc. among students by emphasizing on the concerns like severity of environmental degradation of natural resources, treatment options, renewable & non-renewable energy sources, ecosystems, bio-diversity and its conservation. It also covers the aspects of sustainable development, climate change effects, Green Judicial Activism and Green Tribunal. The environmental aspects like global warming, waste disposal and pollution are also covered through case studies. The institute is also proactive in sensitizing students and stakeholders towards these issues. Guest Lectures/Industrial Visits Celebration of world Environment Day/Water Day/Earth Day E Waste collection, separate plastic waste collection, paperless communication etc..are also encouraged. Institute has initiatives such as 'Waste to Best'' social group, planned sewage treatment plant, reuse of waste water. ICT enabled teaching-learning processes, ERP, digital content and online attendance to minimize the use of papers are the additional efforts which further help to progress towards being a green campus.

For Human Values and Professional Ethics the courses like Environmental Studies, Communication Skills, Business Communication and Ethics, Business Ethics, Organisational Behavior, Business Environment, Ethos in Indian Management and Corporate Social Responsibility are in the curriculum. These courses emphasize on professional and technical communication and writing skills, value education, importance of ethical and responsible behavior, understanding of Ethics and social responsibility. The leanings are enhanced through case studies, projects and activities.

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

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

Response: 56

1.3.2.1 Number of value-added courses are added within the last five years

Response: 56

File Description	Document
List of value added courses	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 17.93

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
260	1245	480	465	304

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

1.3.4 Percentage of students undertaking field projects / internships

Response: 7.98

1.3.4.1 Number of students undertaking field projects or internships

Response: 249

File Description	Document
List of programs and number of students undertaking field projects / internships	

1.4 Feedback System

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

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: C. Any 2 of above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
URL for feedback report	

27-12-2019 05:00:53

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: 0.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	0	0	0

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

2.1.2 Demand Ratio(Average of last five years)

Response: 4.43

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
806	806	791	723	723

File Description	Document
Demand Ratio (Average of Last five years)	[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: 92.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
340	342	313	322	329

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Engineering education system is expanding at an unprecedented rate. Hence the ecosystem development can not ignore the fact that aspiring students come from highly diverse backgrounds, capabilities and the requirement of their learning is greatly influenced by their aptitude, abilities, background and other personal attributes. The Institute has therefore developed a mechanism to assess the overall learning levels of the students and to monitor, evaluate and improve their academic and overall performance. Diagnostic test is conducted for classification of students. Institute is able to get idea by way following attributes. Slow Learners are the students with superficial learning abilities, poor grasping power, and more absenteeism with attention issues, sometimes with physical, personal, psychological problems, other developmental and diversified issues. Further, Advanced Learners are students with deep investigation-oriented and analytical abilities, good comprehension, and proactive attitude and with a desire to excel consistently.

Students are given opportunity to self-assess their own Learning Level during the Induction Program in which awareness of the subjects and their pre-requisite through the Knowledge Map is provided through the addresses of Director, Dean (academic), Dean (students affairs), Heads, First year faculty coordinator and direct interaction with the senior subject faculty. Subject Faculty assesses the learning levels based on the following key indicators and prepares an action plan based student performance in the previous end semester exam, internal assessment and other components of continuous internal evaluation, students' engagement and participation in Lectures /Labs /Tutorial Sessions.

Furthermore, during mentoring, the mentors are able to get perception and identify learning abilities of mentees based on their academic performance, behavioural, psychological and social aspects.

Action plan devised for slow learners: Guidance and motivation during the periodic special Mentoring sessions, Remedial sessions are conducted to help regular students to perform satisfactorily in the examination. This is done through customized additional assignments designed by faculty.

Before the Semester: For critical First Year subjects like Mathematics, Engineering Mechanics, Physics, Introduction to Computer Programming, Electrical Engineering for all the students remedial classes are arranged. During the Semester, for identified Slow Learners from all lateral entry students (esp. Maths III) lectures are arranged.

At the end of Semester (Summer Term):Special efforts are in place to help the slow learners students.

As per the Government rules, the Divyangjan students are provided extra time and grace marks for the written examinations.

Program for Advanced Learners includes development of critical solving skills through thought provoking questions in internal assessment tests, Assignment of challenging projects on latest technologies, Encouragement to students to appear for competitions, credit transfer and QEEE, NPTEL and MOOC courses. These efforts lead to: Improvement in overall passing percentage, increase in the number of students securing high grades, Awards won in various state and national level competitions, Students securing admission for higher education in premier Institutes / Universities at National and International levels. Foreign language courses are conducted in the institute with the help of resource persons. Advanced learners can take more courses and earn more credits, whereas minimum credit requirements are specified for slow learners.

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

2.2.2 Student - Full time teacher ratio

Response: 18.68

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.25

2.2.3.1 Number of differently abled students on rolls

Response: 39

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Response: Institute initiatives are based on VARK (Visual, Auditory, Reading and Kinaesthetic) questionnaire philosophy. It envisages identifying the types of learners and employ teaching learning process that address the needs of all the four types of learners.

The Institute practices following student centric methods for enhancing learning experience thereby facilitating effective learning. All faculty use ICT. (All faculty are provided with facility and all classrooms have LCD projectors, Campus is Wi-fi enabled). It is emphasized that engineering courses are to be learnt through experiential learning. **Experiential learning** is the process of learning through hands-on experience. It is also defined as "learning through reflection on doing". The tools employed are

Laboratory Experiments: To practically test concepts theoretically learnt in the Classroom Hands-on Workshops, Field trips and IVs, Internships – conducted at Institute level, Live Projects – Final year projects of all branches.

Mini projects in a few disciplines have been introduced to encourage project based learning (PBL). Some teachers employ PBL methodology for their courses.

Persons from industry and academia (with vide experience) have been appointed for the academic year. They visit the institute on Saturday/Sunday as per their convenience. These efforts are in addition to strengthening academics and for sharing their experiences to bridge/Reduce the gap between Industry and Academia. We have also established an **Innovation laboratory** for providing experiences of multiple disciplines to students where students undertake multidisciplinary projects and learn.

Summer Internships for SY and TY and project internships in industries for final year students form the essential component of the curriculum. **Social summer internships** have been introduced for making students aware of societal problems aimed to understanding the societal needs of products and services required and can providing better solutions to the problems or create products which improve quality of public life. This will have impact on providing indigenous solutions leading to participation in MAKE IN INDIA movement.

Self Learning : Students are encouraged to use E-resources on our LMS. Students are encouraged to enrol and get certification for add-on online courses conducted by prestigious National and International bodies like QEEE, NPTEL, MIT OCW, Coursera, etc.. Students also make use of the lecture capture facility.

Participative/collaborative learning:

Participative learning refers to the methodologies in which students are engaged in a common task where each student is accountable to one other. Participative learning redefines traditional student-teacher relationship in the classroom. Group assignments, group discussions, problem solving in groups is a usual feature of this institute, which enhances the active and participative learning of the students. The tools include Presentations, Group Projects – Mini projects, Role Plays, Debates, Group discussions, Flipped Classroom, Management Games, Business Simulations, LMS: Allows students to share, discuss and debate ideas based on the uploaded content participating in competitions.

Complementary Processes : Co-Curricular and Extra-Curricular Teaching learning processes include activities like sports, Yoga camp, NSS, Zenith – annual sport festival, Dream Marathon, Utsav – Annual social gathering, Pragyaa – the technical festival of SGGS IE&T, Participation in Hackathons, other technical competitions for Engineering college students,

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 92.22

2.3.2.1 Number of teachers using ICT

Response: 154

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 38.51

2.3.3.1 Number of mentors

Response: 81

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

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

Academic Calendar is prepared and adhered to by taking inputs from all stake holders like students, faculty and circulated much before the start of academic year. The academic calendar is planned for 15 weeks of academics.

Students of a particular discipline are made aware of programme structure, Programme Educational Objectives (PEO), Programme Outcome (PO), content, Course Objectives and expected outcomes for each course offered to them. Students choose the electives, seminar topics and project topics through Google forms circulated by the departments through email. List of electives offered in upcoming semester is discussed.

Courses are assigned to individual teachers (theory and practical) before the start of upcoming semester and the class time-tables are communicated to students and teachers well in advance and also displayed on the notice board and website. Teachers keep ready their teaching plans (for 45 lectures- 4 credits and 25 lectures -credits), course materials and evaluation plans (like quizzes, assignment, problems, mini-projects, presentation, discussions and industrial visits) plans of the courses assigned to them (usually two). For practical courses laboratory manuals and experimental setups are kept ready. Some teachers use LMS like Google Classroom and MOODLE for course management. For strengthening courses, industry experts are also invited. Also, some teachers help students to make use of video lectures, open coursewares of prestigious institutes. Mid-Course and Exit-course feedback is collected from the students and is analyzed to orient the teaching in such a way that average student attains the outcomes to an expected level.

Evaluation

Schedule of internal evaluations is decided by the course coordinators after discussion with students. Mid semester Evaluation (MSE) and End Semester Evaluations (ESE) are uniform for all courses offered in the institute for 30 and 70 Marks respectively. MSE and ESE are centrally coordinated and the schedule is prepared and adhered to by Examination Cell. It is circulated one week in advance to all students and faculty. Course Coordinators submit the Question papers in advance for both MSE and ESE. Teachers draw question paper keeping in mind the Course Outcomes (CO) and Blooms Taxonomy (BT) for all the questions to facilitate computation of attainment levels. It is noteworthy that Course Outcomes (CO) and Blooms Taxonomy (BT) are also indicated on question papers.

The evaluation of theory courses is kept transparent. After Mid-semester evaluation, the answer books are shown to the students and are counselled for their mistakes. Any valid discrepancy reported by the student assessment is rectified before finalizing the marks. Students can apply and see the end-semester evaluation. Grade Moderation Committee moderates the grades on relative scale. The students failing to acquire pass grade in any of the courses are permitted to reappear whenever the course is offered or during summer term. The evaluation will be similar to a regular semester if the course is offered.

Institute believes in academic reforms and experiments. The practice described earlier is being replaced by introduction of weightage to In-Semester-Evaluation (ISE). The new pattern ISE-MSE-ESE with weightage of 20-30-50 respectively is being proposed.

2.4 Teacher Profile and Quality

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

Response: 87.68

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

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

Response: 26.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	45	45	46	47

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.95

2.4.3.1 Total experience of full-time teachers

Response: 1662

File Description	Document
Any additional information	View Document

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

Response: 0.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	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: 2.99

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

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

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 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	10	9	8	5

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.03

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
89	92	70	114	94

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 0.97

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

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

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Academics and examinations are administered by Dean Academics and Controller of Examination as per

the RRs approved in academic council. Protocols and procedures as envisaged in RRs are adhered to. Board of Examination (BOE) is constituted to address examination and evaluation issues. The details of the process are described below.

Due to data intensive nature in terms of number of students admitted, number of programmes offered, number of courses offered, frequency of revision of curricula and nature of evaluation system it is necessary to use database management information system for the processes involved in taking examinations. IT integrated examination process is designed, developed and handled by competent staff of Institute.

Institute conducts five examinations centrally in a Academic Year for which it is required to prepare database of students (registration number, filling of examination form, number of courses appearing, photo etc.) for issue of admit card to students.

Based on programme structure, data for course examinations are prepared. Time-table and hall allocation for MSE and ESE are prepared and circulated to Departments. Departments supply lists of course coordinators and invigilators. Course coordinators supply hall-wise question paper packets in advance. Invigilators are assigned to halls session-wise. Blank attendances cum mark-sheets are prepared.

After conduct of examination answersheets and attendance of students are collected centrally. IT enabled Centralised assessment programme is conducted after every semester examination in which activities like allotment of examiners to the courses, daily distribution and collection of bundles of masked answer sheets to the examiners, scrutiny of assessed answer sheets, preparation of marks-lists are carried out. Blank result sheets in the form of spreadsheets (Programmed) are supplied to each Department.

Grading methodology used is statistical grading with seven pass grades (A+, A, B+, B, C+, C and D) equivalent to grade points of 10, 9,8,7,6,5 and 4 respectively and one Fail grade (F with a grade point of 0). Grades are awarded on the marks out of 100 obtained by the student in each course. F grade is awarded for a student getting less than 40 marks. Grade boundaries are decided on the basis of values of mean and standard deviation with a gap of 0.5*Standard deviation around mean. In any case A+ is awarded only for marks greater than 80. Teachers fill in all marks and then use the formulation for grading as above. After the grade moderation committee meetings in the departments Provisional grades are displayed on the notice board and are made available to students through Android App. Soft and hard copies are submitted to the Examination Cell. After verification the grade cards are prepared and distributed to the students.

The Positive Impacts of the system are as below:

Sanctity, confidentiality and transparency is maintained

Optimization of resources for conduct of examination

Stress free examination environment for students and faculty

Substantial reduction in duration of examination, assessment and result preparation

Timely declaration of results with facility of online declaration and access by android application

Quick redressal of examination related grievances

File Description	Document
Any additional information	<u>View Document</u>

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<u>View Document</u>
Current Manual of examination automation system	<u>View Document</u>
Any additional information	<u>View Document</u>
Annual reports of examination including the present status of automation	<u>View Document</u>

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:

Institute follows international standards of curricula design based on Abbet's criteria. The following paragraphs describe the methodology employed for this purpose.

Course Outcome (CO) Formulation is based on Bloom's Taxonomy with knowledge and comprehension considered immediate outcomes acquired during the education. Application and analysis attainable during study with scope for improvement in long run. The outcomes like design, manufacture, evaluation and synthesis are achievable in long run.

The course articulation matrix is prepared for all courses indicating mapping of course outcomes (COs) with mentioned program outcomes (POs) and programme specific outcomes (PSOs) depicting strength of

relations.

List of POs

1. **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

2. **Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

3**. Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

4. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

6. **The engineer and society**: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

8. **Ethics**: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

12. **Life-long learning:** Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

In addition to these twelve POs, every Department may specify 2-4 Programme Specific Outcomes (PSO) separately. The COs for every course of every Department are available in the curriculum for each year. The Vision, Mission, POs and PEOs, curriculum for all years of all programmes are available at various departments and institute website.

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

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

Response:

Programme Articulation Matrix is determined by Direct Assessment and Indirect Assessment methods. In direct assessment the actual marks obtained by students are used whereas in indirect assessment various survey data for PO/PSO attainment (in a scale of 3: Low-1, Moderate-2 and High-3) are obtained from alumni, employer and students.

The direct assessment method is elaborated below.

1. **Course Outcome (CO) Formulation and Bitwise Categorization of Outcomes:**

The course outcomes are based on Bloom's Taxonomy. Knowledge and comprehension are considered to be lower level of outcomes, application and analysis are middle range outcomes and design, manufacture, evaluation and synthesis are highest level of outcomes in a learning process. Accordingly, learning outcomes are formulated by faculty members through their domain expertise and peer consultation. Each question paper is categorized bitwise by the paper setter/ examiner with pre-assigned course outcomes depending on type and difficulty of a particular bit.

2. **Course Articulation Matrix:**

The course articulation matrix is the mapping of all course outcomes (COs) with all mentioned program outcomes (POs) and programme specific outcomes (PSOs) depicting the strength of their relations.

3. **Assessment of Course Outcome (CO) Attainment**:

The actual marks scored by students in Mid-term and End-term theory examinations are used

for the CO attainment calculation. Each bitwise mark categorized by the paper setter/ examiner and pre-assigned course outcomes are used for this purpose. Subsequently, course outcome (CO) wise the average mark scored by all the students in a course is calculated and is expressed as percentage/fraction of total marks allocated for that particular CO of that given course. Thus, a particular CO attainment is calculated. Likewise, all CO attainments are calculated for a course.

4.   **Assessment of Programme Outcome (PO)/ PSO Attainment:**

 Now using fractional values of all CO attainment indices and the corresponding course articulation matrix (multiplying CO attainment fractional value with the values 1/2/3 in the course articulation matrix), PO wise summation is done for all COs contributing towards a PO. This summed value is expressed as a percentage/ fraction of corresponding theoretically possible maximum value of that PO/ PSO. This percentage/ fraction value is the PO attainment index. Similarly, all the PO attainment indices are obtained. Every department thus calculates PO attainment indices of all courses and finally, overall PO/PSO attainments of a programme of a department is obtained. Thus, Programme Articulation Matrix is obtained.

Indirect Assessment:

Another element included in the assessment of attainment of programme outcomes is the opinion of exiting graduates, employer and alumni.
Indirect Assessment Tools:

Programme Outcome Feedback:
Graduate Exit Feedback:
After graduation this feedback is taken from the students. Achievement of POs and Graduate Attributes (GA) are taken as criteria in the feedback.
Alumni Feedback:
Alumni feedback is taken with reference to the achievement of POs during their practice.
Industrial Feedback:
Feedback is taken from the industries for the performance of students related to POs and PSOs.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 96.39

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

Response: 828

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

Response: 859

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.85

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0.02

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.12	00	00	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	[View Document](#)
List of teachers receiving grant and details of grant received	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

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

File Description	Document
List of teachers and their international fellowship details	[View Document]
e-copies of the award letters of the teachers.	[View Document]
Any additional information	[View Document]

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

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

3.2 Resource Mobilization for Research

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

Response: 93.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
22.92	20.12	14.36	22.23	13.63

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]
Any additional information	[View Document]

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 7

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 7

File Description	Document
Names of research centres	[View Document]
Any additional information	[View Document]

3.2.3 Percentage of teachers recognised as research guides

Response: 4.88

3.2.3.1 **Number of teachers recognised as research guides**

Response: 20

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

Response: 410

File Description	Document
Details of teachers recognized as research guide	[View Document]
Any additional information	[View Document]

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

Response: 0.07

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

Response: 06

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institute has an innovation and incubation centre which is shared by all departments to develop interdisciplinary projects for real life applications. Each department has its own project laboratory for innovative projects. Interdisciplinary projects leading to patentable products are encouraged in the innovation and incubation centre. A special cell named Technology Innovation and Entrepreneur development Cell (TIEC) is active in the institute to give impetus to this activity.

A group of teachers namely, Dr. U. V. Kulkarni, Dr. A. B. Gonde, Dr. S. T. Hamde, Dr. Madhav Vaidya, Dr. L. N. Wankhede and Dr. A. R. Patil visited KLE Technological University Hubali (erstwhile BVB college of engineering and technology) to study the working model of engineering exploration activity. From academic year 2018-2019 we have included Engineering Exploration course by improvising the contents to suit our institution. Our chairman and Board of Management members visited KLE Technological University for studying the incubation centre and Sandbox Model of Deshpande foundation in Hubali. A Coordinator, Mr. Murli Mohan is appointed to help students for developing products through projects. He guides students of various branches emphasizing the importance of real-world projects.

Some the projects developed in the centre are (1) Cable tester, (2) Birth time recorder, (3) Temperature monitoring system for neo-netals babies, (4) ECG – sensor amplifier, (5) cross-compilation of linux kernel for fast boot, (6) battery management of e-vehicle, (7) digital filter design for music synthesis, (8) long life LED street light driver, (9) data logger for ac-mains, (10) solar cooler/refrigerator, (11) customized platform for embedded systems and google assistant. E-vehicle is under development in the incubation centre in collaboration with industry. A product is being developed in incubation centre namely, selective laser sintering 3D printer.

Students of our institute actively participate in various Hackathon competitions. A few groups have brought laurels to the institute by bagging all India ranks. This year our student team stood third in all terrain vehicle competition in Baja.

Annual state level technical project exhibition "PRAGYAA" is held yearly in our campus. Engineering students from various palaces in the state take part in this exhibition. A expert lecture series of eminent speakers is arranged in this exhibition where eminent speakers from industry and academia are invited. Students participate in Robocon events and bring prizes regularly. Our institute was selected in Technical Education Quality Improvement Program (TEQIP) phase I, II and III. Currently phase III is going on. A national level exhibition on product development was arranged in Pune and our students who received prizes in DIPEX 2019 were invited to showcase their projects.

Students of our institute have bagged many prizes in state level project exhibition and competition held annually (DIPEX) in Maharashtra. Six seminars were arranged during the exhibition for the benefit of participants and students of SGGS. These seminars were delivered by entrepreneurs and eminent persons holding major portfolios in state and central government. DIPEX 2019 was held in our institute.

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

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	2	00

File Description	Document
List of workshops/seminars during the last 5 years	[View Document]()
Any additional information	[View Document]()

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 2

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	02	0	0	0

File Description	Document
List of innovation and award details	[View Document](#)
e- copies of award letters	[View Document](#)
Any additional information	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)
e- sanction order of the Institution for the start ups on campus	[View Document](#)
Contact details of the promoters for information	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

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

Response: Yes

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

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

Response: No

File Description	Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

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

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

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

Response: 23.5

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 94

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 04

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<u>View Document</u>
Any additional information	<u>View Document</u>
URL to the research page on HEI web site	<u>View Document</u>

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

Response: 0.33

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

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

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

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

Response: 0.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	18	23	15	02

File Description	Document
List books and chapters in edited volumes / books published	<u>View Document</u>

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 2.92

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 13.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	[View Document](#)
URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy during the last five years

Response: 107.67

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
18.48920	46.04846	12.11949	10.11903	20.89056

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0.00	0.00	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

3.6.1 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:

The institute encourages students to participate in extension activities. The Vishnupuri village has a Zila Parishad school where our students and teachers volunteer to teach. Students help the villagers in developing watershed projects in nearby areas. Vadepuri village is participating in Pani foundation competition for Jalyukta shivar development since last two years. This year around 120 students volunteered to help the works in that village.

A group of students participated in 2 week social internship program at Anandvan (Varora) as part of AICTE guidelines. The institute has a strong NSS unit which arranges blood donation camp every year. As a part of Swatch Bharat campaign, our institute students cleaned the surroundings of Vishnupuri village along with the students of Swami Ramanand Teerth Marathwada University, Nanded.

Every year Savidhan divas is celebrated enthusiastically by arranging lectures on constitution of India. Study sessions of 12 to 18 hour duration are conducted to improve the learnability of students. NSS student volunteers help police for regulating traffic on many occasions such as Ganapati festival, Durga Visrajan. Self-defence training for girl students is arranged by taking help of experts in martial arts. Students visit Bal Sudhar Gruh for helping them in their studies.

Every year on 21st June International Yoga day is celebrated in our campus. This year this program was stewarded by Mr. Sumit Shivhare, a sevavrati from Vivekanand Kendra, Kanyakumari. 200+ students and teachers participated in this program. Civil engineering students participate in jaldindi on banks of Godavari River and educate the villagers to keep the water sources clean. The villagers on the banks of the river receive enthusiastically these dindis.

Street plays are written and enacted by students for social awareness programs. Anti-tobacco campaign was carried out by a group of students by conducting street plays at various places in the city. Another group of students used rasta-suraksha scheme to make aware vehicle drivers about the safe driving rules.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	01

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.6.3 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: 14

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	08	02	02	02

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

3.6.4 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: 15.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
401	790	436	376	350

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 1.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	03	00	1

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	1	2	0

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)

3.7.3 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: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
08	06	2	1	06

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution ensure adequate availability and optimal utilization of physical infrastructure as it is critically linked to the accomplishment of the vision of the institute–' Education of Human Power for Technological Excellence' through technologically advanced facilities and pedagogical tools. The institute has established ten engineering departments viz. Civil engineering, Mechanical engineering, Electrical engineering, Electronics and Telecommunication engineering, Computer science and Engineering, Information Technology, Instrumentation engineering, Chemical engineering, Production engineering and Textile technology wherein enough availability of physical infrastructure like classrooms, laboratories and computing facilities have been planned, constructed and made available for teaching learning, research and extension. Each of the disciplines are provided with built up constructed as per the requirements of AICTE in the form of classrooms (40), laboratories (74), tutorial rooms (10) and seminar rooms (10), staff rooms and departmental library (10). The institute keenly pursue a policy of creating and maintaining conducive ambient teaching and learning environment. The institute bears vision of implementing world class educational facilities. In addition to adequate provision of modern classrooms and laboratory infrastructure for each department, the institute has tie up with world renowned institutes and industries to have real feel of engineering applications. Institute has adequate number of well-designed and properly-maintained laboratories as per statutory requirements. There are 74 laboratories for smooth conduct of regular practicals as per the curriculum design as well as for the research work to be carried out by students. All the laboratories are well equipped with provisions of safety aids such as fire extinguishers, first aid box and display of safety instructions. Equipped with highly-sophisticated instruments and provision of power back-up, air-conditioned Machine Room serves as the core unit nurturing research culture among students and faculty members. Institute has well-furnished Central Computing facility with 180 Computers and Language Laboratory with 60 computers with required software (we promote the use of open source software) and other IT facilities viz. printer, scanner and multimedia systems. High-speed Internet facility (1.3 GBPS) is available to students and faculty to access information resources available across the globe. The entire campus of the institute is Wi-Fi enabled for all the students and faculty. The central library is having digital library with resources of E-journals (IEEE IEL online, Springer, Sciencidirect, ACM, ASCE, ASME, ASTM online), E-books, NPTEL courses, Swayam courses as per AICTE norms and are remotely accessible.

Every department of the institute has Seminar Hall of different capacity in addition to common auditorium and open-air theater as central facility. These may be utilized by any departments depending on availability and requirement for the conduct of guest lectures, workshops, training and similar curricular and co-curricular and other activities.

At the beginning of the academic year, need-assessment for replacement/up-gradation/addition of the existing infrastructure is carried out based on the suggestions from BoS members, Heads of the departments, laboratory technicians and system administrator after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The Time Table committee plans ahead for all requirements regarding classrooms, laboratories,

furniture and other equipments for effective utilisation of facilities.

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

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

Response:

Facilities for sports:

1. Institute has sports facilities for outdoor games like cricket, 400 m running track, football, bocket ball, vally ball, hand ball, lawn tennis, malakamb, double bar, single bar, roman ring, kabaddi, kho-kho and indoor games like Table- Tennis, chess, carom .

2. The Institute has provided facilities for sports and games (indoor and outdoor). The facilities can be accessed off the college hours.

3.The institute playground which has been used since 1990 has an area of seven acres and on an average 200-250 students use it daily.

4. The institution has sports room and storeroom.

5. The players are provided Track suit and T- shirts and lower for practice (sports kit).

6. Separate uniforms for different faculty players are provided for interfaculty events.

7. There is provision for providing TA/DA to players for participation in inter collegiate, inter zone and central zone events.

8. Winners are felicitated with mementos and certificates.

10. Dias, Mike arrangements, Podium, Banner for felicitation during annual meet are arranged by the institution.

11. Institution provides its playground for organizing events of other institutions/organizations/universities. State level cricket events are also organized.

12. The institute has well equipped gymnasium whose built-up area is approximately 1250 sq.fts. There is a gym instructor for students and staff. There is a permanent caretaker of the gymnasium. An annual budget of Rs 1.5 lakhs (approx.) is available for maintenance of gymnasium.

13. Yoga Center- There is separate yoga/ prayer hall in the institution.

14. Annual budget of the college for annual sports meets is Rs 6 lakhs (approx.)

14. Every year state level event (Inter Engineering) sports fiesta (ZENITH) is held. 3500 students participate from all over state.

15. In the playground of the college there are five turf pitches for conducting state level cricket tournaments.

16. The user rate of participants is approximately 20-30 % during special events.

National Service Scheme (NSS) :

NSS program in the institute is to inculcate social welfare in the students and to provide service to society with out bias. Students volunteers work to ensure that every one who is needy gets help to enhance their standard of living and lead a life of dignity. SGGS institute of engineering and technology have one unit of NSS comprising of 75 student volunteers. Prof. M V Vaidya is working as program officer for NSS unit of the institute. The students get an exposure to show their courage, leadership, inter-personal skills and other talents in these programs to enhance their overall personality.

Facilities for Cultural Activities:

Institute organizes national level technical event PRAGYAA every year. For each of such activities, the concerned faculty advisor guides the student for the participation. For encouraging students towards cultural activities, the institute organizers many competitions like dance, song (group and solo), writing, debate, Rangoli, poster making, painting etc every year at the time of social gatherings and the winners are felicitated in the annual function celebration.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 84

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 42

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

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

Response: 58.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
527	1101	2116	1212	810

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Fully automation with KOHA – Library Management software

Integrated Library Management System is used to manage different functions of library. Institute Central Library is using Open Source software for Automation of Library Services.

Library is automated with KOHA software having version 16.05. Library collection can be browsed / searched on Intranet using KOHA OPAC module. KOHA helps for catalogue books, e-books, articles, reports, serials publications that contain information vital to institute. KOHA cataloguing adheres to popular international standards. With KOHA retrieval of information is simple, fast and efficient. Even a catchy phrase in the description of the catalogued item can be used for searching. KOHA supports flexible workflow to cover activities related to acquisition of books, serials control, and funds monitoring.

This software has modules like Acquisition, Cataloguing, Circulation, Serial Control. Acquisition modules & Cataloguing Module is utilized for generating accession register reports, adding Bulk student's record, Updating item lending policy and its status. Circulation module has books issue, return, and reserve options. Various reports such as loan borrower, item inventory status, circulation status summery, item transactions and operator wise transactions can be generated in this module. Similarly, library barcodes are also generated through this module making cumbersome library work simpler, effective, and time is saved. software also provides statistical analysis required for Library Management system such as weekly transitions most issued items, less issued items, reference books, Books sent for binding.

Library web OPAC link is provided on college website under centers central Library page https://www.sggs.ac.in/node/1756 to students and faculty for searching of books, library materials. Digital Library Collection, Rare Books, open Sources books, previous year question papers, and daily online newspaper are made available for students and faculty through KOHA open source software. The link is available through LAN and on College Website.

SGGS Video library has uploaded video lectures on you tube of Professors from various institutes.

- The college has central library and each departmental library. There is an Open Access Catalogue for students and staff. The reading room is well furnished to accommodate 250 students at a time and provides conducive environment for study. Exclusive reference section is available in the library. A visitor's book is maintained for students and staff.
- New arrivals of books and journals are displayed on separate stands and racks. Each student gets

- Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. Visitors are also required to sign noting the time of entry and exit. CCTV cameras are installed in the library for strict surveillance.

Library is well stocked with 261 **Competitive examination books** useful for GATE, TOFEL and MPSC, UPSC Exams. These books cover various aspects such as reasoning, aptitude, and course objective type questions, puzzles, economics, Verbal Ability & Reading Comprehension, Data Interpretation, General Knowledge, etc. Feedback and various inputs are required to create the comfortable ambience in the library. So we take the feedback using the Link for library feedback is http://10.70.6.3:8080/moodle/ .

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

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

Response:

S.G.G.S. Institute of Engineering and Technology has the practice of collecting and maintaining rare books, special reports like the project works of the undergraduate and Post Graduate students of the institution or any other knowledge resources to benefit students and faculty for their knowledge enhancement, research and exploring new things apart from the standard books. Encyclopedias are also collected to refer the depth of the knowledge in the subject and the history of many things. Personality development books which help in inspiring the minds of the users are provided.

Institute Library has downloaded various Rare books from Rare Book Society Of India (RBSI). Students and Faculties can access these 130 **rare books** through LAN as reference material for enrichment of their knowledge. The rare books having titles such as inspiring Stories, history, yoga, philosophy survey, observations, astronomical, geographical, economic, literature, religious, treatise, criminal, culture, empire, war, railway, etc.

Library is also having good collection of Reference books which are published by renowned publisher such as Elsevier, John Wiley, Springer ,CRC Press, Blackwell, Britannica, McGraw Hill, etc. The reference books having large variety of title such as Drives & Control, Signal Processing, Photovoltaic System, Electric Power Systems, Biomedical Instrumentation, Treatment, Recycling ,Reuse, Encyclopedia, Mechatronic System, Fault Diagnosis Systems, Data Driven Techniques, Human Body, Fuel Cells, Radar Handbook, etc.

PhD Theses are one of the most valuable reference documents available in library, which mainly highlight on specilisation like Water Resources engineering, Geotechnical Engineering, Hydraulic engineering, environmental engineering, Signal and image processing, Fluid dynamics, Adaptive fuzzy controllers, geosynthetics in soil system, implementation of total quality management, etc.

Library is well stacked with 261 **Competitive examination books** useful for GATE, TOFEL and MPSC,UPSC Exams. These books covers various aspects such as reasoning, aptitude, and course objective type questions, puzzles, economics, Verbal Ability & Reading Comprehension, Data Interpretation, General Knowledge, etc.

Link for library feedback is http://10.70.6.3:8080/moodle/

NPTEL video lectures available on link https://nptel.ac.in/   students and faculties can access these videos through LAN.

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

4.2.3 Does the institution have the following

    1. **e-journals**

2.e-ShodhSindhu

3.Shodhganga Membership

4.e-books

5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 40.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
27.5	63.33	88.15	12.93	10.5

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

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 8.7

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

Response: 286

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute IT facilities including Wi-Fi are very good and updated on regular basis. IT infrastructure consists of all components that somehow play a role in overall IT and IT-enabled operations. It can be used for internal operations or providing solutions to our student's activities. Over a period, Institute has developed a state of art IT infrastructure consists of the following components:

- Hardware: Servers, Computers, UTM, Switches, hubs and routers, Computer laboratories and Central Computing Facility.
- Network: Network enablement, internet connectivity, firewall and security, Wi-Fi

Institute Web Site:

The Institute website is Developed in Wordpress Content Management System hosted on Web Hosting Provider (BigRock) with domain name https://sggs.ac.in. The website is interactive with all the information. The contents are well organized, structured, user friendly and updated regularly. Users can navigate through our website with the various links.

- Home page is designed with the Sections like news and Announcement, Event in the Institute and Awards and Achievements are added.
- Academic Schedule of faculty, Lab, Classrooms and Classes of each Department is posted.
- All the Departments Website are developed using sub-domains.
- "Special Facility" a new tab is created which provides information about all the Facility like CCF, COE, QIP, TEQIP, TIEC, Central Library, Sports and Industry Sponsored Lab like Mentor Graphics, Emerson PASS-Lab and Endress & Hausers lab.
- "Events" Tab is provided to highlight the Latest Events and Forthcoming Events.
- "Accreditation" Tab is Created to display the status of accreditation of NBA about all the UG and

- PG courses and NAAC information.
- "RTI" tab is specifically mentioned to give Information About RTI act and the Public Information Officers of the Institute.

Online Portals:

The institute has special website hosted on Amazon cloud to provide the online information with domain: https://onlinesggs.org/. There are twenty-two active portals such as:

- **Online Result**: To view result any time, from anywhere.
- **Farewell**: To coordinate Farewell activity of final year students.
- **Placements**: To manage all the activities of training and placement.
- **Research**: To track and monitor the status of our Research/PhD students.
- **Faculty Profile**: Information about Faculty, their research interest, subjects of specialization and profile.
- **Alumni Supported Activities**: Information about activities supported and sponsored by Alumni.
- **Sanctioned Research Proposals**: Information of sanctioned research proposals of the institute
- **MoU**: Information regarding MoU Signed by companies and Institute.
- **Admissions**: To support all the activities of admission of students.
- **Complaints and Grievance Redressal**: To handle activities of students complaints, with four sub-Portals: Hostel, Library, Student Section and Account Section.
- **Hostel**: To monitor and maintain the activities of hostel.
- **Invigilation**: To coordinate invigilation of examination conducted by exam section.
- **SGGS Clubs**: Information and activities of Clubs of Institute

Learning Management System: MOODLE

MOODLE has been configured and hosted on sub-domain sggs.ac.in/moodle. All courses including theory and practical are configured and assigned to teachers and students. This system is used to track the attendance of the students, assignments, student feedback, online quizzes, posting learning resources and making various announcements.

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

4.3.2 Student - Computer ratio	

Response: 2.42

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

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

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

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

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 31.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
1076.72	752.04	630.98	483.34	378.69

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

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

Response:

The institute has established systems and procedures for campus maintenance including physical, academic and supporting facilities.

Maintenance of Physical Facilities

The institute has site department comprising site engineer as in-charge of the section. It also consists of supporting staff to assist the site engineer. If necessary contractual staff is employed in addition to regular staff. The routine maintenance of the campus is looked after by this section. Construction and refurbishment of works at individual departments and central common facilities are planned and executed through site department. For the major works consultation from external professional agencies are taken for design and supervision of civil works. It is common practice to appoint housekeeping staff and sundry labors for casual repairs of buildings on yearly basis. Contractors are appointed for small/ medium works by calling quotations for the works. Major civil works are carried out by following tender procedure as prescribed by Govt of Maharashtra.

Maintenance of Academic Facilities

All the departments are equipped with multimedia projectors and every classroom is equipped with LCD projector along with wired/wireless internet connection. 10 class rooms are equiped with Settop box facility to watch SWAYAM programs. Large classrooms are equipped with public address systems. This facility is used by all faculty for effective course delivery. The thrust on computer aided teaching and learning has been effectively used by all faculty members since 2006. Most of the faculty prepare power point presentations of the lectures and make judicious use of Chalk-and-Board, Video lectures from MOOCs and PPTs, to explain and make students learn a particular topic. The LCD projectors, White boards, screens, with connecting video cables are provided in each classroom. A teacher can connect his Laptop and start the delivery of Lectures. In some classrooms, PCs are provided. These are checked by the maintenance staff as per the requirement and or before the start of semester and repairs as per the need are carroed out.

Classrooms, library hall, Centralcomputing facility, departmental laboratories and corridors, washrooms, are cleaned by the housekeeping staff every day. Water coolers and dispensers are cleaned once in fortnight. Water tanks are cleaned once in six months. Lawns and other parts of the campus including roads are swept every day, garbage collection at many locations is done and collecting the garbage from dust bins is also done on day to day basis.

Student organisers of cocurricular activities clean the campus after its use. All Extra and cocurricular activities are held beyond working hours (Usually after 6.00PM).

Maintenance of Supporting Facilities

Laboratory equipments are maintained through AMC with supplier. However, if the equipment is in need of calibration or repairs any, service provider is consulted for such works. Qualified technicians are appointed for the maintenance of laboratory equipment's and qualified electricians are appointed to look after electricity problems. The laboratory equipments are utilized 24x7 by UG, PG students and research scholars. The equipments are continuously upgraded through research projects, institute grants, and funding from TEQIP and state government.

Electrical maintenance cell takes care of ensuring the availability of power either from State Electricity board or from Generator. We have at present a total 375 KVA diesel Generator set. Three electricians are available round the clock to find faults and during day time two more electricians take care of new installations, maintenance, and other works.

The outdoor play fields are maintained by contract labor. The physical education department is provided with a sports in-charge to look after the needs of sports persons. The well-developed gardens are maintained by gardeners.

The computer center is provided with a system technician to look after the problems of networking, Wi-Fi, Internet problems.

The library has supporting staff- assistant librarian and attendends. E-journals and e-books are accessed by all faculty and students remotely through Knimbus.

All the departments, administrative building and hostels are maintained clean every day by housekeeping staff.

The Campus is secured by a compoud wall from all sides. Two opening are present for the entire campus of 46 Acres. One main gate and one side gate. Security barriers are provided near the gate. Process of installation of automatic vehicle entry is being installed near the gate. A speed limit of 20 inside the campus is observed. All the two wheelers enter the campus only with driver wearing a helmet.

Five bore wells and one municipal connection take care of water requirements of the campus. Usual water requirement is approx 2Lakh LPD. Maintenance of the motors, pipeline is taken care of by three plumbers who work in three shifts.

Campus is neat, clean and GREEN. As is evident from the GREEN Audit report.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
2047	2561	2212	2052	2034

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	17	21	18	13

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

5.1.3 Number of capability enhancement and development schemes –

    1. **Guidance 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**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

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

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

Response: 26.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
887	803	834	787	718

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

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

Response: 0

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

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

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Any additional information	[View Document](#)

5.2 Student Progression

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

Response: 35.55

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

2017-18	2016-17	2015-16	2014-15	2013-14
224	277	389	355	199

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

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

Response: 4.89

5.2.2.1 Number of outgoing students progressing to higher education

Response: 42

File Description	Document
Details of student progression to higher education	View Document

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

Response: 33.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
82	95	33	46	48

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

2017-18	2016-17	2015-16	2014-15	2013-14
226	201	156	169	137

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

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

Student Council is regulatory body of SGGSIET for governing, monitoring and scheduling all students' sports, cultural and extracurricular activities. With amazing array of extracurricular clubs and societies, our institute is wonderful place for exploring the different facets of science, culture and sports. Students engage themselves in large number of extracurricular activities and student can find an interest group corresponding to almost any hobby. Every year student council conducts series of career guidance and motivational lectures, speech, debate and essay competitions, birth anniversaries of national leaders like Mahatma Gandhiji, Shiv Jayanti, Jijau Jayanti, Dr B R Ambedkar Jayanti, Swami Vivekanada Jayanti as well as various cultural days. Sports are structured so as to help every aspirant to find his or her level and improve. We have state of art facilities available at our campus for gymnasium/indoor and outdoor games.

Student involvement in campus clubs is an impetus for self-realization and help maintain a healthy balance between academic rigor and social life. Cultural activities include various performing and non-performing arts, which are run by different clubs like Gandharva drama club, Fetal string dance club, Avaroh music club. In addition to clubs we conduct annual events such as "Prgaya" (National level technical fiesta), "Utsav" annual social gathering and "Zenith" (State level inter technical sports competitions). The vibrant club culture on campus is something unique and helps to nurture and develop talent. Our student council is also participating for social activities through NSS team such as Blood donation camps, cleaning in the campus, Visits to nearby villages for school education and social awareness programs, etc. We also have strong student team Dristhi Magazine activity of institute. Team "Dristhi" publishes "Purvarang" a monthly newsletter and also conducts various competitions round the year. Majority of students participates in the various events. Republic day and Independence Day are celebrated to increase patriotic emotions of citizens. Dance club and Music club students conducts various acts and patriotic songs for these national celebration days. Student council has a representation from every student class as well as every cultural club, technical team and sport team of our students.

The student council secretaries are groomed as leaders through short training meeting and make aware about roles and responsibilities of different portfolio. They prepare the annual activity calender and propose the annual student activity budget with the help of Dean(Student Affairs). The student activity groups are required to plan, promote and organize activities well in advance, conduct it, prepare report and expenditure statement for each and every event. The Director along with Dean (Students Affairs) held meeting regularly with student council to discuss matters related to academics, curricula, remedial coaching, career guidance, evaluation system, grievances, suggestions etc. The director also briefs the students about various decisions related to stakeholders in various statutory bodies of the institution.

Details of Various academic and administrative bodies that have student representation on them:

The committee on which students representation and activities are listed below:

1. Anti-ragging committee
2. Departmental Student societies

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

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

Response: 5.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	4	5	6

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

5.4 Alumni Engagement

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

Response:

Name of Alumni Association: SGGS Engineer's Alumni Association, Nanded(SEAA)

Society Registration No.: MAHA449/2004(NED), CharitableTrustRegistration No.9377, Nanded (Charitable Commissioner, Nanded)

Chapters (not formally registered): SEAA North America Chapter, SEAA MiddleEast Chapter, SEAA Nashik Chapter, SEAA Pune Chapter, SEAA Mumbai Chapter, SEAA Nagpur Chapter.

The idea to engage alumni in the development of the institute was well conceived by Former Principal Prof. B.M. Naik since 1983. He successfully motivated and counselled alumni of first few batches to join institute as faculty and also pursue higher education to the highest level of Ph.D. He informally engaged many alumni to take part in lectures, practicals, and other ways in the development of the institute. Many informal meetings were arranged at locations such as Pune, Mumbai, etc. to mobilize the growing alumni force. SEAA was formally registered on 7-Oct-2010 with the efforts of Late Prof. R.C. Thool who started working as SEAA President along with the Executive Council (EC) of 10 other members. He remained SEAA President till 7-July-2010 with changes in by-laws to make Director of the Institute (Head of the Institution) as Ex-officio President of SEAA. The EC was revamped to accommodate 16 members other than President. (Late)Prof.S.R.Kajale thus took over as President of SEAA being the Director of the institute since 2008. After the sad demise of Prof. Kajale in February 2012, Prof. B.M. Dabade took charge for about 4 months. Later, Prof. L.M. Waghmare took charge as President of SEAA till 22-Apr-2018. The EC was revamped in between after the unopposed elections in December2015. The current SEAA Executive Council is working since 23-Apr-2018 with Prof.Y.V.Joshi as President of SEAA after he joined as Director of the Institute.

The Alumni Association arranges at least one meet every year in December in which the Sliver Jubilee Batch is felicitated. All other alumni are also welcome for the meet. Efforts are made to conduct meets all around the world. So far SEAA has successfully organised 5 meets in the USA and one in the middle-east region. One meet is planned in Singapore in August 2019.

There are various ways alumni contribute in the Institute:

- Contribution for scholarships, project completions, awards, paying hostel dues, career advancement
- Give support in terms of expert lectures, skill development modules, internship, placements, syllabus revision
- Donation for building, renovation, equipment
- Support for students going to other countries outside India for accommodation, other emergencies

One of the highlights of the contribution is donation of ?25Lakh for the construction of Canteen given by 1988 batch alumni. Other notable contribution is Sadbhavana Scholarship of ?25,000 per student given to needy students who do not have any other form of scholarship and have very poor economic background. Efforts are being made to engage alumni through various other activities with vision of "EachOne, GetOne" meaning that each alumni should focus on helping at least one current student in the form of anything which ranges from counselling till placement.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	8	7	3	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of the Institute:

"Education of Human Power for Technological Excellence"

Mission of the Institute:

1. Dissemination of knowledge by offering world class education
2. Right to information for all stake holders
3. Promotion of sustainable industrialization to development of appropriate technologies
4. Continuing education programs for reengineering of regional socio economic system in the light of dynamic, global technological changes
5. Contribution to national wealth through innovation

Nature of Governance, perspective plans and participation of the teachers in the decision making bodies:

Since inception, the governance of the institute is through the State Government appointed Board of Governors. Recently it has been renamed as Board of Management (BoM) with almost similar composition of members. No doubt the BoM of the institute is the highest policy making and planning body which is appointed by Government of Maharashtra from eminent industrialist, academicians, Government administrators along with representative from UGC, affiliated university, and faculty of the institute duly supported by statutory bodies like Board of Studies (BOS), Academic Council (Senate), Building and Construction Committee, Finance Committee, and Board of Examination formed as per UGC guidelines to facilitate policy making and speedy decisions.The faculty members of the institute are integral part of these decision making bodies.

The institute perspective plan is formulated and the finer details are planned, designed and implemented by various agencies/ committees/ groups internally and/ or externally. In continuation with, the adopted vision, mission and goals, our main emphasis are in the following aspects of student-centric institutional growth and development:

- Academic reforms, restructuring and continuous improvement in academics, ICT enabled teaching-learning process, Activities for all round personality development and growth of students
- Capacity building of faculty through higher education, trainings etc.
- Infrastructure development: Building, Laboratories, Library, Internet facilities, Support systems and overall ambiance
- Networking with premier institution/ organization/ industry

- Extension activities/ Consultancy/ IRG/Entrepreneurial and start-up activities
- Interaction with Alumni and domain experts

Monitoring of the activities in the Institute in tune with vision and mission is carried out regularly by evolving efficient organogram and conducting various meetings having teachers' participation through: Departmental meetings with students, staff and faculty, HoDs and Deans with Director, board of studies, Senate/academic council, Building and Construction Committee, finance committee, BoM, students council, hostel committees, site section, procurement sections, Hostel section, Electrical Maintenance cell, account section, academic section, examination section, establishment section, sports section, library, Parent, Alumni and industrial advisory panel.

Based on the outcomes of the meetings, areas demanding immediate attention were identified and corrective measures have been taken by the Institute to march towards its goals and missions.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

The institute being fully autonomous has culture of decentralized governance system with well-defined inter relationships. The BoM is the highest policy and decision making body which is supported by academic council, finance committee and building and construction committee for multifaceted development of the institute as per UGC guidelines. Academic council is the highest academic body consisting of Heads of departments, Deans, Senior faculty members of the institute along with other eminent academicians and industrialists which participates and makes decisions regarding academic matters considering the views of faculty through Board of studies, regular meeting with students and staff members.

The Institute promotes decentralisation and participative management in various administrative and academic activities at different levels for effective implementation. The decentralization in governance encourages participative approach which leads to effective implementation of various processes and systems. For the effective and efficient implementation of its Policy, the management has promulgated the following practices which show the participation of faculty at various levels.

1. Faculty participation in finance and building construction committee.
2. Academic administrative and financial powers are delegated to HoDs, Deans and different section heads.
3. Provision of adequate budget to each department and programme for facilitating the academic, R&D, modernization of laboratories and infrastructure development.
4. Motivation, guidance, appreciation, incentives and moral support to all the stakeholders through schemes such as PIDA, student travel support and scholarships.

5. Arranging periodical meetings for interactions with teaching and non-teaching staff.

Case Study: International exposure

Institute realized its strengths related to academic, research and extension achievements and decided to improve its visibility in international community after debate with all stakeholders in departmental faculty board, academic council and BoM. The action plans involving signing of MoUs with international prestigious organizations for student and faculty exchange, collaborative research were evolved. Institute alumni are spread over the globe, hence it was planned to hold the global alumni meets to bring them on board for institute growth. It was also decided to hold international conference to make institute visible at global level. The following activities which ensure the international exposure to all stakeholders of the institute were carried out through participative management.

Activities with Participative Management			
Sr. No.	Activity with participative management	Duration	No. of Beneficiary
1	International Conference on Signal and Information Processing (in collaboration with IIT Bombay, College of Engineering, Pune and S. V. University College of Engineering, Tirupati and IEEE Bombay section)	06.10.2016 to 08.10.2016	300
2	International Conference on Advanced and Agile Manufacturing and Agile Software Development	06.10.2016 to 08.10.2016	150
3	International Conference on Technological Advances in Climate-Smart Agriculture and Sustainability	16.01.2017 to 18.01.2017	142
4	Alumni Meet at USA and Dubai	08.07.2015 to 23.07.2015 06.05.2016 to 10.05.2016	125 60
5	MoU with Universiti Teknologi PETRONAS, Malysia, City College University of New York, San Jose State University, California, Oakland University, Michigan, ADCIS, France, IGATT, USA.	27.08.2015, 21.09.2015, 29.10.2015, 11.05.2016, 06.10.2016, 18.01.2017	

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

6.2 Strategy Development and Deployment

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

Response:

The institute perspective/strategic plan is available on the website. The perspective plan mainly focuses on long term and short term goals along with core values of the institute. In addition to the broad range of activities that the institute carries out in pursuit of its mission, following activities with action point have been identified to be given special emphasis in the strategic plan:

1. Promotion of mutually beneficial engagement with industry and society
2. Expand educational opportunities and avenues
3. Create quick response internal support systems
4. Enhance on campus life and experience
5. Explore new avenues of fund raising
6. Linkages with international universities for horizon expanse
7. Advance Frontiers of knowledge
8. Create future leaders and innovators
9. Ensure gender equality
10. Bring alumni engagement on board

The strategic plan aims to have overall development of faculty and students. Keeping this in view, one of the scheme to expand educational opportunities and avenues for students is mentioned below:

Case Study: Implementation of Credit Transfer Scheme

The institute started Credit transfer scheme for third year students from academic year 2013-14 after deliberations in BoS, academic council and board of management with premier institutes in Maharashtra like College of Engineering, Pune, Veermata Jijabai Institute of Technology, Mumbai and Sardar Patel College of Engineering, Mumbai. This has created an opportunity for the students to interact with other institutes for academic development and exposure to culture of different premier institutes. Since 2013-14, 91 students have availed this facility to date. The details are given in the table below:

Table: Credit Transfer Scheme for Students			
Sr. No.	Year	No. of TY B.Tech. Students	Institute where CTS is carried out
1	2013-14	1	VJTI, Mumbai
2	2014-15	18	COE, Pune

		8	VJTI, Mumbai
3	2015-16	7	COE, Pune
4	2016-17	19	COE, Pune
		3	VJTI, Mumbai
		3	SPCE, Mumbai
5	2017-18	11	COE, Pune
		3	VJTI, Mumbai
6	2018-19	18	COE, Pune
		Total 91 Students	

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Board of Management of the institute is the highest policy making body duly supported by statutory bodies like Board of Studies, Academic Council, Building and Construction Committee, Finance Committee, and Board of Examination formed to facilitate academic, administrative and financial matters. These statutory bodies are well supported by deans, HoDs, section heads, BoS and other teaching and non-teaching staff and librarian. The organizational structure of the institute is as shown in the orgranogram in the link provided.

Functions of Governing body (BoM):

1. To prepare a comprehensive development plan of the Institution and implement statutes for the governance of the institution.
2. Collection of funds, Management, Security and Maintenance of the property of the Institution.
3. To pass the annual budget and approve the expenditure as per the recommendations of the Finance Committee.
4. To approve the recommendations of the Senate/Academic Council regarding academic matters.
5. To pay attention to the discipline and welfare of the students and teaching and non-teaching employees.
6. To make agreements with other institutions/universities within the country and in other countries, for collaborative research projects, providing consultancy, using facilities in other Institutions etc.
7. To document all legal aspects on behalf of the institution and defend on behalf of the institution.

Functions of Academic Council (Senate)

1. Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, new program of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc.
2. Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals.

Functions of Building & Construction Committee:

1. Construction of all major capital works after securing from the Board the necessary administrative approval and expenditure sanction.
2. Prepare estimates for cost of building and other capital minor works, repair, maintenance etc.
3. To make technical scrutiny of tenders and enlist suitable contractors and give direction.

Functions of Finance Committee:

1. To examine and scrutinize the annual budget of the Institute prepared by the director and make recommendations to the board.
2. All financial proposals will be routed through finance committee prior to being placed before the board.

Functions of Board of Studies:

1. Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council
2. Suggest methodologies for innovative teaching and evaluation techniques, panel of examiners, coordination of research, teaching and extention services.

Service rules, procedures, recruitment, promotional policies:

1. The rules and policies regarding recruitment and promotion are as per SRTM University Nanded, AICTE norms and Government of Maharashtra norms.
2. The AICTE pay scales and Career Advancement Scheme (CAS) are implemented.

Grievance redressal mechanism:

Institute has grievance redressal committee to take care of incidences of ragging, and unlawful activities. Following committees have been constituted for the effective functioning of the institute:

1. Grievance cum Internal Complaint Committee
2. SC/ST Cell
3. OBC Cell
4. Minority Cell
5. Women Empowerment Committee
6. Online portal for grievance redressal

7. Discipline Committee

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

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

Response:

The apex decision making bodies of the institute (BoM, Academic Council, Finance, Building and Construction), committees conduct meetings as per statutory requirements. Agenda are circulated well in advance and minutes of the meetings are maintained. The inputs for the agenda of these meetings are made

available through departmental faculty meetings, meetings of various subsidiary committees and meetings of heads and deans. The following table demonstrates the efforts in terms of number of meetings held :

Name of statutory body	2017-18	2016-17	2015-16	2014-15	2013-14
BoM	3	4	0	0	2
Academic Council	3	1	2	3	2
Finance	3	3	0	0	2
Building	3	3	0	1	3
Departmental Faculty meeting	Every year at least 8 meetings in each department				
Board of Studies	Every year at least 3 meetings in each department				

The institute conducts weekly meeting of Director with all heads of the department, dean FY coordinator along with TEQIP coordinator and Controller of examinations. The agenda and minutes of the meeting are made available to all. All academic and administrative matters are discussed and issues which need permissions of other statutory bodies are forwarded to them.

Case Study: Initiatives for starting new programs in PG

The institute has decided to start new PG programmes for the benefit all stakeholders and it was one of mandate of the institute as well as of TEQIP programme. The decision was taken in the corresponding departmental faculty meetings which was subsequently forwarded to corresponding BoS, Academic council, SRTMU, Nanded, Government of Maharashtra and AICTE for permission and implementation. The following New PG programmes are added.

1. Renaming of UG in Civil Water Management as Civil Engineering from 2015
2. New PG in Structural Engineering from 2015 in Civil department with intake of 18.
3. New PG in Embedded Systems and VLSI from 2015 with intake of 18 and increase in intake of PG in Electronics Engineering from 18 to 30 in Electronics and Telecommunication department
4. New PG in Textile Technology from 2016 in Textile department with intake of 18

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The SGGS Institute of Engineering and Technology, Nanded is established by Government of Maharashtra in the year 1981 as 100% government aided institute. The teaching and non-teaching staff is appointed as per Government of Maharashtra/AICTE rules and norms. The institute has effective welfare measures for teaching and non-teaching staff as per the rules of Government of Maharashtra and also as per institute norms implemented by board of management.

- All the teaching and non-teaching staff and their families are secured by the Pension scheme.
- The teaching and non-teaching staff recruited after year 2005 is secured with DCPS through National Pension Scheme (NPS).
- All employees are supported under Group Insurance scheme (GIS).
- All the Employees are secured with General provident fund (GPF) and Advance/Loan scheme against the GPF.
- All the employees are provided Leave Travel concession(LTC) once in four year cycle and
- Hometown travel allowance in every two year cycle.
- Medical check-up camp is held every year
- Maternity and paternity leave is applicable as per Government of Maharashtra norms.
- All teaching staff members are entitled for professional and industrial development allowance (PIDA) of Rs. 3 Lakhs for a slab of 3 years for attending conferences in India and abroad, membership of professional societies, purchase of laptop and seed money for carrying out research, etc.
- Implementation of Career Advancement Scheme (CAS) for teaching staff and regular promotions for non-teaching staff as per Government of Maharashtra and AICTE rules.
- All employees are entitled for leaves as per Maharashtra Civil Services Rules.
- Deputation for Higher Education to teaching staff.
- Study leave for Higher Education
- Credit co-operative society
- Staff quarters in institute campus for few teaching and non-teaching staff
- Medical reimbursement and ambulance facility
- ATM facility
- The Class III and Class IV employees are supported with the festival advance of Rs. 12500.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 12.9

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	8	45	36

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

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

Response: 17.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	16	10	30	15

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

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

Response: 41.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
76	84	49	117	39

File Description	Document
Details of teachers attending professional development programs during the last five years	<u>View Document</u>

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

Response:

Performance Appraisal System provides teaching and non-teaching staff with meaningful appraisals that encourage professional learning and growth. The process is designed to foster individual development and identify opportunities for additional support wherever required. Performance Appraisal System is implemented for both teaching and non-teaching staff.

Teaching Staff:

Faculty performance appraisal is carried out by two methods:

1. Self-appraisal by faculty which is reviewed by head of the department and director of the institute
2. Students feedback about the faculty in the department and online portal Moodle

Self-appraisal by faculty:

- Faculty need to submit information in the prescribed format to director's office through head of the department. The duration of performance appraisal is 1st April to 31st March next year.
- Weightage is given to different parameters such as performance of engaging lectures/practical, attendance of students and result. Maximum weightage to these parameters is 15.
- Other performance parameters include class room planning and control, Laboratory work, student guidance and counseling, assignments/evaluation, curriculum learning resources development, seminars/training, co-curricular activities and administrative functions. Maximum weightage for these parameters is 80.
- Special weight of 5 is given by reporting officer, who is head of department.
- In this way the performance of faculty is evaluated out of 100 and grades are awarded based on the weights earned, e.g. excellent grade (A+) is awarded if the score of weights is between 81-100
- The director of the institute awards final grade to a faculty.
- Prescribed format of performance appraisal is Uploaded.

Student's feedback about the faculty in the department:

- Student's feedbacks of about the faculty are collected for theory and practical courses at the end of each semester in writing as well as on online portal Moodle.
- The institute has a prescribed format for the feedback.
- Few attributes of evaluation include preparation, delivery of lectures, coverage of syllabus, effectiveness of teacher, communication skills.
- The student has to evaluate the different parameters about the theory and practical courses on a scale of 1-5.
- After collecting the feedback from all students, it is shown to the concern faculties for addressing

the issues mentioned in the feedback.

- Prescribed format of evaluation of teacher by student is uploaded.

Non-teaching staff:

The institute recognizes the key role played by the non-teaching staff in underpinning the functioning of the system and has developed a self- appraisal system so that non-teaching staff show involvement, take responsibility and are held accountable. The components of assessment are furnished below:

Task Execution and Punctuality, Work in Time and work Perfection Work interest and Motivation, Ability to work independently and in groups, Capability to maintain discipline among staff, Capacity and willingness to assume responsibility, Integrity, honesty in behaviours, Ability to rise to difficult situation & execute tasks, Behaviour with Colleagues, Cooperation with colleagues for work activities, Helping colleagues, Learns from colleagues, Motivates colleagues in workplace etc. The format of appraisal is uploaded.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has Accounts Officer appointed by Government of Maharashtra. The accounts Sections carries internal audit regularly as per the procedure laid down by Government of Maharashtra.

The institute has appointed qualified Chartered Accountants (external auditors) to supervise the External Audit Functions and they ensure that all the procedures and guidelines set by the Government of Maharashtra are strictly adhered to while carrying out the transactions. The Chartered Accountants also ensure that the recordings of transactions are carried out in MIS. The audit is carried out on quarterly basis. The audited statements are made available on financial year basis. The audited reports are placed before finance comittee and Board of Management for its approval. The audit objections raised by external auditor are settled on a quarterly basis.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the

last five years (not covered in Criterion III) (INR in Lakhs)

Response: 54.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
12.93783	14.82940	8.25300	10.79694	7.49711

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

The SGGSIE&T, Nanded is 100% government aided institute. The institute receives 100% salary fund for regular appointed teaching and non-teaching staff from Government of Maharashtra. The tuition fee, development fee and other fee collected from the students is retained by institute.

The institute has a well-defined procedure to monitor effective and efficient utilization of available financial resources for infrastructure development and academic processes. Every year, the budget is prepared on pro-rata basis well in advance after taking into consideration the requirement of every Department. Each Department prepares the budget based on the requirement such as laboratory equipment, maintenance, TA/DA, R&D, honorarium to adjunct and guest faculty and consumable required for next academic session. The budget for all academic departments and sections after approval in finance committee is presented to Board of Management for final approval. The yearly budget is also provided for the following:

- Salary of contractual faculty
- Central Library for procuring books, print journals, E-journals, e-books, plagiarism checking software, and databases as per AICTE norms
- IT cell for internet bandwidth, Wi-Fi devices, Switches etc.
- Security Services
- House keeping
- Skilled and Unskilled workers
- Highly Skilled persons
- Transportation Contractor, Maintenance and Repair
- Electrical Maintenance Section

The finance committee ensures proper mobilisation of funds and the optimal utilization of resources.The financial powers upto Rs. 50000/- are delegated to HOD, Deans and Section heads, upto Rs. 10 lakhs to Director (excluding regular expenditure like Electricity charges, Water Charges etc.) and above 10 Lakhs jointly to Director and BoM Chairman. The purchase committee of the institute is formed under Dean (Procurement) to make all purchases as per Government of Maharashtra norms.

As and when required, the institute makes a provision for advance additional fund. The director, deans and the head of departments discuss the requirement and decide the priorities while allotting financial resources for various purposes; and also to ensure optimum use of available financial resources. The BoM studies the annual expenditure, scrutinizes the budget and provides feedback for efficient use of financial resources. The Institute has standardized procedure for sanctioning of funds for various activities and also for settlement of advance and passing of bills for payment.

The fund is also raised through consultancy, sponsored projects from agencies like AICTE, DST, NRB, BRNS, BARC, etc. The R&D consultancy is distributed among the institute faculty and concerned staff as per Institute norms.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

SGGSIE&T, Nanded is appearing for the first time for NAAC accreditation. In the recent past (2018), the institute has constituted Internal Quality Assurance Cell under the chairmanship of Director, along with the IQAC Coordinator as member Secretary and other members as per NAAC guidelines for an autonomous institute.

The main objective of this committee is to streamline the existing procedures, policies and practices in order to improve the overall quality of academic and administrative functioning and activities of the Institute in accordance with vision and mission.

This committee periodically reviews the outcome of various academic, R&D and administrative activities. The IQAC has contributed significantly in strategizing, formulating, standardizing and implementing various quality policies, initiatives and processes.

Two practices institutionalized as a result of IQAC activities are:

1. Implementation of Moodle platform: An open source learning management system.

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. The institute has adopted use of Moodle for all course management in the various departments of the institute. The students are enrolled in the courses, and can access the course syllabus, materials, assignments, tests, announcements, etc. The students can submit assignments online, which can be graded by the course instructor. The online attendances of all courses theory and practical sessions are accessible to students. The dashboard in the Moodle portal can indicate the upcoming activities, pending work and attendances, making continuous evaluation process accessible to students. At the end of semester, online feedback for each course's theory and practical are collected from students.

2. Establishment of Centre for AICTE National Doctoral Fellowship Scheme (NDF) and QIP Centre

The institute has established research centre for AICTE's recently launched scheme of National Doctoral Fellowship, which admits students to carry out research leading to doctorate degree with full fellowship. In the academic year 2018-19, the institute has admitted six full time research scholars under this scheme. A senior faculty member has been appointed as a NDF coordinator who evaluated monthly attendance and progress of each research scholar, and submits information to AICTE for disbursement of scholarship. Under this scheme, AICTE has invited research proposals jointly submitted by research supervisor and students, out of which two RPS were presented for possible funding. The institute has also established Ph. D. programme under Quality Improvement Scheme (QIP) of MHRD for full time teachers in AICTE funded instutes with full fellowship as per MHRD rules. The sactioned intake is 10 each year with 2 research scholars each from Electronics and Telecommunication, Instrumentation, Production, Civil and Mechanical Enginnering.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The institute continuously reviews its teaching-learning process for its effective implementation so that outcome based education will be inherent characteristics of the entire academic process. Although IQAC is formed recently institute has adopted quality initiatives since it became autonomous in 2004. Some of the initiatives implemented to review the teaching-learning process are:

1. Adherence to academic calendar:

The academic calendar is declared by Director, Dean (Academics) and controller of examination for every semester at the beginning. The academic calendar consists of activities like commencement and end of classes, mid-term and end term theory and practical examination, summer term examination, start of next

semester, list of holidays, events like Research Symposium, Annual Alumni Meet, student feedback, completion of other term work and assessment. The academic calendar is strictly followed by all departments and is available on institute web site.

2. Use of various instructional methods and Pedagogical Initiatives:

For each course concerned subject teacher prepares a course file which contains the objectives of the course, what students will be able to do after completing the course and the detailed teaching plan depicting the entire syllabus into individual sessions as a lecture plan enabling him to optimize and improvise delivery process to achieve academic excellence. The Moodle open source platform is being used as a learning management system for the entire subject.

3. Industry-Academia interface:

Each department has industry advisory panel to bridge the gap between industry and academia. They are also helping in restructuring the curricula and teaching-learning process as per industry requirement. Industrial visits are arranged every semester in order to give exposure to industrial application. Industrial internship is a credit course in the curriculum to the undergraduate students. Industry personnel are appointed as Adjunct faculty to correlate the theoretical concepts with practical industrial applications. The final year students have been provided with facility of carrying out projects in industry for 6 months.

4. Use of ICT enabled teaching-learning methods:

The students are encouraged to take courses on Swayam NPTEL and similar platforms as credit transfer course. The guidelines are prepared for its proper implementation. The video sessions of the classes of many senior faculties have been recorded and are uploaded on intranet of the institute and Youtube to facilitate teaching-learning process as per student pace.

5. Credit Transfer Scheme:

Credit Transfer Scheme (CTS) which includes one semester learning at other institutes like VJTI, Mumbai, COE, Pune, WCE, Sangali and SPCE, Mumbai has been implemented.

6. Weekly meeting of HoDs and Deans with Director:

The weekly review meetings are organized every Wednesday to take review of number of classes held, attendance of the students, and teaching-learning process with respect to content delivery, communication skills, problem solving skills, learning outcomes and mentoring of the students.

Two examples of institutional reviews and implementation of teaching-learning reforms:

1. Final year project in industry campus:

The structure of final year of all branches is revised from the academic year 2016-17 to include the facility of 6 months project in industry campus for students desiring to work in industry for project work. This has enabled students to get exposure in industrial applications and apply theoretical knowledge gained during

teaching-learning process to real-life applications. Many students got the opportunity for employment in industries where they done their projects.

2. Engineering Exploration

Recently, a new course by name Engineering Exploration is introduced in the new curriculum of the institute for first year students for 2 credits. This course is designed as per BVB College of Engineering, Hubli, keeping in line with global best practices of Engineering Education and the changing needs of Engineering Profession. The course follows active and collaborative learning pedagogical practices. Through these course students of first year engineering explore engineering and get exposed to Engineering Design Process, Multi-disciplinary nature of engineering, problem solving, data analysis, Team Building, Professional Ethics, Sustainability and Project Management. Another unique feature of this course is the involvement of faculty members drawn from different engineering disciplines in design and delivery of the course.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 21.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	17	21	37

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

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

4.ISO Certification

5.NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)

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

Response:

The institute is very keen on enhancing the quality in academics and administrative domains and many initiatives are taken for incremental improvements in teaching-learning, academics, R&D, administration and extension services during the preceding five years. Some of the initiatives are mentioned below:

- ## Implementation of Moodle platform: An open source learning management system.

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. The institute has adopted use of Moodle for all course management in the various departments. The students are enrolled in the courses, and can access the course syllabus, materials, assignments, tests, announcements, etc. The students can submit assignments online, which can be graded by the course instructor. The online attendances of all courses theory and practical sessions are accessible to students. The dashboard in the Moodle portal can indicate the upcoming activities, pending work and attendances, making continuous evaluation process accessible to students. At the end of semester, online feedback for each course's theory and practical are collected from students.

- ## Biometric attendance and e-mail facility to all students

As a part of digitization, institute has adopted biometric attendance for all students. To create transparency

in the attendance monitoring system traditional method of attendance recording is replaced by biometric attendance system. This system facilitates timely identification of irregular students. The E-mail facility on institute domain is also made available to all students with various students groups to foster the communication between faculty and students.

- **Bridging the gap between industry and academia:**

The institute has made industrial internship compulsory after third year during summer with credit as per AICTE guidelines. The students are able to get exposure to industrial environment. All the departments in the institute have industry advisory panel consisting of 5-6 members from core industry of the concerned branch. This has enabled the curriculum revision, content delivery beyond the syllabus, identification of industry relevant projects and placement for the students. The institute has appointed 2-3 persons from industry for each department as adjunct faculty. They deliver the expert lectures on regular syllabus as well as special topics related to cutting-edge technology from industry point of view. The structure of final year of all branches includes the facility of 6 months project in industry campus for students desiring to work in industry for project work. Due to this, students are getting exposure in industrial applications and apply theoretical knowledge to real-life applications. Many students got the opportunity for employment in industries where they did their project.

- **Continuous Evaluation**

The students are evaluated continuously for both theory as well as practical courses. The continuous evaluation in theory courses includes in-semester evaluation (contains quizzes, seminar, mini-projects, attendance, tests) for 20 marks, mid-semester examination of 30 marks and end-semester examination of 50 marks. The marks of in-semester evaluation and mid-semester evaluation are made available to the students, on which they can improve during end-term examination.

- **Credit Transfer Scheme (CTS):**

The institute started Credit transfer scheme for third year students from academic year 2013-14 with premier institutes in Maharashtra like College of Engineering, Pune, Veermata Jijabai Institute of Technology, Mumbai and Sardar Patel College of Engineering, Mumbai. This has created an opportunity for the students to interact with other institutes for academic development and exposure to culture of different premier institutes. Since 2013-14, 91 students have availed this facility to date.

- **MoU with Industries and Foreign University:**

The institute is very keen on overall development of the students. For industrial training, internships and projects the institute has signed MoU with 42 industries, 20 reputed institute/Research organizations in India, and 05 MoU with foreign universities/institutes. All MoU are active and students are benefited for training, internships, projects, dissertations, and doctoral research. The faculty of the institute also visited few foreign universities and published joint research papers in reputed peer reviewed journals.

- **NBA Accreditation for UG and PG Programmes:**

The institute was granted full autonomy in the year 2004 by UGC and SRTMU, Nanded. Since then many UG and PG programmes are accredited by NBA for 3 to 4 times. The academic audit and gap analysis is carried out from IIT/NIT professor regularly for improving teaching-learning process, curricula revision and continuous improvement.

- **Establishment of QIP Ph.D. and AICTE NDF Centre:**

The institute has been awarded with QIP minor centre by MHRD, New Delhi and each year 10 doctoral students from various engineering institutes with full time deputation and fellowship from MHRD. The national doctoral fellowship of AICTE has also been awarded to the institute and each year 5-6 full time doctoral students are admitted.

- **Industry Sponsored Laboratories:**

The institute has established the industry supported laboratories like E-PASS laboratory sponsored by Emerson Automation Solution, Mumbai, Endress-Hauser Laboratory, Centre for VLSI Design and Verification by Mentor Graphics, USA and NVDIA GPU Education Center, Pune to bridge the gap between industry and academia.

- **Participation in World Bank Assisted TEQIP-I, TEQIP-II and TEQIP-III Programme:**

The institute has received grants of Rs. 5 Crores in TEQIP-I. Looking to the overall performance, the institute was again granted TEQIP-II and TEQIP-III projects during last five years. It is the matter of pride that the institute was granted Centre of Excellence in Signal and Image Processing with grant of Rs. 5 Crores on competitive bidding at national level.

- **Technology Innovation and Entrepreneurship Center (TIEC)**

Technology Innovation and Entrepreneurship Center is an initiative of the institute for identifying entrepreneurial traits in the students and building their capacity for entrepreneurship and encouraging technology start-up on the campus. TIEC administers business incubator that provides support to Technology based entrepreneurs. Thus, the TIEC is an extension to the research carried out on the campus, which makes it relevant to Industry and societal needs.

- **Professional and Industrial Development Allowance (PIDA) Scheme for Faculty**

To carry out research, attend conferences in India and abroad, seed money to implement innovative idea, purchase of laptop, membership of professional societies, Rs. 3 Lakhs in block of 3 years is allocated to

each faculty member.

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

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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: 0

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

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

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

SGGSIE&T is an educational Institute having coeducation and promotes equal opportunity for both genders. Dr. Rajashree Sarwadnya is acting as head of electrical engineering department. Dr. Usha Kamble is in charge head of department of electronics and telecommunication engineering. Institute / departmental work is delegated to various staff members irrespective of their gender or social background. There is a same dress code for all the students irrespective of gender. In academics, composite batches of boys and girls are formed for laboratory sessions. Class representatives and members of the student council are selected /elected from the boys and girl students. A plenty of them are involved in organizing various technical, cultural and sports events viz. Praggya, Utsav and Zenith. For employment initiative / training programmes, the Institute takes efforts for both genders.

1. Safety and Security:

- To ensure security and safety, an **adequate number of closed-circuit cameras (CCTV) are deployed in the campus for security.**
- In case of emergency, the institute has its own **ambulance** facility. In addition, a **residential**

doctor is available in the campus for boys and girls staying in hostel.

- Anti-Sexual Harassment Committee named as "**Antargat Mahila Takrar Nivaran Samiti**" is formed as per rules. It functions as the guardian against sexual harassment of female staff and students. The chairman of Anti-Sexual Harassment Committee looks into matters related to harassment of the women faculty, staff and students. Action is taken quickly on any type of misconduct behavior after enquiry. It resolves the issues of girl students and women employees of the Institute. Five members of this cell are women faculty members hence girl student do not hesitate to discuss their issues.
- In the Institute, security system is available 24 x 7 that includes both ladies and gents security guards. In the Institute premises, utmost care is taken for security of girls students.
- Security guards are deployed in buses during the regular trips. In the ladies hostel guards are posted for security purpose. There is also a lady care taker in the hostel.
- Provision of grievance portal on https://onlinesggs.org/grievances/login wherein girls can register their complaints.

2. Counselling:

- Gender inequality is a result of uneven distributed power. Women empowerment is the need of time. It leads women to realize their full potential, rights to have access for opportunities, resources and choices with the freedom of decision-making both within and outside the home. In this context, Institute has formed women empowerment cell whose coordinator is Dr. Ms. Vijaya Thool.
- The cell conducts various programmes like gender sensitization, health education, hygienic practices etc. Every year, the women cell organizes various activities on the occasion of International Women's day. Expert lady guests from different organizations are invited regularly for counseling girl students and women staff members to bring awareness amongst them.

3. Common Room:

- In every department, common room facility and separate washroom has been provided for girl students and women staff for socializing, relaxation, etc.
- The facilities in common room includes bed, chairs, mirror, first aid box, fans, etc.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 22.68

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

Response: 347522.4

7.1.3.2 Total annual power requirement (in KWH)

Response: 1532539

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 37.19

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

Response: 227059.0

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 610560

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**

Response:

Solid Waste Management

Every day all the academic buildings , administrative building , hostel buildings and other surrounding area in the campus are cleaned by outsourcing agency and they separate out waste and dispose accordingly. Solid waste is collected from hostel rooms each morning by housekeeping staff in separate containers and assembled at the waste yard marked as Garbage Collection Pit at extreme end of the campus. Here the dry waste including paper/plastics etc. is segregated and sent in vans to recyclable joints and/or MC collection centres. Separate garbage collection bins are kept for dry/ recyclable waste in laboratories, library, classrooms etc. The wet waste is recycled along with Cafeteria waste for soil manure/fertilizers after processing the same in a pit created for such purpose. Plastic ban: Notices are displayed in campus to refrain from use of plastics. In addition security is alerted to stop plastics entry on campus in any form.

Cafeteria, Hostel rooms are monitored for all such usage and an attempt is made to completely eradicate any form of plastic on campus. Paper bags are encouraged for use by students and staff members. Regularly in a semester campus cleanliness drive is carried out in which faculty, staff and students are participate and contribute for the campus cleanliness.

Liquid Waste Management

Water rationing during shortage:- This initiative was started during summer. During summer time, water in hostel rooms is restricted for 3 Hrs. in the morning and 3 Hrs. in the evening. Also hot water is stored in overhead tanks and supplied to hostel rooms and an initiative is taken to restrict hot water from 6 AM to 9 AM each morning for bathing, thus reducing wastage of hot water.

Liquid waste from the points of generation like the canteen and toilet etc is let out as effluent into a proper drainage facility and to avoid stagnation.

Recycling of water:- Water from wash basin /bathrooms of hostel rooms is stored in nalla in the campus which is used for gardens and landscaping keeping the campus green at all times of the year.

E-Waste Management

Disposing of old, out dated and non-working electronic items such as monitors, computers, keyboards, mouse, power supplies, printers, batteries etc. is a big problem because these material contains some kind of hazardous materials like lithium, lead, zinc etc. and improper disposal of these items is harmful for living beings.

The institute has identified certified vendors for E-waste disposal. The electronic equipment that needs to be disposed is collected at a central store and then handed over to the certified vendors. We get certificate from the vendor ensuring that the E-waste will be disposed as per prevailing norms without harming the environment.

The institute has sign MoU with an organisation based at Hydrabad and run by alumni of the institute Mr. Abhay Deshpande (www.recykal.com) for disposal of e-waste of the institute.

- Old version computers are transferred to the schools run by our education society.
- The major e-waste such as written off instruments/equipment's, CRTs, Printers, Computers. Electronics gadgets, circuits, kits have been written off on regular basis and then it is sold out to buyers by auctioning.
- All the miscellaneous e-waste such as CDs, batteries, fluorescent bulbs, PCBs and electronic items are collected from every department and office and delivered for safe disposal.

Useful parts of electronic gadgets like resistors, capacitors, inductors, diodes, transistors, etc have been removed from the gadgets for reuse in practical / project.

The institute has a buy back policy vide which old and written off electronic equipment such as computers, CRO, printers are given back to the supplier. The supplier in turn provides appropriate price which is deducted from the price of new equipment. In this way both purpose are served (e-waste management and cost cutting).

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

To meet the challenge of the reduction of ground water, inside the campus there are provisions for rain water harvesting. About 70% area in the campus is green and sandy. It indirectly contributes in the process of rain water management. The efforts were taken to channelize rain water towards bore wells to increase the level of ground water. As a consequence, water level increases in the rainy season. Water analysis shows the reduction of total dissolved solids (TDS) as a proof of increase in the water level.

The rainwater harvesting system of the institute comprises components of various stages - transporting rainwater through pipes or drains, filtration, and discharge in ground water for recharge. Our rainwater harvesting system consists of following components

- **Catchments:** The catchment of the water harvesting system is the surface area of roof top of different departmental buildings. Which directly receives the rainfall and provides water to the system. A roof made of reinforced cement concrete (RCC), galvanised iron or corrugated sheets is also used for water harvesting.
- **Coarse mesh:** It is provided at the roof to prevent the passage of debris
- **Gutters:** Channels all around the edge of a sloping roof to collect and transport rainwater to the ground water directly.
- **Conduits**: Conduits are pipelines or drains that carry rainwater from the catchment or rooftop area to the harvesting system. Conduits made of polyvinyl chloride (PVC) are used in rainwater harvesting. The size of PVC pipe is 150 mm diameter to collect the rainwater from the gutters.

Following benefits are derived from the rainwater harvesting system:

- Improvement in ground water level
- Green campus
- Availability of ground water in borewells in summer

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

A Green Campus is a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus. The green campus concept offers an institution the opportunity to take the lead in redefining its environmental culture and developing new paradigms by creating sustainable solutions to environmental, social and economic needs of the mankind.

Greening the campus is all about sweeping away wasteful inefficiencies and using conventional sources of energies for its daily power needs, correct disposal handling, purchase of environment friendly supplies and effective recycling program. Institute worked out the time bound strategies to implement green campus initiatives. These strategies are incorporated into the institutional planning and budgeting processes with the aim of developing a clean and green campus.

Students and staff of the institute use transport facility to reach the campus site.Sudents use bicycles within the campus and avoid unnecesary use of personal vehicles.

Entire construction of the Institute is well ventilated and illuminated by sunlight. The students are also encouraged to avail the facility of public transport or college transport while faculty members are encouraged to adopt carpool to reduce the emissions. The entire institute has good quality tar roads and paver block roads for vehicles and pedestrians.

Use of plastic is discouraged and slogans are displayed to create the awareness. The plastic waste is collected and recycled in the institute. The Institute encourages paperless office and prefers internal communication through internet. All the notices, office orders, are circulated through whatsapp and emails. The daily attendance of Theory and practical classes is filled using Moodle software. Sticker are displayed to switch OFF the Lights, fans, computers, etc. when not in use. Beside this the tube lights are being replaced by LED. At present the college is having LED street lights. The campus is landscaped with trees and plants to support for raising carbon neutrality.

Every year hundres of trees are planted at identified locations and nutured properly. Use of digital library, emails and social media for effective and speedy communication is practiced.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	00	02	0

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	0	1	0

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

7.1.12

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

27-12-2019 05:02:14

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

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

Response: Yes

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

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	4	2	1	0

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

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

Response:

The institute since its inception in 1981, regularly organizes national festivals and birth/death anniversaries of the great Indian personalities. On the given day the work carried out by the eminent personalities is remembered and his thoughts are spread among the young generation.

- **19th February, Shivaji Maharaj Jayanti** – This day is celebrated by garlanding a photo of Shivaji Maharaj and often a talk is organized by highlighting his sacrifice, courage and love for freedom and motherland.
- **14th April Dr. Babasaheb Ambedkar Jayanti** - This day is celebrated by garlanding a photo of Dr Babasaheb Ambedkar and often a talk is organized by highlighting his philosophy, thinking and work, the architect of Indian constitution.
- **5th January Shri Guru Gobind Singhji Jayanti** - This day is celebrated by garlanding a photo of Shri Guru Gobind Singhji and often a talk is organized by highlighting his philosophy, thinking and work, the tenth Sikh Guru and spiritual leader.
- **5th September, Teachers' Day Celebration** - This day is celebrated as Teachers' Day as a mark of respect to the Indian academician cum philosopher, statesman and also 2nd President of India. This day is celebrated department wise by garlanding a photo of Dr. Sarvepalli Radhakrishnan and senior students engage classes of junior students.
- **Pragyaa (Annual National Level Technical Fiesta of SGGS students) celebration**- A three-day long technical presentation of Software development skill competition, Robotics, VLSI design, Technical paper presentations in all departments, Quiz, Debate competition, Mr. and Ms. SGGS etc. by students all over India.
- **Utsav (Annual cultural activity of SGGS students) celebration** – A three-day long presentation of Art/ Culture/ Heritage/ History/ Literature, Presentation of songs, dance, drama etc. by students all over Maharashtra
- **Celebration of Ganesh Chaturthi in the month of August or September-**This is considered to be the biggest mass festival of Maharashtra state and it spreads the message of unity and harmony amongst all sections of society. The students of this institute celebrate Ganesh Chaturthi festival with lot of devotion and fervour
- **Zenith-Sports (Annual National Level Technical Fiesta of SGGS students) celebration**- This is special sports competition arranged particularly along with Pragyaa. Apart from this, round the year students participate in inter-collegiate/ inter-university and various other state and national level competitions.

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

Response:

SGGSIE&T is a 100% grant-in-aid engineering institute of Govt of Maharashtra. We maintain a complete transparency on financial, academic, administrative and all other auxiliary and related functions.

Academic: The institute offers 10 undergraduate and 10 postgraduate programs. All important academic documents are uploaded in the institute website.

Academic:

The important academic documents are as follows-

- **Vision and Mission** statements of Institute as well as departments
- **Curricula and Syllabi** of 10 UG programmes of each department, 10 PG specializations of 8 departments, equivalent courses, open electives etc.
- **Programme Educational Objectives (PEOs)**/ Programme Specific objectives (PSO)/ Programme Outcomes (PO) are enlisted department-wise. Similarly, for each department Course objectives (COs) are listed in the syllabi. After mapping of individual objectives Course Objectives (COs) with Programme Outcomes (POs), the individual course outcomes / overall programme attainment index may be calculated.
- **Academic calendar** (of current and previous semesters) is the pre-decided schedule of activities of the institute including the conduct of classes/ examinations / results publication / breaks and holidays etc.
- **Time Table** of conduct of classes of each department are displayed in notice boards/ WhatsApp/ website
- **Attendance** of classes of every course is updated on Moodle. Assignments/ test / quiz etc are notified in WhatsApp/ Moodle. Attendance report of students course-wise are generated on moodle. Students feedback on courses are also take online through moodle. Subsequently, it is utilized to enhance faculty performance.
- **Answer books** of assignments/ Mid-term examinations/ End-term examinations (conditionally) are shown to the students.
- **Results** after the End-term examinations are available on mobile app/ online.
- **Rules and regulations** of all UG and PG courses are available in institute website. Admission rules and regulations are available in the website of Directorate of Technical Education, Mumbai, Maharashtra
- **Formula for Cumulative Grade-point Average (CGA) and Single Grade-point Average (SGA)** calculation formula is available in Rules and Regulation book/ institute website. Conversion formula to convert CGA into % of marks are also available in the website.

Administrative:

The institute is headed by Director and he is the executive head. He is given advice/ directives on important/ major decisions and policy making by a body called Board of Management (BoM). He delegates authority to various Deans, Head of Departments, Registrar, Committee/Council Secretaries, Hostel Rector/ Warden, Activity coordinators as shown in administrative chart in the website of the institute. The hierarchical relationship is as displayed and is clear to students and other stake-holders so that they all can approach the concerned authority as per their requirements.

Financial:

Director and Dean (Finance) are responsible for financial planning and allocation of the institute. For major financial activities, they also need to seek approval of the BoM/ Finance committee. All financial activities/ transactions get audited by an external agency/auditor. Receipt/ Payment account are maintained and Balance Sheet are published after completion of each financial year.

Auxiliary Functions:

All other auxiliary functions are taken care of by Deans/ Head of the Departments/ Section Heads/ Committees/ Coordinators/ Other in-charges in a transparent and democratic way.

7.2 Best Practices

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

Response:

Best Practices in the institute

Title of the Practice: *Research ecosystem in the institute*

Objective of the practice:

1. To engage the young minds in research and innovation activities and there by awarding masters and doctoral degrees in engineering and technology.
2. To involve UG, PG and Ph.D. students doing research work in specific areas of engineering discipline and creating research groups for intended outcome.
3. To carryout meaningful research which will result into patents, products and services to the society/community.

The concept of this practice is to form research groups consisting of UG, PG and Ph.D. scholars to carryout focused work. All these students form a subgroup in which senior and junior students work in a team in a specific research area for their mutual benefits. In a department there are few subgroups working in different specialized research areas as per the expertise of faculty. For accomplishment of the work Ph.D. students guide PG scholars. PG scholars guide UG students for their project in the areas. Thus, a synergic bond is established among the group and supervising faculty.

The context:

The research work was focused in identified areas. The issues of industry, society and farmers are addressed so that, the research outcome will provide a solution to the existing problems.

Following are few challenges which will be addressed through the research ecosystem.

- To design and develop functionally graded material suitable to resist wear in automobiles.
- To design and fabricate solar operated blanching system for turmeric processing.
- To solve the problem of wrinkles formation in metallic parts.
- Design of second order sliding mode controller for process control applications in industries.
- Development of Intelligent Controllers for Autonomous Underwater Vehicle
- Biomedical applications like Retinal Image Registration, Glaucoma Diagnosis, Hemorrhage Detection and Laser Scar Detection, etc.
- Few important research areas, in which useful work is undertaken are listed below:
  - Signal and Image processing
  - Use of solar energy for solving industry and agriculture problems.

- ○ Biomedical engineering
- ○ Composite materials

The practice: It involves running Ph.D. programmes funded by several central agencies through selection of research scholars and guiding through expert faculty. Further research groups are formed in the department to carry focused research in identified areas. The progress of the research is monitored through research symposium organized every six months. Facilities like laboratories established by the support of industries/government agencies are used to conduct experimental work.

Ph D programs: Institute offers Ph.D. program under Swami Ramanand Teerth Marathwada University, Nanded and is also selected as research center for faculty under QIP of Ministry of HRD, Government of India, New Delhi. The Institute has state-of-art equipment and machinery for teaching, research, consultancy and extension services. It has received substantial financial assistance for laboratory development and research from various funding agencies like AICTE, DST, BARC, NRB, etc. apart from funding received under the three phases of world bank assisted TEQIP and from Government of Maharashtra. Institute has established DST-FIST sponsored laboratories. Faculty research abilities and efforts have culminated into establishment of a "Center of Excellence" in the area of Signal and Image Processing under TEQIP. In addition, the institute has established center of excellence in VLSI, and Solar Energy.

Research guides/faculty: The research programme (Ph.D.) in the institute is supported by approved research guides from all the departments. Many departments run PG programme which strengthens the UG programmes as well as the Ph.D. programme being an interface between the two.

Research groups: Research groups are active in the departments where in research scholar, M. Tech scholar and final year B. Tech students work together in respective areas to achieve their goals. The synergy effects due to working in a team benefits to the group

Research Symposium: The quality research is achieved through research symposiums which is held twice in a year. The research scholars have to present their progress in front of the expert panel which consists of expert faculties from premier institutes. The institute has conducted eight research symposiums till date. The research scholars receive useful comments/remarks/suggestion from experts to improve the quality of work.

Collaborations: The Institute has collaborations with a number of premier institutes (including foreign universities) and industries through which substantial opportunities like internships, credit transfers and industry relevant projects. Recently institute has signed MoUs for academic collaboration with Foreign Universities like CUNY CREST and Civil Engineering Department, The City University of New York, USA, Oakland University Michigan, USA, SAI Technologies, USA and University Technology Petronas, Malaysia.

Laboratories established by industries: The institute has established the industry supported laboratories like E-PASS laboratory sponsored by Emerson Automation Solution, Mumbai, Center for VLSI Design and Verification by Mentor Graphics, USA and NVDIA GPU Education Center, Pune giving fillip to the research and skill development activities. The research culture of the institute has been proven through publication in peer reviewed journals and reputed international conferences. (Instru laboratories to be added-Endress Houser)

Evidence of success: The successful outcomes of the best practice are listed below

- Ph.D. Successfully completed - 249
- Research Publications - 1300+
- Citations - 8000+
- Patents filed - 25+
- Awarded Patents - 02
- Fully functional Innovation Laboratory
- Selection in all TEQIP I, II and III phases for funding.
- The Centre of excellence in 'digital signal and image processing' established through TEQIP funding under national competitive process. Institute received funds worth 8 Crore Rupees.
- Best project award to UG students.
- Participation in SAE automotive competitions like BAJA and SUPRA.
- MoU with industries.
- Royal Society of London Fellowship, Young Scientist Award and Best Teacher Award to faculty.
- Recognition of research by faculty through photo publication on cover page of international journal.
- Successful organization of national level STTP, workshops, seminars.
- Institute hosted three prestigious international conferences recently in collaboration with national and international premier institutes.

Problem encountered and resources required:

Problems encountered

- Identification of motivated research scholars.
- Inadequate faculty strength in the department.
- Need of sophisticated and high-end machines/equipment required for research work in emerging areas.
- Need to convert research work in to products/ new processes/ patents.
- Lack of utilization of expertise of senior faculty members.

Resources required:

- Adequate scholarly faculty members recruitment is essential.
- Industry involvement in the research program of the institute.
- Non availability of consultants for IPR work.
- Adequate funding to purchase state of art equipment/machines.

Details of the research programmes and relevant information is available on https://onlinesggs.org/phd/Research/index.php.

Title of the practice: 'PRAGYA' - A national level technical event

Objectives of the practice: Pragyaa is an Annual technical event of SGGS Institute of Engineering and Technology, managed and organized completely by students. Pragyaa in Hindi means intelligence.

- It is a national level technical extravaganza which invites intelligent, creative minds of young India

to showcase their talents in the fields ranging from Technology, Science, Business, Art and entertainment.

- This event every year is graced by presence of experts from various fields who enlighten students with their vast treasure of knowledge.
- PRAGYAA inculcates in students a thirst of knowledge and the ability to think differently and there-by produce holistic and intellectual development amongst the students.
- Todays Engineers and Managers have to be global in their perspective and must be able to withstand pressures of competitive era which may need downsizing, expansion, mergers, acquisitions or restructuring.
- This Institute values that and shapes the all-round personality of the students and promotes all those events and experiments to nurture student's all-round personality.
- This is an event, which started in 2005 as a state level event, now has gained importance at national level. Around 3500 Students from Engineering colleges from Maharashtra and adjoining states participate every year.

The context:

- To develop the overall personality of the students co-curricular, extra-curricular activities are very much important and the institute accordingly organizes a national level technical event to showcase talent and potential of students.
- The event is organized in the month of February/March every year and is managed by students only.
- The event attracts participation of students from engineering colleges across the country.
- The event provides a platform for school students through project exhibition.
- Participation in the event prepares the students for organizing and management skills.
- Local farmers also participate in special program called 'Krushi Pragyaa', where some rural exhibitors showcase their products.

The practice:

- Pragyaa is organized every year to provide a platform to students to show their excellence in techno-social competitions. Each year it has a constructive theme working for the welfare of society & contribute towards technical development. Students come in huge numbers to participate in the multitude of events ranging from the brainstorming junior scientist, to the bewildering robotics & get a chance to delve into a wide variety of exhibits. The aim of event is focusing on excellence of technology for human welfare & add a new dimension to success of our extravaganza every year so that it will reach the height of its glory.
- Pragyaa organizes around 50 events with different technical and non-technical themes. Some of the events are,

- Junior Scientist
- Speedester
- Robosoccer
- RoboSumo
- Drone Racing
- Pick n follow
- Codestier Code in Less Blind C
- Megatron Train Your Tool

- Cad War
- Krishi Pragyaa

- The event budget for the Pragyaa is around 10 to 20 lakhs per year. The event is sponsored by many industries and organizations. Some of the sponsors for the event are,

- Cognizant Technology solutions, Pune
- Tata Consultancy Services, Pune
- Bharat forge Limited, Pune
- Vinodrai industries, MIDC Jalna

Evidence of success:

- National level participation of students in large number, on an average 500.
- Involvements of industries.
- Involvement of farmers and school children
- Sponsorship from many organizations.
- Expert lectures and special sessions are organized where eminent personalities guide the student and faculty.
- Successful organization of the event since 2006
- Wide publicity in electronic and print media

Problems encountered:

- Events like paper presentation, project competition are held at many places throughout the year
- Only few faculty members are involved in the event
- Low quality of projects exhibited in the event
- Sponsorship issue as the event is held every year
- Accommodation and food problems in the campus for large number of participants
- Students treat event duration as holidays and go home

Resources required:

- Encourage maximum faculty participation in various events
- Proper scrutiny of papers and projects in the event to ensure quality
- Creation of accommodation facility to outside participants
- Government/affiliated University may provide grants to this event

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Center of Excellence in Signal and Image Processing

SGGS institute of Engineering and Technology, Nanded is one of the twenty-seven institutions that are recipient of the Center of Excellence (CoE) in Signal and Image Processing, established in 2013, through competitive proposals from all over India by National Project Implementation Unit (NPIU). It was supported with research funding of Rs. 5 crores under the World Bank Assisted Technical Education Quality Improvement Program of India (TEQIP-II). The Center is equipped with all the ultra-modern machinery set at par with any international laboratory for collaborative and multidisciplinary research.

Vision

The center has a vision of becoming a globally known center of excellence in Signal and Image processing by turning the research innovations into socially useful products. To this end, apart from carrying out frontier research, center is also engaged in an ambitious plan for generating high caliber workforce and entrepreneurs in the field of signal and image processing. Future roadmap up to 2025 is ready and progress is made according to plan. Institute has proactively supported to take CoE to greater height. Apart from carrying out frontier research,

To channelize the center's vision, it is supported with the following resources

- State-of-the-art CoE has been established in 3024 sq ft area, which is open 24 x 7 for research scholars and PG students.
- High end imaging devices such as retinal fundus, thermal, multi-spectral, 3-D, palm, fingerprint, and EEG acquisition devices and all computing devices connected with GPU server for machine learning applications are made available for Research.
- Separate Knowledge Resource Center (Library) is Established with:
    - All reference and handbook of thematic area.
    - Full subscription of IEEE and Science Direct Journal and Conference papers.
- Ultra-modern seminar hall with video conferencing unit (4 parties can interact with each other simultaneously)
- Strong human resource: Nineteen PhD Faculty members having their research in the thematic area.

The core objectives of this center are

- To offer M.Tech/PhD. programs to provide the deserving students a research-based education.
- Provide a state-of-the-art laboratory facility to students and researchers interested in this thematic area.
- To enhance research, development and consultancy activities by collaborating with academic, research institutes, universities and industrial organizations at national and international level.
- To encourage and promote innovative research ideas leading to socially useful products.
- To extend a support platform for Patent registrations of innovative research ideas and products.
- To undertake research projects focusing on emerging area, such as in the healthcare domain for development of low-cost solutions.
- To offer training programs, workshops in the area of signal and image processing for research and industry professionals.

The objectives are being accomplished through

- Organization of International and national conferences, short-term training programs and workshops.
- Collaboration with renowned industries and organization for research and development.
- Increased intake of M.Tech and offering PhD programs

Thrust Areas

To undertake research projects with applications of machine learning, computer vision and pattern recognition, texture analysis and soft computing, multimedia, image retrieval. Currently, focus of the center is on solving problems in the healthcare domain through biomedical signal and image processing, specifically in computer aided diagnosis for the detection of diabetic retinopathy, knee osteoarthritis, lung cancer, breast cancer, brain tumours. Also, it carries research in other areas like Video surveillance, advanced driver-assistance systems (ADAS), remote sensing, human computer interaction, Electroencephalography (EEG) analysis for emotion recognition, biometrics.

Following are key outcomes that demonstrate the strength of this Center of Excellence:

Memorandum of Understandings (MoU's) with different industries and organizations.

1. Center for Intelligent Signal and Imaging Research (CISIR) of UTP Malaysia for faculty and student exchange, and collaborative research work.
2. Tata Memorial Hospital Bombay for medical database sharing and expertise.
3. Zankariya Imaging Center Bombay was signed for medical database sharing and expertise.
4. ADCIS (applied imaging software Development Company), France for technical support.
5. John Deere, Pune for development of applied imaging and computer vision product.

Highlights

- Organised a IEEE International Conference on Signal and Information Processing (IConSIP-2016)

during 6th-8th October 2016 at SGGS Institute of Engineering and Technology, Nanded in collaboration with Indian Institute of Technology Bombay, College of Engineering Pune, Sri Venkateswara University College of Engineering, Tirupati

- Organised a IEEE ISBI challenge on "Diabetic Retinopathy – Segmentation and Grading" on 4th April, 2018 at Washington DC, USA in collaboration with Universiti Teknologi Petronas, Malaysia; INSERM, France; University of Edinburgh, Scotland; University of Texas Health Science Center at Houston, USA and Université de Bourgogne, France.
- Developed First Indian Diabetic Retinopathy Image Database (IDRiD) with expert annotations. IDRiD is benchmark retinal image dataset with ground truths of the people affected with diabetes, publically available at IEEE Dataport repository.
- Our research team achieved 3rd rank in MICCAI-2018 Brain Tumor Segmentation (BraTS) challenge organised by University of Pennsylvania during 16-20th September 2018 at Granada, Spain.
- 110 research papers are published in referred journals. Total citation to papers are more than 6700.
- Organised thirty-six activities (STTPs/ Workshop/ Conferences) during (2014-2017) for benefit of faculty members and research scholars. This has benefitted 2540 researchers/ students and faculty members.
- Organized a National Conference on Signal and Image Processing (IConSIP-2015) on 10th and 11th July 2015.
- Filed two patents.
- Organized three-summer internship program of two months (May-July) for UG and PG students, since 2016 to 2018.
- Brief report consisting of detailed information and photographs of the center and the activities conducted, MoU's signed, regarding the people involved (faculties, research scholars, post graduate students), research publications, prototypes developed about the center of excellence is available at: https://sggs.ac.in/wp-content/uploads/2019/01/coe-report-final.pdf

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5. CONCLUSION

Additional Information :

- Many UG and PG programmes are accredited by National Board of Accreditation for 3-4 time since 2002.
- Institute has excellent track record of publications with 1300+ peer reviewed publications, 8000+ research citations, 46 books, 25 patents filed and two are awarded. Faculty members act as reviewers for peer reviewed international journals.
- Institute organizes national level STTP, workshops, seminars, conferences regularly. Institute hosted three international conferences in collaboration with national and international premier institutes.
- Students bagged AIR-1 three times and several students appear in top 100 in GATE examination every year. Students regularly participate in Baja and Supra competitions. Institute has established students associations, various clubs, UPSC chapter, support for GATE, Career guidance. Students are motivated for organizing annual National level Technical event "PRAGYAA", annual state level sport event ZENITH, cultural activities through UTSAV and participation in socially relevant projects and activities. Language laboratory and foreign language certificate courses such as German, Spanish and French are available. Students bagged First prize in Smart India Hackathon 2017 and 2019 and other Team was one among the first ten. This year (2019) a team secured third prize in Baja Competition.
- The institute is having a very active Alumni network with SEAA (SGGS Engineers Alumni Association) as its front end registered organization. Alumni Meet is organized annually on the campus. Recently, Alumni Meets were organized Abroad: USA Meets 2015 at New Jersy and San Jose, Gulf Meet 2016 at Dubai, USA Meets 2016 at New Jersy, San Jose and Atlanta.
- Library automation and subscription to many e-journals such IEEE, ASCE, ASME, Springer and Science Direct etc. have made the library a good knowledge resource and repository. Turnitin is used for plagiarism check.
- Institute provides the common facilities like very good indoor and outdoor sports facilities, Auditorium, Open Air Theater, Departmental stores, and canteens on campus. The campus is having round the clock security, power supply backup, High Speed internet (1GBPS from NKN and 300 MBPS from Jio) with Wi-Fi Connectivity throughout the campus. Institute operates a very efficient transport system with a fleet of 08 buses.

Concluding Remarks :

The institute is committed for the vision of technological excellence through effective implmentation of missions. The autonomous status of the institute has enabled in an effective way the achivement of its goals, overall academic, administartive, research and development, and extension services. The institute has became one of the premier technical institute in the state of Maharshtra through its consistent performance on all fronts. The institute has created the best academic environment for promotion of quality in teaching-learning and research through self evaluation and accountability. The institute strives for quality research, consultancy and training programs for the benefit of all stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.2	Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years
	        Answer before DVV Verification : 27
	        Answer after DVV Verification: 26
	    1.1.2.2. Number of all programs offered by the institution during the last five years
	        Answer before DVV Verification : 27

1.1.3	Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
225	191	145	103	95 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
21	43	52	38	34	 Remark : The HEI had included professional courses in its data. The HEI advised that while all the courses of professional programs have an element of employability/ entrepreneurship/ skill development, it is only such courses that have focus on employability/ entrepreneurship/ skill development (year-wise) that can be considered . It was requested that Only courses which are directly leading to employability /entrepreneurship / skill development to be considered. HEI was advised to reconcile. The HEI was required to furnish a certificate that the courses listed have direct bearing to employability /entrepreneurship / skill development. The HEI has attached data of the regular curriculum courses and not provided any certificate as requested.

1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years
	
	    1.2.1.1. How many new courses are introduced within the last five years
	        Answer before DVV Verification : 413
	        Answer after DVV Verification: 767
	    1.2.1.2. Number of courses offered by the institution across all programs during the last five years
	        Answer before DVV Verification : 2719
	        Answer after DVV Verification: 2438
	
	    Remark : As per the HEI statement in the response dialogue box and the HEI data as attached with the Metric in response.

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

1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.
Answer before DVV Verification : 26
Answer after DVV Verification: 27

1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 171 Answer after DVV Verification: 56 Remark : As per the HEI statement in the response dialogue box and the HEI data as attached with the Metric in response. Aptitude Test Training for TCS Campus Interview, Personality Development and preparing subject and Yoga and Meditation are not considered as they form part of data in 5.1.3. PLM: An Integrated Perspective, Product Lifecycle Management, MATLAB and Industrial Automation are regular courses. Application of PLC and SCADA STAAD-Pro Training Training on Delta-V DCS Hands on Training on Transformer Design, Manufacturing and Testing of distribution transformer Power System Analysis and Signal Processing for Relaying: Hands on Training on Mi Power are part of 5.1.5. One week workshop on Project assignment is not eligible.
1.3.3	Average percentage of students enrolled in the courses under 1.3.2 above 1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1847	2618	1879	1649	1365

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
260	1245	480	465	304

Remark : As per the HEI data as attached with the Metric in response and on application of corrections for the courses that have NOT been considered as in 1.3.2

1.3.4	Percentage of students undertaking field projects / internships 1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 710 Answer after DVV Verification: 249 Remark : The Company/ enterprise, place and the duration of the internship/field project was requested to be provided for each student. This has not been done. The HEI has again considered industrial visits as internship /field projects. The HEI has not provide duration of the field projects normally undertaken for the complete semester, on the premises of the enterprise and a certificate issue on completion is considered. The HEI has not attached certificate of Radhika Rajesh.

1.4.1	Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise Answer before DVV Verification : A. Any 4 of above Answer After DVV Verification: C. Any 2 of above Remark : The HEI was requested to attach the college policy and the structure of the feedback system on curriculum, signed by the principal. The student feed back is graduate exit report rather than running time feedback. This is more or less Alumni feedback. The HEI has not provided the college policy and the structure of the feedback system on curriculum, signed by the principal.
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
346	342	313	322	329 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
340	342	313	322	329	 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
2.2.3	Percentage of differently abled students (Divyangjan) on rolls 2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 50 Answer after DVV Verification: 39 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
2.3.2	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. 2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 167 Answer after DVV Verification: 154

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
47	42	40	40	38

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
47	45	45	46	47

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	01

Remark : The HEI was advised that the attached data did not provide information on the awards from state /national /international level from Government recognized bodies. Award were local in nature were not eligible. The HEI has attached awards such as CSI Tech Next India 2017 Best Paper Award (04), CMI, Level 5 Award in Management and Leadership (QCF) Bharat vikas Award (Institute of Self Reliance), Honored by SHIKHAN MAHARSHI VASANTRAO KALE (Latur Div) Rashtriya Shikshak Seva Puraskar. CMI grading etc. These are not awards, recognition, fellowships at State, National, International level from Government, recognised bodies. As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

2.6.3	Average pass percentage of Students

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

	Answer before DVV Verification : 850
	Answer after DVV Verification: 828
	    2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
	Answer before DVV Verification : 903
	Answer after DVV Verification: 859
	
	    Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

3.1.2	The institution provides seed money to its teachers for research (average per year)
	
	    3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)
	Answer before DVV Verification:
	
	<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>4.19</td><td>3.59</td><td>2.07</td><td>0</td><td>0</td></tr></table>
	Answer After DVV Verification :
	
	<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0.12</td><td>00</td><td>00</td><td>0</td><td>0</td></tr></table>
	    Remark : The HEI has claimed Fee paid for membership of professional bodies as SEED money. Only in 02 cases purchase of books is claimed. The HEI has not provided any seed money to its teachers for research.

3.1.3	Number of teachers awarded international fellowship for advanced studies/ research during the last five years
	
	    3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years
	Answer before DVV Verification:
	
	<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>7</td><td>11</td><td>4</td><td>1</td><td>5</td></tr></table>
	Answer After DVV Verification :
	
	<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>00</td><td>00</td></tr></table>
	    Remark : The HEI claim on the basis of UGC letter of June 2019 for Prof Joshi is for 2019-2020 and not eligible. The letter dated 24 may 2018 in respect of Mr Shakti Vias is for attending a conference (and presenting paper) and not awarded international fellowship for advanced studies / research.

3.1.4	Institution has the following facilities
	1. Central Instrumentation Centre
	2. Animal House/Green House / Museum
	3. Central Fabrication facility
	4. Media laboratory/Business Lab/Studios
	5. Research / Statistical Databases
	Answer before DVV Verification : A. Any four facilities exist
	Answer After DVV Verification: A. Any four facilities exist
3.2.1	Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)
	3.2.1.1. 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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
85.549	83.96	33.67	94.91529	96.94

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
22.92	20.12	14.36	22.23	13.63

Remark : The HEI claim for Grants for research projects sponsored vide AICTE letter 16 Aug 2018 and Dt 07 Sep 2017 are not eligible as the grant is for 2018-19 in the first case and QIP and not for research. Media Lab Asia sanction including letter of 10 May 2016 considerd. Grants under MODROBS and FIST are not research grants but for facility. For the Naval Research Board Grant only 3rd year component is counted (=8.13 Lac). Grant to Dr Sanjiv Bonde has been counted. The HEI has claimed Scholarship money as per letter 26 Nov 2014 which is not eligible.

3.2.3	Percentage of teachers recognised as research guides
	3.2.3.1. **Number of teachers recognised as research guides**
	Answer before DVV Verification : 38
	Answer after DVV Verification: 20
	3.2.3.2. Number of full time teachers worked in the institution during the last 5 years
	Answer before DVV Verification : 167
	Answer after DVV Verification: 410

Remark : The HEI was advised that the teachers must be recognised as research guides through letters of the univ. The HEI was requested to provide the other letters of all the faculty members claimed to be Research Guide.The HEI has not attached document in support of majority of its claim. The HEI has attached un attested copis of the letter of recognition, of Dr A.B.Gonde, Dr L.G. Patil, Dr.A.V.Nandedkar, and Dr. M. B. Kokare only. The HEI has attached only 04 letters of recognition while 17 are PhD notifications mentioning the name of the Guide. The HEI has attached unattested Ph. D. Notifications of Swami Ramanand Teerth University claiming recognition of Dr L N.Wankhede, Dr S.S.Gajre, Dr T.R.Sontakke, S. M. Joshi, T. K. Basu, V. K. Joshi, R. S. Bichkar, A. M. Rajurkar, D. D. Doye, S. B. Sharma, S. P. Kallurkar, S. V. Bonde, M. M. Akarte, P. D. Jadhav, V. M. Nandedkar, N. G. Vaidya and R. C. Thool. This is not as per the SoP and not considered.

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

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

Answer before DVV Verification : 18

Answer after DVV Verification: 06

Remark : The HEI claim for Grants for research projects sponsored vide AICTE letter 16 Aug 2018 and Dt 07 Sep 2017 are not eligible as the grant is for 2018-19 in the first case and QIP and not for research. Media Lab Asia sanction including letter of 10 May 2016 considerd. Grants under MODROBS and FIST are not research grants but for facility. For the Naval Research Board Grant only 3rd year component is counted (=8.13 Lac). Grant to Dr Sanjiv Bonde has been counted. The HEI has claimed Scholarship money as per letter 26 Nov 2014 which is not eligible.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	10	4	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	0	2	00

Remark : The HEI has claimed courses undertaken by faculty members else where as workshops /seminars conducted on Intellectual Property Rights (IPR). Woman a born leader, offering IPR as Add-on course, attending workshop in other institutes does not constitute workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices by the HEI. Activity of 26 Dec 2014 and Apr 2015 considered as details attached with the SSR.

3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	9	5	10	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	02	0	0	0

Remark : What the HEI has claimed are participation and prizes won by the students in various techfests. These are not awards for innovation but competitions of student projects. As per the SoP only awards for innovations can be considered. The HEI has not attached any eligible document in support of its claim to be innovation won by institution/teachers/research scholars/students. Only Agro Assist First prize and Smart India Hackathon have been considered in 2016-17.

3.3.4	Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	0	0	0

Answer After DVV Verification :

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

Remark : MoU with Hedro-Envi is not eligible as 2017-18 start-up, the same is dated 27 Nov 2018. M/s Cygni Digital Concepts is an established company and not a start-up. The Start-ups are applicable to the current and pass out students of the college only. The letters issued by the HEI carry neither registration number and nor a valid Register Number (refer to SoP).

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : What the HEI has attached is Reimbursement basis of PIDA. The incentive for Research is also based on Research Fund generation. Neither of these can be claimed as incentive for teachers who receive state, national and international recognition/awards.

3.4.3	Number of Patents published/awarded during the last five years
	3.4.3.1. Total number of Patents published/awarded year-wise during the last five years
	Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	6	5

Answer After DVV Verification :

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

Remark : The HEI was advised that the patent 201621019475 from Australian Patent Commissioner (claimed by the HEI to have been awarded) is registered only. Rest all were publications of patent applications. The HEI was requested to clarify and provide the page number or the published journal reference. This has however not been done.

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

3.4.4.1. How many Ph.Ds are awarded within last 5 years
Answer before DVV Verification : 86
Answer after DVV Verification: 94
3.4.4.2. Total number of teachers recognised as guides during the last 5 years
Answer before DVV Verification : 38
Answer after DVV Verification: 04

Remark : The HEI has claimed Notifications of 2018-19 that are not eligible for the AY 2017-18. Total number of teachers recognised as guides during the last 5 years as per 3.2.3 is 04. The HEI was requested to attach attested copies (in a single pdf) of the following Akash Pandurang Gandhamal BIRADAR ARUN MOHANRAO Dr. B. B. Musmade Dr. B. J. Parvat Dr. Dilip Magahade Dr. Pandurang S. Londhe Dr.Chandrappa Bhyri Dr.Pratap S. Vikhe Jayant Janardhan Jagtap Lenina Vithalrao Birgale Mr. Shakeel Iqbal Narendra Suresh Jadhav NILESH PANDURANG BHOSLE P. G. Jadhav PATIL DIPAK VITTHALRAO Piyush Mangalmurti Asolkar PRASAD JAYASHREE RAJESH Pushpabai Bhimanagouda Patil Sagar Bhimraj Tambe SALUNKHE SATISH SAMPATRAO SANGVE SUNIL MAHADEV Sanjay Ramchandra Patil Santosh Choudhary SATISHKUMAR SARJERAO CHAVAN Shubhada Sakharam Ardhapurkar SUPRIYA OMPRAKASH RAJANKAR Sushma Ganpatrao Kejgir SUTAR SANJAY RAGHUNATH Ulhaskumar Madhukarrao Gokhale UpendraDattatrayarao Kulkarni WAGH SUNIL JAGANNATH WAGHMARE JAISHRI MAHESH. The HEI has not provided copies of the degree.

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

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
46	58	40	44	37

Answer After DVV Verification :

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

Remark : The HEI has multiple claims of A Secure Path Selection Scheme for Mobile Ad Hoc Network, A Practical Approach for Controlling Erosion of River Banks Using Needle Punched Geo-Bags, tructural Modeling Approach: The Strategy for Productivity Enhancement in Manufacturing Industries and A time stamp-based algorithm to improve security and performance of mobile ad hoc network. None of the journals was recognized by UGC-CARE portal https://ugccare.unipune.ac.in/site/website/index.aspx. The HEI mentioned SCOPUS journals. The following are the results on UGC-CARE list You searched for "2195 268X". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal You searched for "2347-2693". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal You searched for "104825". Total Journals : 0 Sr.No. Journal Title Publisher ISSN E-ISSN Action No Any Journal similarly 0019-0578 is not in such list. Only Scopus and https://apps.clarivate.com/mjl-beta journals have been considered. The HEI data has few duplications. Among the Scopus journals Class-Specific Fuzzy Hypersphere Neural Network has been detected to have at lease 02 occurrences. Only 01 considered. All journal links with url eith https://www.ugc.ac.in/journallist/subjectwisejurnallist.aspx lead to ugc page that has no information on the journal.

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

3.4.6.1. 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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
28	47	63	44	55

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
17	18	23	15	02

Remark : The HEI was requested to provide ISBN/ISSN number, details of the book incl publisher, Title of the paper, the Date and the conference details that have been verified by the HEI. The HEI was also requested to provide certified photocopy of the first page of the books. The HEI was expected to attach verified and clean data. However Multimodality medical image fusion using m-band wavelet and daubechies complex wavelet transform for radiation therapy and Video Partitioning and Secured Keyframe Extraction of MPEG Video have been claimed multiple times. The HEI has claimed Electrical engineering and intelligent systems by Sio-Iong Ao; Len Gelman;

book to be authored by Nandedkar A.V. in data of 2013-14. The ISBN are not verified by the HEI and the data is largely irrelevant and claimed. None of the ISBN are valid. The conference ISSN are not authenticated. The HEI has included data of 2012 as 2013-14 Book by Venkatesh J., Balaji D. Application of simple genetic algorithm to U-shaped Assembly Line Balancing problem of type II and the ISBN do not exist. The HEI data is not reliable.

3.5.2	Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
23.66	12.68	27.7	8.84	5.5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18.48920	46.04846	12.11949	10.11903	20.89056

3.5.3	Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0.08	0.41	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0.00	0.00	0

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

00	00	00	00	01

Remark : Award shared by the HEI for Blood Donation in Jan 2014 as given in 3.6.3 is considered.

3.6.3	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 3.6.3.1. 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 Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
13	7	8	5	8 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
00	08	02	02	02 | Remark : Women Day though covered under 7.1.1 is through NSS and the same activity considered. Activities prior to Jul 2013 and after Jun 2018 are not eligible. Award shared by the HEI for Blood Donation in Jan 2014 as given is considered. Though the newsprint is in local language, the activity has been reported in 3.6.2 hence considered. Voter awareness in 2013-14, Blood donation camp 2015 and activity of 24 Feb 2015 considered in 2014-15. Police Friend of Sep 2015 considered in 2015-16. Bood donation 15 Aug 2016, Vachan Prerna Diwas, Blood Gr Testing and Ghat cleaning at Kaleshwar considered. The HEI has claimed Blood donation on 26 Jan 2017 with the report dated 26 Jan 2016. Considered in 2016-17. Bhandara Jan 2016 and Womens' day 2017 considered in 2016-17. Activity through PANI and path Natya are not through NSS and not considered. The HEI was requested to provide copies of circulars/brochures/ reports of the initiative/ photos of the initiatives/ news reports published (with English translation (as per the SoP), Reports with photographs of the events signed by the principal to be attached. It was also requested that the HEI must attach amended data as above, only in NAAC prescribed format for the Metric as an Excel file. However, the HEI has provided only local language versions and not English translation. The data is not in NAAC prescribed format for the Metric as an Excel file but an image.
-------	---
3.6.4	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years 3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
923	717	1570	436	1414

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
401	790	436	376	350

Remark : (Kaleshwar) Godawari cleaning has been claimed in 3.6.3 and not considered here.

3.7.1	Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	10	2	16	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	03	00	1

Remark : The attached document for Petronas is dated Aug 2018 and Jul 2018 and hence not considered. As per the HEI data attached with the Metric. Only 02 cases of Univ of Texas considered.

3.7.2	Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
147	30	22	51	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	1	2	0

Remark : As per the HEI data attached in the form of MoU's with various colleges. For industries the HEI has attached internship/ training completion certificates but not documents to show existence of two way linkages for faculty exchange, student exchange, internship, field trip, on-the-job training,

	research, etc year-wise during the last five years.
3.7.3	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered) 3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered) Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
8	6	2	1	5 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
08	06	2	1	06	 Remark : The HEI has claimed linkage with CoE Pune and VJTI, Mumbai in 3.7.2 and hence these are not considered. Data pertaining to b4 Jul 2013 and after Jun 2018 are not eligible.
4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
695.18	1670.70	2572.45	1635.3	1320.82 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
527	1101	2116	1212	810	 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs) 4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
66.49	56.24	82.25	27.10	48.03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
27.5	63.33	88.15	12.93	10.5

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

5.1.1	Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years 5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2047</td><td>2561</td><td>2212</td><td>2052</td><td>2044</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2047</td><td>2561</td><td>2212</td><td>2052</td><td>2034</td></tr></table>
5.1.2	Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years 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 Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>29</td><td>17</td><td>27</td><td>18</td><td>13</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>11</td><td>17</td><td>21</td><td>18</td><td>13</td></tr></table> Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response and the HEI website data as on link https://onlinesggs.org/scholarship/home/scholarship.php?id=1.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2969	1503	1334	1487	1118

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
887	803	834	787	718

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
548	522	660	1104	840

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
222	269	352	355	209

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
224	277	389	355	199

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

	5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 84 Answer after DVV Verification: 42 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
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) 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 Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
87	96	33	54	54 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
82	95	33	46	48 | 5.2.3.2. Number of students appearing 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 Answer before DVV Verification: | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---	
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
51	44	30	23	49 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	0	0	0	0	

	Remark : The HEI was advised that Inter-college activities, TECHFEST and university level activities were not Inter-state level or NATIONAL level sports/cultural activities. It was also advised that Certificate of representation participation and merit awards at local level, inter college, university level and medals in non-recognized events do not qualify. All the HEI entries are ineligible as these are local level only. The HEI was requested to audit the activities and only if there is deserving case, the HEI may attach a clear scan copy (no mobile pics) signed by the principal in support of its claim. Achievement in such closed group competitions cannot be claimed as National Level achievements. Competitions (sports and cultural) at International /National level (AIU/Inter State/National) only can be considered. The HEI has not attached any copy of the Audited claim.
5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year 5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	25	24	27	29

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	4	5	6

Remark : The HEI was advised that Only college level activities backed by event to event report and photographs be attached.The HEI was requested to attach data in NAAC prescribed format as Excel file. The HEI has not attached any Report/ photographs in support of its claim of the event OR a copy of the circular /brochure. The HEI was also advised to reconcile and provide only sports and cultural activities /competitions organized at the institution level. Reports indicating the kind of events with supporting photographs may be attached. Celebrations of events are not competitions. The HEI must provide reports with photographs of the activities in the same order as the Excel entries with correspondence. As per the report attached and the gallery on the website the HEI has sports day every year. All Athletics are covered as one. Similarly dance/singing is one, painting/Rangoli/Cartooning/Mehdi is 01 and Drama/ Skit is 01. The HEI must provide additional reports for activities attached

5.4.2	Alumni contribution during the last five years(INR in Lakhs) Answer before DVV Verification : ? 15 Lakhs Answer After DVV Verification: ? 15 Lakhs
5.4.3	Number of Alumni Association / Chapters meetings held during the last five years 5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years Answer before DVV Verification:

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

27-12-2019 05:02:25

| 6 | 8 | 9 | 3 | 1 |

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	8	7	3	1

Remark : The HEI has claimed department wise activities. There is only ONE Alumni Association and not for each department. Meetings of the Textile deptt whether in India of abroad are not considered. PLM group, Textile department activities not counted.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	19	8	68	46

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	8	45	36

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	10	45	24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	16	10	30	15

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
99	116	95	148	86

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
76	84	49	117	39

| 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) |

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12.93783	14.8294	8.235	11.18011	7.49711

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12.93783	14.82940	8.25300	10.79694	7.49711

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
53	55	51	90	112

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	17	21	37

Remark : The HEI was advised that only initiatives for promoting quality (preferably by IQAC) could be considered.Such initiatives qualify only when recommended by the IQAC (the relevant extract of minutes of the meeting to be attached). As per the HEI statement in the response dialogue box the HEI did not have IQAC. The IQAC is recently formed on 10th August 2018. The initiatives as provided have been analyzed for initiatives promoting quality culture. An activity is initiative the

	first time it is inducted thereafter it is repetition. Subsequent events (Most of the above) later have been considered in their appropriate Metric. These are given credit only once as initiatives.

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years
	
	    7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years
	        Answer before DVV Verification:
	
		2017-18	2016-17	2015-16	2014-15	2013-14

---	---	---	---	---
5	15	29	21	10 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	0	0	0	0	 Remark : The HEI had not attached any relevant data and was advised to provide details of gender equity promotion programs organized by the institution year-wise during the last five years. The HEI has again NOT attached any relevant data pertaining to gender equity promotion programs organized by the institution year-wise during the last five years. As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Activitiy International Womens' Day has been held through NSS in 2014-15 and 2016-17 as reported in 3.6.3

7.1.3	Percentage of annual power requirement of the Institution met by the renewable energy sources
	
	    7.1.3.1. Annual power requirement met by renewable energy sources (in KWH)
	        Answer before DVV Verification : 463363
	        Answer after DVV Verification: 347522.4
	    7.1.3.2. Total annual power requirement (in KWH)
	        Answer before DVV Verification : 1532539

7.1.4	Percentage of annual lighting power requirements met through LED bulbs
	
	    7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)
	        Answer before DVV Verification : 224640
	        Answer after DVV Verification: 227059.0
	    7.1.4.2. Annual lighting power requirement (in KWH)
	        Answer before DVV Verification : 610560

7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years
	
	    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)
	        Answer before DVV Verification:
	
		2017-18	2016-17	2015-16	2014-15	2013-14

---	---	---	---	---

| 56.89 | 36.73 | 37.60 | 17.72 | 40.78 |

Answer After DVV Verification :

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

Remark : The HEI data supports stock of computers. This has already been considered in 4.3.2. The e-journals expenditure falls under and has been considered in 4.2.4. Multiple benefit of an expenditure cannot be claimed. The HEI has some bills of period before 01 Jul 2013 and few after 30 June 2018. These are not eligible for claim as the period is not the same as the current assessment period. The HEI has claimed solar water heating system, bills for e-journals and other unrelated expenditures but not for making the campus green and for waste management. As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution:
	
	1. Physical facilities
	2. Provision for lift
	3. Ramp / Rails
	4. Braille Software/facilities
	5. Rest Rooms
	6. Scribes for examination
	7. Special skill development for differently abled students
	8. Any other similar facility (Specify)
	
	    Answer before DVV Verification : A. 7 and more of the above
	    Answer After DVV Verification: C. At least 4 of the above
	  Remark : The HEI has provided proof for Lift, Ramps and special facility. The toilets do not have special fitting for Differently abled (Divyangjan). The dispensary entrance is without a ramp. Some orders in local language are not interpreted as there is not English translation provided. As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	00	02	0

Remark : The Township of Vishnupuri is now suburb of Nanded and rapidly

	growing.https://en.wikipedia.org/wiki/Vishnupuri,_Nanded. The HEI has not taken part in or advantage of this growth. C- location with Govt Medical College and Swamy Ramteertha University in the same town offer advantages. The HEI industrial visit to Chhindwara is tour. The HEI has Godavari River, Markandaya Temple, Gurudwara Nanded (a place of pilgrimage) in its neighborhood that could be taken advantage of. Only visits to local industry and experts from local industry are considered. Mr Rajesh Jamkhar and Mr Ankit Bhute in 17-18, Dr Vijay and Mukhtyar Shaikh in 16-17, Mr Hiren Thakkar of Jasraj and Anwar Shaikh considered in 13-14
7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
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14	9	8	8	02 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
4	1	0	1	0	 Remark : The HEI was advised that the data attached with the Metric was totally irrelevant to the theme of the Metric. The HEI had not attached any relevant data with the SSR. None of the revised data qualify to be termed as initiative taken to engage with and contribute to local community during the last five years. The HEI has made statement in the response dialogue box " The summary report containing the photos of each program conducted is attached in the pdf." However no supporting documentation (as requested and stated) has been provided. The workshops and One week STTP on Biomedical Signal processing and Product development and value added product are part of the professional programs and not considered in 7.1.11 as the program level and it being offered to community is not confirmed. The training modules are mostly for the college students. The HEI is awarded TEQIP and these activities are believed to be covered under TEQIP. Only one week workshop on basic electrical wiring in 2014-15, Weiaving, Knitting and Dress designing-Skill development in 2016-17 and Creation of value added products by surface ornamentation techniques Garment, Knitting and weaving Nirmiti Textile design Software Three days trainning programme on Indutrial Automation considered to be initiatives taken to engage with and contribute to local community and helping (even though the documentary proof is missing).
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 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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	10	9	10	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	4	2	1	0

Remark : The HEI was advised that the initiatives taken must be supported with reports, newsprints, photographs and the like must exhibit such interaction and engagement. The HEI was requested to attach reports signed by the coordinator and the principal for each of these. Photographs may also be attached. Activities conducted through or involving NSS and NCC could not to be considered. Copy of circular/brochure/ report of the initiative/ photos of the initiatives/ news report published was requested. The HEI has not attached any report or photographs but some news print in the local language has been referred. No Translation is provided. As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Activities prior to Jul 2013 and after Jun 2018 are not eligible. Continuous 18 Hours study, talk by Mr. Vijay Kabade, (Dy. SP) and Gobind Shinji's birth anniversary 2012-13 and Ekatmata Manav Darshan (Aug 2017) as well as Organizing a joint anniversary celebration at SGGS of Dec 2017 are not considered. Women's Day address by Dr. Sarika Zunjare, (Gynacologist) and Ms. Shivkanta Waghmare 2014-15, 'Koumi Ekta' week and address by Saint of Sachkhand 2015-16, by Mr. Sanjay Kulkarni, (IPS) anti-corruption, Padmashri Dr. Vijay Bhatkar, Dr. Babasaheb Ambedkar and Ch. Shivaji Maharaj anniversary in 2016-17 and exercising voting rights 2017-18 considered.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification:
	<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>855</td><td>838</td><td>846</td><td>743</td><td>777</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>859</td><td>844</td><td>872</td><td>765</td><td>715</td></tr></table>
1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2826</td><td>2984</td><td>3108</td><td>3123</td><td>3112</td></tr></table>

27-12-2019 05:02:26

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3112	3123	3108	2984	2826

2.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
585	594	547	513	480

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
493	498	454	424	394

3.1 Number of eligible applications received for admissions to all the programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3400	3400	3400	3400	3400

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3400	3400	3400	3400	3400

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
371	371	365	336	336

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
371	371	365	336	336

3.3 Total number of classrooms and seminar halls
Answer before DVV Verification : 50
Answer after DVV Verification : 45

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1771.92253	2422.76452	3203.43427	2118.65413	1699.53348

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1715.88	2000.89	2925.64	1816.77	1192

27-12-2019 05:02:27