



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SANJIVANI COLLEGE OF ENGINEERING KOPARGAON**

**SAHAJANANDNAGAR SHINGNAPUR (PO) KOPARGAON (TAL) AHMEDNAGR  
(DT) MAHARASHTRA - 423603**

**423603**

**<https://www.sanjivanicoe.org.in/>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Sanjivani College of Engineering College (SCOE), Kopargaon is one of the iconic Private institutions of higher technical education in Western Maharashtra, distinguished by its compassion to produce engineers with competence for improving the human condition and building the nation. Established in 1983, SCOE, Kopargaon is an Autonomous institute affiliated to Savitribai Phule Pune University, Pune, Maharashtra and approved by AICTE, New Delhi. The institute is NAAC accredited with “A” grade and eligible programmes are accredited by NBA, New Delhi.

The community and culture of SCOE, Kopargaon are enriched by active bright students, dedicated teachers, and commitments to impart quality education in Engineering. SCOE's campus is spread over 10 acres in the city of Kopargaon, Ahmednagar, Maharashtra, where many undergraduate students build their lifelong friendships and connections while enjoying their educational journey.

The College is a leader in academic excellence, with a particular focus on outcome-based education and National Education Policy 2020 by setting clear and unambiguous framework for curriculum planning along with clear standards for observable, measurable outcomes.

We are continuously emphasizing on restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits. College is focusing on “Student Centric Learning” by fostering close working relationships between faculty and students.

We, at SCOE, Kopargaon incline our students towards learning through conversation and collaboration, micro, mini and mega projects, community and social justice engagement, internships in industry, original research and experimentation. Our cooperative relationship with research organizations enlarges the academic opportunities for our students and their social community. Our active ties to engineering and allied industries gives the opportunities for skill enhancement and further extend the employment opportunities. SCOE community is rich in diversity offers every member an equal respect and provides an equal opportunity of academic excellence and employment.

We emphasize the 3 C's: COMPETENCE | CONFIDENCE | COMMITMENT

### **Vision**

To Develop World Class Professionals through Quality Education.

### **Mission**

To create Academic Excellence in the field of Engineering and Management through Education, Training and Research to improve the quality of life of people.

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

### Institutional Strength

1. **Academic Autonomy:** The institute is permanently affiliated to Savitribai Phule Pune University, Pune and the autonomous status granted by UGC provides the much-needed flexibility in framing the industry ready curriculum.
2. **Visionary management:** The management is proactive and transparent approach in advocating policies and developing the institute in tune with the changing needs of the stakeholders and the society at large.
3. **State-of-the art infrastructure:** Spacious and beautiful campus with well-equipped laboratories, secured hostel facilities for boys and girls with Gymnasium and sports facilities.
4. **Accreditation:** The institute is accredited by NAAC and eligible programmes are accredited by National Board of Accreditation (NBA), New Delhi.
5. **Outcome based teaching and learning:** The institute has implemented outcome-based industry-oriented curriculum with effective delivery and assessment methods.
6. **Mentoring system:** Student support systems in the form of mentoring and counseling are present. The institute has appointed a full time Psychologist to cater to the psychological issues.
7. **Sanjivani International Relationship Department (SIRD)** at our institute fosters global partnerships and collaborations, providing students with international exposure and opportunities. By organizing exchange programs and global internships, the SIRD enhances cross-cultural learning and professional growth

### Institutional Weakness

1. **Lack of industry exposure:** The presence of industrial belt with MNCs, big corporate houses is lacking in this area.
2. **Lack of research and development:** The institute has limited faculty contributing in research and development. Publication in refereed journals is not adequate.
3. **Lack of collaborative projects:** Contributing to less no. of collaborative projects with national/international institutes/universities for faculty or students.

### Institutional Opportunity

1. **New Education Policy:** The New Education Policy opens up an opportunity for the institute to become a multidisciplinary college. The institute has meaningful interaction with various industries in tune with NEP and Skill Development Programs.
2. **Increasing Multi-disciplinary and Trans-disciplinary projects:** The institute imparts high quality learning in all major branches of engineering. The institute can offer advanced programs that facilitate inter-disciplinary

and trans-disciplinary learning and research at the highest level.

**3. Developing online courses:** All the faculties are well versed with online teaching and Learning. The institute has the good IT infrastructure, giving a big scope for developing online courses in all fields.

**4. MOUs with Universities:** Faculty and student exchange with MOU connected universities through short term certification courses and other diverse programs.

### **Institutional Challenge**

**1. Geographical disadvantage:** Being located in rural area, limitations to attract the talent-students and diverse faculties with industry experience from national and global regions.

**2. Quality placement and internships:** There are no big MNCs nearby and it is also difficult to attract core engineering companies for placement with higher package.

**3. Student's interest in Entrepreneurship and Research:** The societal mindset in the region is to get a job post degree completion, resulting in lack of the student's interest in entrepreneurship as a career.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

SCOE received autonomous status from AY 2019-20. The curriculum was first revised in the academic year 2019-20 (R0 version) and later in subsequent years. The curriculum was again revised with respect to AICTE guidelines as per the need of the institute.

The curricula and syllabi are mainly focus on local, national, regional and global development. The POs, PSOs and COs are formulated for all programmes focusing towards employability and research-oriented courses for knowledge enrichment. The curriculum is designed and implemented based on the AICTE guidelines and feedback received from the various stakeholders. Feedback Mechanism at SCOE: Feedback from the stakeholders like students, members of faculty, alumni and employers are collected and analyzed through online/offline. Based on the feedback analysis, the revision of syllabus is carried out in all the programmes offered in the Institution on par with developments in the respective domains.

Course wise periodic student feedback is collected and analyzed through online for faculty evaluation and the report is communicated to the respective faculty members, so that assess themselves to improve and contribute to teaching learning process in a positive way. Focus on employability/entrepreneurship/ skill development. The Skill development initiatives find a new significance and focus on the National Education Policy (NEP 2020) by the Government of India, and paves the way for building a strong and progressive nation. Also, the institution incorporates the courses relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. Many new courses have been introduced across all programmes during the last five academic years. The Institution is also offering life skill-based value-added courses for all the programmes. For In-plant training/Internships there is a provision to earn additional credits and interdisciplinary open elective courses are

also offered.

### **Teaching-learning and Evaluation**

Indian classroom is a typical mixture of students with varied ability. Basically, they differ from each other in terms of cognitive development and in their articulation of understanding the concepts taught. SCOE assesses the learning levels of the students individually. Overall as well as course wise assessments are being done. Advanced learners are provided support to participate in various events Hackathons, International/National/State level project competitions, joining MOOC courses etc. Slow learners are identified course wise and provided coaching by the concerned faculty and their improvements are followed up. The gaps between the teaching learning process and the expected outcomes are identified and accordingly, various student-centric methods are proposed to increase the participation of the students in the learning process. Experiential Learning, Participative Learning and Problem-Solving Methodologies are being implemented for all courses based on the nature of the course.

Academic calendar is prepared and circulated before the commencement of classes in the beginning of every year. This contains the semester working days, schedule of all curricular activities including continuous assessments and end semester examinations. The planning for lecture delivery is done based on the academic calendar and faculty prepare the lesson plans hence forth. Outcome Based Education (OBE) is being followed in the departments. Learning outcomes help the faculty as well as the students to know about the objectives and outcomes of the programmes. Program Advisory Committee meetings provide suggestions for further actions in the teaching-learning process. Students are assessed by Continuous internal assessment and Semester End Examinations. Activity based assessment is one of the key aspects of assessment here in SCOE

### **Research, Innovations and Extension**

SCOE aims to share knowledge through quality education, research and innovation. To achieve this goal, the Institution seeks to strengthen research and innovation activities by motivating faculty members and students in their desired path of research and career. A notable number of faculties are on the verge of obtaining their Ph.D. degrees meeting the simultaneous aspirations of teaching. Faculties are motivated and rendered financial support to apply for Research Grants/Infrastructure to various funding agencies of both Government and Non-Government Organizations. The Institution facilitates the faculty in preparing an effective funding project proposals and budget, which are constructive and valuable for the upcoming generation to meet out their needs.

SCOE has received some research projects from various funding agencies like, ISHRAE, ISTE, AICTE and SERB-DST, SUK etc., so far. R&D Cell of SCOE comprises of dedicated team of faculty representation from all departments of the institute. The main objective of this cell is to inculcate Research and Development culture in the institute. The Institute has good research facilities available at each department. To encourage faculty members for undertaking quality research, clearly defined policies are established in the institute. Research and Development Cell of the institute organizes various activities and technical sessions on how to write quality research papers, awareness of patent filing, how to write a research proposal, how to select appropriate and quality journals for paper publications etc. Institute supports faculty to file and publish patents by providing financial supports. Institute encourage and supports faculty to write research papers and publish in reputed national/ international conferences/journals. Institute also supports faculty permitting duty leaves, and financial support to faculty. For promotion of research, institute gives seed money fund every year to enhance the research culture among faculty and students of the institute

## **Infrastructure and Learning Resources**

The Institute has an excellent green campus with modern facilities and learning resources. There are 35 dedicated classrooms and 02 seminar halls equipped with LCD, Wi-Fi and LAN, 83 laboratories to encourage experiential learning. The institute has roof-top solar system with capacity of 480 kW. Total power generation through solar power system is around 1050 units per day, which contributes 25-30% of total electricity consumption. Entire campus is equipped with rain water harvesting, waste management and grey water recycling plant ensure sustainability on the campus. Lifts and ramps are available for differently abled persons. The institute provides 1016 computers with student-computer ratio of 3.40:1. Internet of 500 Mbps ensures smooth and quick digital experience. The institute uses IBM servers, 20 UPS of different capacities, 150 printers, 65 LCD and 20 scanners. The security of the campus is ensured with 104 CCTV cameras installed across the campus.

Overall development of the students is ensured by providing healthy environment for sports and cultural activities. In the institute all-round development of students is achieved by providing sufficient space for sports, gymnasium, and yoga, cultural and social activities in the campus. Students make use of this space to develop them academically as well as other development activities. Institute has a spacious, well-equipped sports complex with area 1858.73 sq.mt. Central Library is state-of-the-art Wi-Fi enabled, furnished building with an area of 1096.35 sq.m has a seating capacity of more than 300 users, including books, bound volumes of periodicals, dissertations, and non-print media like CDs, E-Books, and E-Journals. A total of 89508 reading materials, comprising 58578 print books, 29499 e-books, and 3275 bound volumes of journals and magazines, are housed at the central library. The library has a total of 23640 titles available. We subscribe to 6615 e-journals and 127 print publications, which include 110 journals and 17 magazines. The library has 1431 CDs and DVDs in its collection.

## **Student Support and Progression**

Students are the primary stakeholders of the Institution, who has been devising measures like student empowerment, inclusive practices and skill development that student supportive and student-centric. The Institution ensures the prompt application schedule and payment of SC/ST/BC/MBC scholarships provided by the State Government and the Government of India. In addition to this, scholarships offered by NGOs are also liaised by the Institution. The Institution has offered many programmes in soft skills, Language and Communication Skills, Life skills and Awareness of Trends in Technology. The Institution also offers coaching for GATE and other examinations every year and many programmes towards career counseling has been offered. Training and Placement Cell empowers the students on regular basis to be job-ready through their intensive career development programmes. The Institution has an active Placement Cell which bridges the gap between the students and the suitable employment opportunities awaiting them. Cultural Committee and Sports Committee cater to their personal values like leadership, companionship, sportsmanship and celebration of togetherness. Several co-curricular, extra-curricular and sports activities are being conducted to facilitate holistic development of the student's personality and emerge as a socially matured individual.

The Internal Complaint Cell is vigilant in sensing gender menaces in any form and are quick to adopt practical measures in gender sensitization and abolishment of sexual harassment. The Anti-Ragging Committee that ensures a ragging-free campus and this committee directly take up issues and look for a speedy resolution of the same. The Institution has an active Alumni Association Cell and the main objective of the Association is to bridge the gap between the Institution and the alumni. The alumni contribute with their support to the

Institution. The alumni actively involved in various events either as resource persons, judges or facilitators for extra-curricular activities.

### **Governance, Leadership and Management**

The SCOE upholds the effective governance of the institution by maintaining the transparency in the system through participative management and decision making. The overall policy making and vision is set by the Governing Body (GB) with the inputs from the think-tank bodies such as Internal Quality Assurance Cell (IQAC), College Development Committee (CDC), Academic Council (AC), and Finance Committee (FM). Faculty members of the institute are involved in all the decision making and executive bodies. The feedback from the external stakeholders on the performance of the institute is obtained through the bodies such as Alumni Cell, Parents Teachers Association. The industry experts are included in the GB, AC and Programme committee for obtaining their opinion and inputs in the management of the Institute.

The SCOE takes pride and responsibility in the wellbeing and progress of its most significant stakeholders, the Teaching Faculty Members and Non-Teaching Staff. The Financial, Mental and Physical wellbeing of the Faculty and Staff Members is one of the most important agenda in our policy making process. The Faculty members are provided with financial support and academic relaxation for their professional development through attending the conferences and workshops, also the faculty members are encouraged to pursue Ph.D and necessary study leaves are provided by the institute. The institutional budget is prepared every year by considering recurring, nonrecurring and Capital expenditure comparing last year's actual expenditure and proposed expenditure given by the department. All administrative and academic heads submit the budget required for the subsequent financial year. All coordinators of different cells like Training & Placement Cell, Research & Development, Controller of Examination, Cultural cell etc., are also instructed to submit their budget. Provision of recurring and capital budget is done by considering Tuition fee and Development Fee respectively.

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

Institutional Values and Best Practices of SCOE strengthen the Institutional activities towards erudite teaching-learning environment, digital training, placement and assessment methodology. The Institution has conducted gender equity programmes under Women Empowerment Cell with pre-action plan on every year to provide safety and security to the girl students and ensure that girl students are counseled by a trained mentor.

The Institution has the best possible steps for managing solid wastes, liquid wastes and E wastes in-line with Green Campus Policy. The practices adopted to maintain waste-management are ecofriendly, economically sustainable and as per regulatory norms. The Institution takes all the necessary measures to conserve rainwater in the best possible ways. The Institution initiates energy conservation measures like solar energy, automatic light controller, and use of LED bulbs and equipment used for power efficiency. The Institution has provision for providing lift facility, ramp facility, washroom facility and extended time for examination and counseling facility for the differently abled students. It even enlightens students by organizing awareness programmes workshops, training programmes regarding the importance of eco-friendly environment, health awareness campaigns, skill development programmes etc., are organized to contribute the local community.

Institution offers course on Universal Human Values, Constitution of India, and Professional Ethics to technical graduates as part of the curricula. The Institution is functioning as per the professional code prescribed and

suggested by statutory bodies. Various Committees prescribed by the Governing Body, exercise their responsibilities in the Institution as a whole. The Institution has best practices like mentor meeting and alumni sessions to ensure overall development and promote a healthy research environment, placements, and innovation.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANJIVANI COLLEGE OF ENGINEERING KOPARGAON
Address	Sahajanandnagar Shingnapur (PO) Kopargaon (Tal) Ahmednagr (Dt) Maharashtra - 423603
City	Kopargaon
State	Maharashtra
Pin	423603
Website	<a href="https://www.sanjivanicoe.org.in/">https://www.sanjivanicoe.org.in/</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	A G THAKUR	091-9130191301	9130191306	-9130191306	principalcoe@sanji vani.org.in
Professor	G Vijayakumar	-	9894386889	-	gvijayakumarelect @sanjivani.org.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1983

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	29-04-2019

**University to which the college is affiliated**

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	19-06-2004	<a href="#">View Document</a>
12B of UGC	24-06-2004	<a href="#">View Document</a>

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	04-04-2024	12	

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sahajanandnagar Shingnapur (PO) Kopargaon (Tal) Ahmednagr (Dt) Maharashtra - 423603	Rural	10	21355

## 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,Electrical Engineering,Electrical Engineering	48	HSC MHTCET JEE	English	60	60
UG	BTech,Electronics And Computer Engineering,Electronics and Computer Engineering	48	HSC MHTCET JEE	English	60	60
UG	BTech,Information Technology,Information Technology	48	HSC MHTCET JEE	English	120	120
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	HSC MHTCET JEE	English	120	120
UG	BTech,Mechatronics Engineering,Mechatronics Engineering	48	HSC MHTCET JEE	English	60	60
UG	BTech,Structural Engineering,Structural Engineering	48	HSC MHTCET JEE	English	60	60
UG	BTech,Civil Engineering,Civil Engineering	48	HSC MHTCET JEE	English	120	120
UG	BTech,Comp	48	HSC	English	120	120

	uter Engineer ing,Compute r Engineering		MHTCET JEE			
PG	Mtech,Infor mation Tech nology,Cyber Security	24	BTECH BE MHTCET	English	6	1
PG	Mtech,Mech anical Engine ering,Machin e Design	24	BTECH BE MHTCET	English	6	2
PG	Mtech,Struct ural Engineer ing,Structural Engineering	24	BTECH BE MHTCET	English	18	15
PG	Mtech,Comp uter Engineer ing,Compute r Engineering	24	BTECH BE MHTCET	English	6	1
PG	MBA,Mba,M BA	24	BTECH BE MHTCET	English	120	120
PG	Mtech,Electr onics,Digital System	24	BTECH BE MHTCET	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering	42	MTECH	English	12	12
Doctoral (Ph.D)	PhD or DPhil,Civil E ngineering,Ci vil Engineering	42	MTECH	English	16	16
Doctoral (Ph.D)	PhD or DPhil ,Computer E ngineering,C omputer Engineering	42	MTECH	English	14	14
Doctoral (Ph.D)	PhD or DPhil ,Mba,MBA	42	MTECH	English	1	1

Doctoral (Ph.D)	PhD or DPhil ,Electronics And Telecommunication Engineering, Electronics and Telecommunication	42	MTECH	English	7	7
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**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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	19				17				147			
Recruited	18	1	0	19	17	0	0	17	115	32	0	147
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				162
Recruited	149	13	0	162
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				39
Recruited	35	4	0	39
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	18	1	0	17	0	0	17	9	0	62
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	98	23	0	121
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2092	3	0	0	2095
	Female	1061	1	0	0	1062
	Others	0	0	0	0	0
PG	Male	203	0	0	0	203
	Female	97	0	0	0	97
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	47	0	0	0	47
	Female	18	0	0	0	18
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	81	65	48	42
	Female	37	39	37	29
	Others	0	0	0	0
ST	Male	8	7	5	2
	Female	4	3	1	1
	Others	0	0	0	0
OBC	Male	98	104	93	109
	Female	72	66	77	57
	Others	0	0	0	0
General	Male	249	276	211	265
	Female	203	189	191	183
	Others	0	0	0	0
Others	Male	67	64	65	58
	Female	31	34	31	38
	Others	0	0	0	0
Total		850	847	759	784

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	<a href="#">View Document</a>
Computer Engineering	<a href="#">View Document</a>
Electrical Engineering	<a href="#">View Document</a>
Electronics	<a href="#">View Document</a>
Electronics And Computer Engineering	<a href="#">View Document</a>
Electronics And Telecommunication Engineering	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Mba	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>
Mechatronics Engineering	<a href="#">View Document</a>
Structural Engineering	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The National Education Policy (NEP) 2020 lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities- both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving, but also social, ethical, and emotional capacities. The Vision of NEP, to provide high quality education rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower, is well taken by Sanjivani College of Engineering (SCOE). A series of discussion sessions among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, all academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as open electives. The Institute is adequately equipped with infrastructure for</p>
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	<p>multidisciplinary/interdisciplinary focus on curriculum development/modifications. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered in other specializations. SCOE is proactively working towards implementation of the suggestions given in the NEP</p>
<p>2. Academic bank of credits (ABC):</p>	<p>An Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned is a key component of the NEP-2020 that academic institutions need to implement. Integrating Higher Educational Institutions in a globalized space is critical and urgent as we move forward. Taking this into consideration, the institute has been registered for Academic Bank of Credits (ABC) on <a href="http://nad.digitallocker.gov.in">nad.digitallocker.gov.in</a>. Students enrolled in first year during academic year 2023-2024 have been registered on ABC portal. Further the institute has implemented online courses through National schemes like SWAYAM, NPTEL, Coursera, etc., for the students and considering for credits earned against elective courses. The institute shall make necessary arrangement and amendments in the academic system. There shall be a dedicated system to promote effective management of 'Academic Bank of Credits'. Efforts shall be made to recognize, transfer and redemption of credits gained by the students appropriately.</p>
<p>3. Skill development:</p>	<p>To address the skills development component as envisaged in NEP-2020, the institute has taken efforts to strengthen the curriculum with adequate skill development content. The curriculum develops skills of students like creativity and innovation, critical thinking and higher order thinking capacities, problem-solving abilities, communication skills, teamwork, planning and organizing, lifelong learning, commercial awareness, adaptability or flexibility through industry ready curriculum. Students are motivated to participate in extracurricular activities and organizing events, on and off the campus, to explore a number of qualities like managerial skills/leadership skills, planning and enterprising skills, and interpersonal skills. The institution is offering value-based education to inculcate positivity amongst the learners that include</p>

	<p>the development of humanistic, ethical, constitutional, and universal human values, citizenship values, and also life-skills. Further the institution shall tie-up with state and central government initiatives to promote skill development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As a part of the NEP-2020 implementation, the institution shall float an environment where students can engage in teaching learning in their mother tongue (regional language). Students shall be motivated to use SWAYAM platform for learning courses of engineering in regional languages. To improve confidence in students from rural backgrounds and to improve understanding of concepts, faculty are using mother tongue as the medium of instruction in teaching learning process to make students understand some of the difficult concepts. The ability to express the views, ideas, thoughts, opinions, etc., by the student shall be addressed with a mix of English and local languages. The cultural awareness and expression among the students are developed by motivating them to participate in various cultural activities.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute follows the Outcome-Based Education (OBE) system which is reflected in the curriculum design, teaching &amp; learning process and assessment of the students. The institution adheres to the National Board of Accreditation norms to prepare the curriculum with clearly stated Institute Vision &amp; Mission, Department Vision &amp; Mission, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). The entire process is aimed to realize the value-addition in transforming students admitted to the Programme into capable technocrats, having sound domain knowledge and a satisfactory level of professional skills and attributes for ready employment in technical world. The institute focuses on effective learning that requires a comprehensive approach involving appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum is interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. The assessment methods are scientific, designed to continuously improve learning and test the application of</p>

	<p>knowledge. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives are taken to ensure that learning environments are engaging and supportive, and enable all students to succeed.</p>
<p>6. Distance education/online education:</p>	<p>Online education has broken the geographical barriers creating interaction of experts and students from far off places. This can be considered as the new normal, which is envisaged in New Education Policy as well. In this connection, the institute has implemented online courses through National schemes like SWAYAM, NPTEL, and Coursera etc. for our students and considering for credits earned against elective courses. Due to the experience gained during lockdown period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Students are encouraged to do MOOC courses at the institute. Institute has successfully imparted all its course content delivery in online mode during the Covid-19 pandemic with tools such as Zoom and Google Meet, WebEx app, Google Suite etc. Sensing the need for the distance education and online education, the institution shall float modules that can be offered in distance mode/online mode. Learning management systems are made mandatory for the entire faculty to promote online education. Required digital infrastructure is updated to support digital learning. Appropriate existing e-learning platforms are strengthened and content creation and dissemination is encouraged in academic practices</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in Sanjivani College of Engineering (SCOE), Kopargaon, District-Ahmednagar, Maharashtra, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We help election commission during entire election process at assembly constituency and</p>
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	Teacher Constituency election programs by sending our non-teaching staff.
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, Electoral Literacy Club has been constituted as per the directions of Election Commission of India to spread electoral literacy among the students. Objectives: 1. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience. 2. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable, and ethical manner. 4. To harness the potential of ELC members for carrying the electoral literacy in communities. 5. To facilitate voter registration for its eligible members who are not yet registered 6. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>We at SCOE take following initiatives under ELC club. • Participation in voter registration of students. • Voluntary contribution by the students in electoral processes. • Assisting District Election Administration in conduct of poll. • Voter awareness campaigns, • Promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, registering new voters at institute level and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p>	<p>Every year during admission process of first year new voter registration drive is conducted at Institute for</p>

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

above 18 years of age students. Also one more special drive is organized for remaining students those who are above 18 years of other classes in the institute.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3457	3768	3364	3278	2910
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

##### Number of final year outgoing students year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
995	1078	784	909	817
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
183	190	160	161	167
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

#### 2.2



**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 256**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
2853.857	2327.883	1924.281	1311.818	984.722
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

Sanjivani College of Engineering, an Autonomous institute is committed to providing a comprehensive and rigorous academic experience to equip students with the knowledge, skills, and mind-set necessary to succeed in their chosen fields. To achieve this goal, the Institute has established a robust curriculum development, revision, and implementation framework that aligns with local, regional, national, and global educational standards.

The curriculum at Sanjivani College of Engineering is meticulously designed with the consideration of industry, UGC, AICTE & NEP 2020 Guidelines and requirements. The development process involves careful consideration of various factors as: (i) The Institute closely examine the syllabi of renowned institutions like IITs and NITs to benchmark its curriculum against industry-leading standards. (ii) The Institute adheres to the guidelines and recommendations outlined in the AICTE's model curriculum to ensure alignment with National Educational Policy (NEP 2020). (iii) By studying curricula from international universities, the Institute tries to incorporate best practices and global perspectives into its programs. (iv)The Institute aligns its curriculum with the specific outcomes and competencies defined by professional bodies in relevant fields.

Each course has clearly defined the learning outcomes. Mapping specific COs to relevant POs with proper justification contributes to achieving the program's outcomes. At Sanjivani, we regularly review and update the Co-Po mapping to ensure its accuracy and alignment with evolving educational needs and industry standards as well. Institute seeks valuable insights from industry experts, alumni, and academicians & other stakeholders participated in Board of Studies (BoS), Academic Council (AC) to ensure that the curriculum remains relevant and responsive to current and future industry needs. The balanced mix of core and professional elective courses based on Outcome-Based Education (OBE) ensures that students' progress is measured against specific performance criteria.

In alignment with the National Education Policy (NEP) 2020, the Institute is committed to fostering a holistic, flexible, and multidisciplinary approach to education. The curriculum is designed to reflect the principles of NEP 2020 by incorporating multidisciplinary courses, fostering critical thinking, and promoting experiential learning. The emphasis is placed on creating a learner-centric environment where students can explore diverse fields of study, develop innovative solutions to real-world problems, and enhance their employability skills through the sixteen course categories mentioned in the NEP 2020 guidelines like Ability Enhancement Courses, Value Education, Skill Enhancement, Liberal Learning, Indian Knowledge System, Community Engagement Project, etc.

In addition, we also emphasize the development of professional skills, logical reasoning, and a strong foundation in core subjects. By integrating these elements, the Institute ensures that students are not only academically proficient but also socially responsible and globally competitive.

The Institute regularly reviews its curriculum to ensure that it remains aligned with evolving educational trends, industry demands, and national and international standards. By adopting best practices and incorporating feedback from students, faculty, and stakeholders, the Institute strives to provide a high-quality educational experience that prepares students for success.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

Sanjivani College of Engineering an autonomous institute is committed to providing a comprehensive education that not only equips students with academic knowledge but also prepares them for a successful career. To achieve this goal, the curriculum includes a range of courses specifically designed to enhance students' employability, entrepreneurship skills, and overall development. For example, “**Universal Human Values and Ethics**” (HS205) focuses on imparting essential life skills, such as communication, teamwork, problem-solving, and critical thinking. By providing a strong foundation in these areas, the course helps students develop their personal and professional growth.

Another key course is “**Corporate Readiness**” (HS216). This course prepares students for the corporate world by equipping them with crucial quantitative aptitude, logical reasoning, and English language skills. By developing these competencies, students become more confident and capable of succeeding in competitive environments.

“**IPR and EDP**” (PR316) is a course that fosters innovation and research. This course encourages students to explore entrepreneurial opportunities by providing them with knowledge of intellectual property rights and entrepreneurship development.

By cultivating a spirit of innovation, the course helps students develop the skills necessary to become successful entrepreneurs. To provide practical experience and industry exposure, the curriculum also includes “**Mandatory Course-V: Field Practices in Civil Engineering**” (MC310) and “**Professional Internship**” (EE401). These courses offer students the opportunity to apply their theoretical knowledge in real-world settings, gaining valuable hands-on experience and building professional networks. Additionally, the “**Creational Activity**” (IT320) course is dedicated to skill development. This course ensures that students acquire the necessary competencies to thrive in their careers, such as creativity, problem-solving, and technical proficiency.

These courses are incorporated across all the undergraduate and postgraduate programs at Sanjivani College of Engineering ensuring that all students have the opportunity to benefit from these enhancements. By focusing on employability, entrepreneurship, and overall development, the curriculum prepares students to be successful and competitive in the job market.

In addition to the courses mentioned above, we also offer a variety of other programs and initiatives to enhance students' employability and overall development. These include: (i) Guest lectures and workshops: The Institute regularly invites industry experts under the flagship programme “i-connect” “My storyboard”, “Thought Leaders”, to deliver guest lectures under and workshops, providing students with valuable insights into their chosen fields. (ii) MoUs are established partnerships with leading companies and organizations in various industries like “Om logistics”, offering internship opportunities, mentorship programs, and career guidance. The Institute offers comprehensive career counselling and placement services to help students to identify their career goals, develop effective job search strategies, and secure employment opportunities.

By combining a strong academic foundation with a focus on practical skills, industry exposure, and personal development, Sanjivani College of Engineering is committed to providing students with the necessary tools to succeed in their careers and make a positive impact on society.

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

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p><b>Response:</b> 100</p>
<p><b>1.2.1.1 Number of new courses introduced during the last five years:</b></p> <p>Response: 917</p>
<p><b>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b></p> <p>Response: 917</p>

File Description	Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

#### Response:

In alignment with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020, our institution has meticulously integrated cross-cutting issues such as Professional Ethics, Gender Equality, Human Values, Environmental Sustainability, and other essential value frameworks into the curriculum even before NEP 2020. This integration reflects our commitment to holistic education that not only imparts academic knowledge but also fosters the development of responsible global citizens.

**Professional Ethics** is embedded across various programmes through professional electives, ensuring that students understand and appreciate the ethical standards and moral responsibilities that underpin their professional lives. Training and workshops on professional skills in engineering, business, and technology guide students to make decisions that are not only legally sound but also morally commendable. These initiatives cultivate a culture of integrity and accountability, which is essential for maintaining public trust in any profession.

**Gender sensitivity** is another cornerstone of our curriculum. Through a range of courses, seminars, and extracurricular activities, we emphasize the importance of gender equality and work towards dismantling stereotypes and biases. The curriculum encourages critical thinking about gender roles and promotes an inclusive environment where all students, regardless of gender, can thrive in the courses like NSS [CCSH172C], and co-curricular activities Yoga [CCSH172B], Music [CCSH171A], Dance [CCSH171B] by fostering an understanding of gender issues, our students are prepared to contribute to a more equitable society.

**Human Values**, such as respect, empathy, and compassion, are interwoven into the educational experience. These values are cultivated through courses like Universal Human, community service initiatives that encourage students to engage with diverse communities and perspectives. The aim is to produce graduates who are not only skilled professionals but also conscientious individuals who contribute positively to society.

**Environmental sustainability** is a critical component of our academic programs. Courses on environmental science, sustainable development, and green technologies [Environmental Science a non-credit course in Pattern 2019, 2020 and in NEP Pattern the course is Environmental Science [VECE252)] are designed to instil an understanding of the urgent need for sustainable practices. Students are encouraged to engage in projects and research, courses on climate change that address environmental challenges, fostering innovation and solutions that contribute to a sustainable future. In NEP 2020, an exclusive course is introduced to address these issues.

Our institution's curriculum is a living embodiment of the principles enshrined in the NEP 2020 and the SDGs. By integrating these cross-cutting issues into the educational framework, It is ensured that our graduates are not only equipped with technical knowledge but also with the ethical, social, and environmental consciousness necessary to navigate and shape the future. This holistic approach to education underscores our commitment to producing well-rounded individuals who are prepared to meet the challenges of a complex and interconnected world.

The courses introduced are Community Engagement Project, Environmental Science, Universal Human Values, Corporate Readiness, IPR EDP, etc. The NEP 2020 implementation is adapted from an AY 2023-24 as per the GR of the Government of Maharashtra, dated 04 July 2023.

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

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 207

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 100

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 14

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 14

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

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

<b>File Description</b>	<b>Document</b>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 91.61

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

2023-24	2022-23	2021-22	2020-21	2019-20
850	847	759	784	745

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

2023-24	2022-23	2021-22	2020-21	2019-20
894	894	894	876	792

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 82.25

##### 2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
398	382	357	336	316

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

2023-24	2022-23	2021-22	2020-21	2019-20
447	447	447	438	396

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

The institution recognizes that students come from diverse academic backgrounds and possess varying skill sets, and therefore tailors its approach to meet these differences effectively.

Upon admission, newly joined students undergo a comprehensive induction program at the start of their first semester, following the guidelines. This induction serves as an essential introduction to the institute, helping students familiarize themselves with the campus, academic departments, co-curricular activities, facilities, scholarships, and institutional rules and regulations. Beyond the academic orientation, personality development plays a vital role during this induction. Activities such as industry expert

sessions, sports, yoga, and team-building exercises help students develop confidence, physical well-being, and interpersonal skills, laying a solid foundation for their future success. The curriculum also includes courses like Creational Activity to further promote these activities.

As students progress through their academic journey,. The T&P department organizes various programs to enhance communication abilities, improve personality traits, and foster effective time management. Workshops, seminars, and guest lectures are delivered by subject experts, alumni, and industry professionals, giving students real-world insights and motivating them to excel in their respective fields. In addition, the college conducts regular mentor meetings where students receive personalized guidance from faculty mentors to improve academic performance and hone essential skills. Courses like Corporate Readiness and IPR & EDP in the curriculum are specifically designed to inculcate employability and entrepreneurship skills.

The institution employs a structured process to identify both advanced learners and those requiring additional support. For first-year students, this assessment begins with their internal assessments, class tests, and end-semester examinations in subsequent years. Faculty members monitor these results closely, analyzing the data to identify students who may be at risk of falling behind or dropping out. Mentors intervene by identifying the reasons for poor performance or low attendance, offering counseling, and implementing corrective measures. Regular feedback sessions provide valuable insights into the challenges faced by struggling students, enabling the institution to tailor support systems to their individual needs.

For advanced learners, offers a variety of platforms to help them excel further. Students who demonstrate exceptional academic performance, leadership qualities, and strong communication skills are given opportunities to participate in both technical and non-technical activities. Students are also encouraged to appear for NPTEL examinations and work on mini-projects, which help build research orientation and enhance problem-solving capabilities.

To foster creativity and innovation, students are encouraged to participate in poster competitions, project exhibitions and paper presentations at both state and national levels. Financial support is offered to students excelling in these activities, encouraging their further participation. The institution motivates students to engage in competitive exams like GATE and others. The central library, stocked with books, e-books, and journals, is supported by an extended reading hall available during exams. Language training in German and Japanese is offered to enhance global competence, while collaborations with top-ranking international universities enable student exchange programs and joint research opportunities. Students are encouraged to participate in community service through the NSS which fosters social responsibility.

File Description	Document
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

Response: 18.89

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### Response:

The institution provides a dynamic platform for students to develop diverse skills that promote lifelong learning and industry readiness. Faculty members employ ICT-enabled tools and online resources to create a more interactive and effective teaching-learning environment.

**Experiential learning** plays a crucial role in the academic journey of students. At Sanjivani College, each department conducts add-on programs and activities that promote hands-on learning experiences beyond the traditional classroom setup. These initiatives are designed to give students real-world exposure and practical insights into their fields of study. It includes

- **Practical experiments beyond the syllabus** are conducted in laboratories, enabling students to deepen their understanding of concepts.
- **Industrial internships** provide students with firsthand experience in industry settings, allowing them to apply theoretical knowledge and gain insight into the functioning of various industrial departments.
- **Add-on courses on emerging technologies** through platforms like NPTEL and Coursera help students stay updated with the latest advancements.
- **Project work** encourages students to use the latest technologies and tools, developing both technical and problem-solving skills.
- **Industrial visits** expose students to various departments such as supply chain, manufacturing, and quality control, offering a comprehensive understanding of industrial operations.
- **Certification programs** from organizations like IGTR and Microsoft equip students with specialized expertise in specific technological domains.

**Participatory learning** is an active, collaborative approach that fosters critical thinking and teamwork. Students are encouraged to engage in a wide range of academic and extracurricular activities, which allows them to enhance both their technical and soft skills. These activities include:

- **Seminars, group discussions, and debate** where students can present their ideas and learn from their peers.
- **Poster competitions and project work** that encourage creativity and innovation.
- **Annual tech-fests and cultural events** that provide students with platforms to showcase their

talents and knowledge.

- **Paper presentations and publications** that nurture research-oriented thinking and academic rigor.
- **Guest lectures** by eminent personalities from academia and industry expose students to cutting-edge developments and career insights.
- **Language classes** in German and Japanese broaden students' global perspectives and prepare them for international opportunities.

**Problem-solving** is a critical skill that emphasizes across its curriculum. Faculty members encourage students to develop solutions to real-world challenges, in collaboration with industry like:

- **Industry-relevant projects:** Students work on projects such as those in collaboration with MASSIA, solving practical problems faced by industries.
- **Research and innovation:** engage in research projects that solve contemporary problems and contribute to technological advancement through Project based Learning.

**Information and Communications Technology (ICT) tools and resources include:**

- **Smart classrooms**
- **E-resources:** NPTEL videos, digital libraries, research journals, and e-books, internet and Wi-Fi which are easily accessible on campus.
- **Learning Management System (LMS):** Online quizzes, assignments, and attendance tracking are conducted.
- **Collaborative platforms:** Communication between students and faculty is streamlined through emails, WhatsApp groups, Google Classroom, and Zoom for facilitating the sharing of study materials, conducting tests, and providing mentorship.
- **Industry collaborations:** The College has partnerships with industry offering students access for various learning opportunities.

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

### 2.3.2

**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

**Response:**

The institution adopts a comprehensive and effective Mentor-Mentee Scheme to address both academic and psychological challenges faced by students. This initiative aims to provide personalized support through faculty mentorship, focusing on improving academic performance and enhancing student well-being.

## **Structure of the Mentor-Mentee Scheme**

Under the Mentor-Mentee Scheme, each faculty member (mentor) is assigned a group of 20 to 25 students (mentees). This ensures that every student receives individualized guidance and support. Mentors act as academic advisors, helping students set achievable academic and personal goals. They also facilitate the development of essential skills such as time management, problem-solving, and critical thinking. By fostering regular interactions, the program builds a strong bond between the mentor and mentee, encouraging open communication and creating a nurturing environment for students to discuss both academic and personal issues.

### **Addressing Academic Issues**

The Mentor-Mentee Scheme plays a crucial role in improving academic performance by offering personalized attention to each student. Mentors provide continuous academic guidance, ensuring students have a deeper understanding of the curriculum and subject matter. This individualized support allows mentors to identify areas where students may be struggling and offer tailored feedback to address these challenges. Mentors encourage critical thinking and help students develop research and problem-solving skills, preparing them for academic success. They also guide students on how to approach complex topics and offer strategies for effective learning and exam preparation, fostering a sense of academic confidence and self-reliance.

### **Addressing Student-Psychological Issues**

Apart from academic guidance, mentors are trained to address the psychological challenges faced by students. The program offers emotional support to help students cope with stress, anxiety, and the pressures of academic life. Mentors provide a safe space for students to express their concerns and frustrations, building trust and understanding. By offering encouragement and positive reinforcement, mentors help build students' self-esteem, confidence, and motivation. This emotional support is critical in preventing feelings of isolation and fostering a sense of belonging within the institution.

### **Effective Implementation**

For the Mentor-Mentee Scheme to be successful, the institution ensures that mentors are well-trained in essential skills such as active listening, empathy, and effective communication. This training enables mentors to better understand the needs of their mentees and offer appropriate guidance. Regular meetings are held to monitor the progress of students, and mentors are encouraged to provide timely feedback. The scheme is also regularly evaluated to identify areas for improvement, and mentee feedback is actively sought to refine the program.

By addressing both academic and psychological challenges, the Mentor-Mentee Scheme provides a holistic approach to student development. This personalized support system helps students overcome obstacles, fosters a sense of belonging, and empowers them to succeed both academically and personally.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

#### **Response:**

At Sanjivani College of Engineering, meticulous planning and adherence to an Academic Calendar and Teaching Plans are fundamental to maintaining academic rigor and ensuring smooth functioning of the academic processes.

#### **Academic Schedule**

The academic schedule at the institution is initially developed by the university or Dean Academics, ensuring that it conforms to the guidelines set by the UGC. This schedule serves as the foundation for the academic year and includes plans for both curricular and co-curricular activities. It is carefully designed to make the best use of the available working and teaching days.

The Academic Dean is responsible for preparing the Institute's Academic Calendar. This calendar is finalized well in advance of the semester commencement, ensuring that all stakeholders—faculty, students, and administrative staff—are aware of the academic roadmap for the semester. The calendar not only includes key academic events but also outlines the schedule for continuous assessments, class tests, midterm submissions, and other academic milestones. Additionally, it lists holidays, ensuring clarity regarding breaks and holidays for students and faculty.

The finalized academic calendar, along with the semester timetable, is provided to students at the time of their reporting to the institution. This enables students to be fully informed of the semester's structure from the very beginning, promoting preparedness and organization.

#### **Teaching Plan**

Each faculty member is responsible for preparing a detailed teaching plan before the commencement of the semester. This teaching plan is course-specific and outlines the curriculum, teaching methodology, and learning aids that will be employed. The plan ensures that the course content is systematically covered within the semester time frame, while also highlighting the expected learning outcomes.

A well-structured teaching plan allows students to be aware of the topics that will be taught in each session, facilitating better preparation and engagement in the classroom. The plan typically includes detailed information on the approach the faculty will use for each lecture, whether through theoretical instruction, case studies, practical demonstrations, or interactive learning methods. The plan also includes

the expected outcomes of each session, giving students a clear sense of the goals they are working towards.

## Laboratory Schedule

Laboratory courses are integral to the technical education, and each faculty member responsible for a laboratory course prepares a laboratory schedule at the start of the semester. This schedule specifies the batch-wise details of students and the experiments they will perform, with clearly defined dates for each lab session. This approach ensures that laboratory work is systematically managed and that students can complete their practical coursework efficiently.

## Time Table

Timetable for regular lectures is prepared and displayed on the notice board before the semester begins. The timetable ensures that classes are conducted in a balanced and structured manner, allowing for optimal time management for both students and faculty.

An Academic Monitoring Committee, appointed by the Principal or Head of Department, oversees the day-to-day adherence to the timetable. This committee ensures that lectures and other academic activities are conducted according to the planned schedule, making timely adjustments where necessary.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
183	190	160	161	167



File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 26.17**2.4.2.1 Number of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

Response: 67

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 10.27**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1879

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 71.26

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 119

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 last date of declaration of results during the last five years**

**Response:** 14.6

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
18	15	15	15	10

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.85

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

2023-24	2022-23	2021-22	2020-21	2019-20
85	57	00	00	00

### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3457	3768	3364	3278	2910

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>

## 2.5.3

**IT integration and reforms in the examination procedures and processes including Continuous**

## **Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

### **Response:**

The integration of Information Technology (IT) and reforms in examination procedures, including the Continuous Internal Assessment (CIA) system, has brought significant improvements to the Examination Management System (EMS) at Sanjivani College of Engineering. These reforms have transformed traditional practices, making the examination process more efficient, secure, and transparent. The reforms focus on three key areas: examination procedures, IT integration, and continuous internal assessment.

### **1. Examination Procedures**

Traditional examination methods, characterized by paper-based question papers and manual invigilation, have often posed logistical challenges and security risks. To mitigate these issues, the college has implemented IT-enabled reforms that modernize its EMS. A key reform in this area is the digitalization of the question paper setting and distribution process. With web-based software like **IonDVS** and **IonEMS**, institutions can now create, securely store, and distribute question papers electronically. This system reduces the risk of paper leaks and unauthorized access by employing advanced encryption and coding techniques.

Another significant transformation is the digital evaluation process. Traditionally, handwritten answer sheets required manual grading, which was time-consuming and prone to errors. Through **Computer-Based Evaluation (CBE)**, IonDVS automates the assessment process, allowing for quicker and more accurate grading. For subjective assessments, scanned answer sheets are evaluated online, making the re-evaluation process easier, faster, and more transparent. This digital process benefits both students and educators, ensuring a fair and timely evaluation system. Furthermore, **open house sessions** are now conducted digitally, providing students an opportunity to review their performance and raise any concerns in a structured, transparent environment.

### **2. Processes Integrating IT**

The integration of IT into examination processes has been revolutionary, streamlining various stages of the examination cycle. Systems like **IonDVS** and **IonEMS** handle the entire examination lifecycle, from registration and scheduling to result declaration and grievance redressal. These platforms allow students to register for exams online and download their hall tickets, reducing administrative tasks for the institution and ensuring a smoother pre-examination phase.

After exams, these systems efficiently process results, significantly reducing the time between the completion of exams and the announcement of results. The platforms also provide valuable analytics on student performance, offering insights that help educators refine teaching methods and improve

assessment strategies. Furthermore, **online grievance redressal systems**, such as the digital **Open House**, allow students to submit re-evaluation requests or raise concerns regarding their results through a transparent and efficient system.

These IT-enabled reforms have significantly improved the overall management of examinations, enhancing both the student and faculty experience. The digitalization of key processes has made the examination process faster, more reliable, and more accessible.

### 3. Continuous Internal Assessment System

The Continuous Internal Assessment (CIA) system represents a shift from traditional, end-term examination models to a more dynamic and continuous approach to student evaluation. The CIA system, grounded in formative assessment principles, enables educators to assess students' understanding and skills throughout the academic term, rather than relying solely on end-term examinations. Under the CIA, assessments are conducted through various methods, including quizzes, assignments, projects, presentations, and mid-term tests.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### Response:

Institute has developed a comprehensive set of learning outcomes that include both Program Outcomes (POs) and Course Outcomes (COs), as well as clearly defined graduate attributes. These learning outcomes are integrated into the academic and assessment framework of the institution to ensure students gain not only academic knowledge but also critical skills that prepare them for professional success and societal contributions.

#### Program and Course Outcomes

The outcomes are designed to encapsulate the core competencies that students are expected to develop by the time they graduate. These Program Outcomes (POs) reflect the institution's vision of producing graduates who are not only technically proficient but also possess leadership, communication, and ethical skills. POs include objectives related to technical proficiency, critical thinking, problem-solving, communication, teamwork, and professional and ethical responsibility.

Each course within a program is mapped to these broader outcomes through specific Course Outcomes

(COs). COs are tailored to the content of each course, but they align with the overall program objectives, ensuring that each course contributes to the development of the skills and attributes required by graduates. This mapping provides a clear linkage between individual courses and the overarching goals of the program, ensuring consistency and coherence in students' learning journeys.

### **Assessment Process and Attainment of Learning Outcomes**

The integration of learning outcomes into the assessment process is crucial in ensuring that students not only acquire theoretical knowledge but also practical and professional skills. Various assessment tools are employed to evaluate students' progress toward achieving these outcomes. These include:

- **Continuous Internal Assessments (CIAs):** These are conducted regularly throughout the semester and include assignments, quizzes, and presentations designed to evaluate ongoing understanding and skills.
- **End-Term Examinations:** Final exams are carefully structured to assess a student's comprehensive grasp of course content and their ability to apply knowledge in various contexts.
- **Projects and Practical Evaluations:** These provide an opportunity for students to demonstrate hands-on skills, critical thinking, and problem-solving abilities, which are core to the graduate attributes.
- **Rubrics:** Each of these assessments is aligned with specific rubrics that reflect the learning outcomes, ensuring that evaluations measure not just knowledge, but also skills such as problem-solving, ethical reasoning, communication, and teamwork.

### **Publicizing Learning Outcomes and Graduate Attributes**

The institution ensures that learning outcomes and graduate attributes are widely publicized and accessible to all stakeholders. The Program Outcomes and Course Outcomes are prominently displayed on the institution's website, providing transparency and clarity for students, faculty, employers, and accrediting bodies. These outcomes are also included in syllabi, program handbooks, and other academic documents, and they are discussed at the start of each course by faculty, ensuring that students understand the expectations and learning objectives for each course.

### **Evaluation of Attainment**

This involves the collection and analysis of data from various assessments, as well as feedback from students, faculty, and external stakeholders like employers. The continuous monitoring of this data helps the institution gauge how effectively students are meeting the established outcomes and where improvements can be made.

<b>File Description</b>	<b>Document</b>
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 91.26

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 908

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1**

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

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

#### Response:

The Research Department plays a pivotal role in advancing the institution's academic and research capabilities. Its wide-ranging activities are designed to foster a vibrant research environment, support faculty development, and ensure the effective management and utilization of research resources. Here is a detailed description of the department's initiatives and organizational structure:

#### Research Promotion and Development

The Research Department is committed to enhancing both applied and basic research. It actively promotes technological advancements and the establishment of centers of excellence. By supporting faculty members in their academic and research pursuits, the department ensures that the institution remains at the forefront of innovation. This support includes facilitating Ph.D. studies, encouraging participation in conferences, workshops, and Short Term Training Programs (STTPs), and assisting faculty in developing the skills necessary for successful research careers.

#### Funding and Proposals

One of the core responsibilities of the Research Department is to encourage faculty members to seek funding for their research. The department assists in preparing and submitting research proposals to a variety of funding agencies, including Savitribai Phule Pune University, the All India Council for Technical Education (AICTE), the University Grants Commission (UGC), the Department of Science & Technology (DST), the Indian Space Research Organization (ISRO), the Defense Research & Development Organization (DRDO), the Council for Scientific and Industrial Research (CSIR), and the Rajiv Gandhi Science and Technology Commission (RGSTC). This support is crucial for securing financial backing for research projects and ensuring the availability of necessary resources.

#### Research Forum and Departmental Activities

The Research Department has established a comprehensive research forum to coordinate and enhance its activities. Key functions of the forum include:

1. **Sharing Research:** Internal faculty members are provided with platforms to share their research findings, fostering a collaborative and supportive research community within the institution.
2. **Expert Lectures:** The forum organizes lectures by eminent personalities from outside the institution to provide fresh perspectives and insights into current research trends and methodologies.
3. **Training Modules:** Development of specialized training modules to enhance research skills and methodologies among faculty and students.



4. **Conferences and Workshops:** Regular organization of conferences and workshops to facilitate knowledge exchange and promote networking opportunities among researchers.
5. **Research Proposals:** Assistance with drafting and submitting proposals for both government and non-government funding agencies to support diverse research initiatives.
6. **Consultancy and Incubation Centers:** Engagement in consultancy work and the establishment of incubation centers to foster innovation and support entrepreneurial ventures.
7. **Patents:** Support for writing and filing patents to protect intellectual property and encourage the commercialization of research outcomes.

Overall, the Research Department's activities and policies are designed to create a dynamic and supportive research environment. By facilitating access to resources, promoting collaboration, and ensuring rigorous management practices, the department plays a crucial role in advancing the institution's research agenda and contributing to the broader academic community.

File Description	Document
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research**

**Response:** 10.06

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
3.24843	0.25232	2.95016	1.78213	1.82339

File Description	Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 4.3

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 11

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

**3.2.1**

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 68.2203

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>

**3.2.2**

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.04

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

Response: 9

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>

### 3.2.3

#### Percentage of teachers recognised as research guides as in the latest completed academic year

**Response:** 13.66

#### 3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 25

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

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

**Response:**

#### **Indian Knowledge System (IKS) and its Integration**

The institution has effectively built a dynamic ecosystem for innovation by integrating the Indian Knowledge System (IKS) with modern technological and entrepreneurial frameworks. This ecosystem includes initiatives such as IPR awareness programs, an IPR cell, and an incubation center, all aimed at fostering the creation and transfer of knowledge and technology.

The Indian Knowledge System (IKS) offers a wealth of traditional knowledge derived from India's rich historical, cultural, and scientific heritage. The institution has made significant efforts to weave IKS into its academic curriculum and research activities. This integration encourages students and faculty to explore ancient Indian sciences, arts, and technologies, merging traditional wisdom with contemporary

scientific approaches. This multidisciplinary approach helps bridge the gap between historical knowledge and modern innovation, fostering a more comprehensive problem-solving perspective.

### **Intellectual Property Rights (IPR) Awareness and the Establishment of an IPR Cell**

A crucial component of the institution's innovation ecosystem is its focus on Intellectual Property Rights (IPR). Recognizing the importance of protecting innovations, the institution conducts regular workshops, seminars, and training sessions to educate students, researchers, and faculty about patents, copyrights, and trademarks. This emphasis on IPR helps creators safeguard their inventions and explore commercialization opportunities, ultimately leading to financial benefits and the promotion of new ideas.

The establishment of an IPR cell further supports this initiative. This dedicated unit assists innovators with the patenting process by providing legal and technical guidance. The IPR cell acts as a bridge between inventors and patent offices, helping with patent drafting, filing, and prosecution. It also offers consultation services on global IPR practices, ensuring that the institution's innovations are well-protected and can compete on an international scale.

### **Incubation Centre: Nurturing Entrepreneurship and Innovation**

The institution's incubation center is a pivotal element of its support for innovation and entrepreneurship. Designed to nurture startups and innovative projects, the center provides resources such as mentorship, funding, and networking opportunities. Collaborating with industry experts, venture capitalists, and government agencies, the center helps transform innovative ideas into viable products and services. This support has led to the emergence of several successful ventures, contributing to job creation and economic development.

### **Knowledge and Technology Transfer**

Knowledge and technology transfer are also key to the institution's mission. Through partnerships with industry, research organizations, and government bodies, the institution facilitates the commercialization of its innovations. The technology transfer office plays a crucial role in moving research outcomes from the lab to the market, ensuring that these innovations benefit society.

### **Outcomes and Impact**

In conclusion, by integrating IKS, promoting IPR awareness, and supporting innovation through its incubation center, the institution has created a robust ecosystem that advances knowledge and technology transfer. This approach not only fosters a culture of innovation but also generates tangible benefits for society.

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

## **3.4 Research Publications and Awards**

**3.4.1**

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.2**

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.6

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 65

<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 1.56

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

Response: 399

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 0.79

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 203

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 0

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

**3.4.6**

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

**Response:** 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 37.53

**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
14.34168	7.43714	1.5536	4.5054	9.69055

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.6 Extension Activities****3.6.1**

**Outcomes of extension activities in the neighbourhood community in terms of impact and**

**sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

The institute encourages the engagement of students and faculty members for interaction with the neighborhood community for betterment of the society as whole. A vast emphasis is laid on making students aware of the social issues and their responsibility via various activities conducted throughout the year. The institute forms a National Service Scheme (NSS) unit of 100 student volunteers and guided by a Mr. Nagorao Sahebrao Surner (Program Officer NSS, SCOE) and conduct programs under the National schemes such as Majhi Vasundhara Abhiyan, Swachh Bharat Abhiyan, Fit India Movement, Tree Plantation drive, Voter awareness program, Water Conservation, National TB Control, Yoga Training Session, Mental Health Program, Road Safety Week, Women Empowerment etc.

The NSS unit focuses on local problems of uncleanliness, unhygienic conditions and hence conducts various cleanliness programs in the nearby areas. To promote sustainability and create awareness about the importance of clean air and environment, every year the NSS unit conduct tree plantation drives in the vicinity of the institute. As a part of social responsibility, blood donation camps are regularly organized in the institute wherein, students and faculty members donate blood in huge numbers. The health check-up camp is also organized in the institute at concessional fees by the NSS unit. Yoga and pranayam training sessions are also conducted in the institute.

To make students aware about the social issues and for their overall development, various guest lectures are organized throughout the year. Some of the notable mentions are: gender equality, necessity of ethical values in education, mental health, career in defense services, tuberculosis and its effects etc. Also, awareness programs are conducted by the NSS unit such as food adulteration, electrical safety for farmers, girl child schemes etc. and demonstrated by activities such as live demonstration, street plays, individual interaction etc. Slogan competition, quiz competitions, online e-quiz etc. are also organized based on topics such as voting awareness, right to information act, changes in constitution etc. To sensitize the students about various social issues, integrity pledge for vigilance awareness, voter's pledge, rendering of national anthem etc. events help in motivating the students.

The institute also conducts some special awareness program such as plastic waste disposal, traffic and road safety awareness, donation to foundation for national communal harmony, city survey using drone technology, fit India freedom run etc. for holistic development of the students. The conduction of the above said activities help the students in developing their own inter-personal skills, have sympathetic approach towards the society, gain confidence, bolster leadership and management skills, and help them to be the responsible citizens of the nation.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>



**3.6.2**

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

**Response:** 93

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	21	18	16	14

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.7 Collaboration****3.7.1**

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

**Response:** 51

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

**Response:**

#### **1. Teaching-Learning Infrastructure**

Sanjivani College of Engineering, Kopargaon, is dedicated to providing high-quality infrastructure to support effective teaching and learning. The college has 35 classrooms, all of which are spacious, well-ventilated, and equipped with modern teaching aids such as projectors and audio-visual systems. The college boasts state-of-the-art laboratories for each department, supporting practical and experiential learning. In addition, the institution provides 40 computer labs with high-speed internet connectivity of 500 Mbps.

#### **2. ICT-enabled facilities**

Sanjivani College is committed to integrating Information and Communication Technology (ICT) into its educational process. The institution offers smart classrooms equipped with interactive boards and projectors to support dynamic teaching methods. These facilities encourage interactive learning, enhance student engagement, and facilitate real-time assessment. The college has implemented a robust Learning Management System (LMS) to further support blended learning. Through the LMS, students can access course materials, lecture recordings, assignments, and online assessments, fostering flexibility in the learning process and ensuring seamless communication between students and faculty.

#### **3. Facilities for Cultural & Sports Activities.**

Sanjivani College of Engineering promotes holistic student development by offering a wide range of facilities for cultural and sports activities. The campus includes dedicated spaces for cultural events, such as an open-air auditorium with modern sound and lighting systems, capable of hosting cultural festivals, guest lectures, and various academic and cultural programs. The institution also emphasizes sports, offering both indoor and outdoor facilities. Outdoor sports options include courts for basketball, volleyball, and badminton, along with fields for cricket and football. For indoor activities, the college provides chess, table tennis, and carrom facilities, fostering both mental and physical fitness. The college gymnasium is equipped with modern fitness equipment, motivating students to maintain a healthy lifestyle. A dedicated yoga centre is also available, where regular sessions are held to promote mental and physical well-being.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.1.2**

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 8.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
209.092	221.145	104.786	100.997	178.624

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

The central library at Sanjivani College of Engineering is a state-of-the-art facility, fully automated with

digital capabilities to support the academic and research needs of students and faculty. The library uses Library Management System (LMS) to streamline library operations, including book circulation, catalog management, and user services. This automation ensures efficient access to the library's extensive resources and enables smooth functioning of day-to-day activities. Spanning an area of 1096.35 sq.m, the library is Wi-Fi enabled and offers a well-furnished space with a seating capacity of more than 300 users. The library houses a rich collection of 89,508 reading materials, including 58,578 print books, 29,499 e-books, and 3,275 bound volumes of periodicals and magazines. The integration of non-print media such as 1,431 CDs and DVDs provides additional resources for learning and research, ensuring students have access to a diverse range of materials.

To further facilitate research and learning, the library subscribes to 6,615 e-journals and 127 print publications, which include 110 journals and 17 magazines. These subscriptions provide access to the latest academic publications, helping students and faculty stay updated with advancements in their respective fields. The library is equipped with a web-based Online Public Access Catalog (OPAC) system, which allows users to search and access resources from anywhere, making it highly convenient for students and staff to locate and reserve materials. This digital system enhances the usability and accessibility of the library's vast collection, contributing to the academic success of its users.

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

#### 4.2.2

##### Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

**Response:** 1.28

##### 4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
28.025	9.030	27.328	28.822	27.264

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

Sanjivani College of Engineering is committed to maintain a state-of-the-art IT infrastructure that supports seamless teaching, learning, and administrative functions. The institute continuously upgrades its facilities to meet the evolving technological demands of students, faculty, and staff, ensuring a modern and efficient digital environment. The college provides 1016 computers across various departments and facilities, maintaining a student-computer ratio of 3.40:1. This ensures that students have easy and continuous access to digital learning resources, software tools, and the internet for academic purposes. These computers are integrated into a network that is supported by 20 UPS units of varying capacities, which guarantee uninterrupted power supply and smooth operation of IT systems even during power outages.

To further enhance the educational experience, the campus is equipped with 65 LCD projectors, 150 printers, and 20 scanners, which are strategically placed in classrooms, laboratories, and administrative offices. This infrastructure facilitates smooth academic and administrative workflows, ensuring that students and faculty have access to the necessary tools for effective learning and research. The institute recognizes the importance of a strong internet backbone to support its digital infrastructure. To meet these needs, the campus offers high-speed internet connectivity with a bandwidth of 500 Mbps purchased from Reliance Jio Infocom Limited and updated regularly. This bandwidth ensures fast and reliable access to online resources, virtual classrooms, research databases, and other web-based applications that are crucial for both teaching and learning activities. The entire campus, including classrooms, laboratories, seminar halls, and common areas, college hostel is fully Wi-Fi enabled, providing 24/7 internet access to students, faculty, and staff. This enables a seamless digital experience and fosters a collaborative and interactive

learning environment. Whether accessing online learning materials, conducting research, or participating in virtual discussions, the Wi-Fi network ensures that connectivity is available at all times.

The central IT infrastructure at Sanjivani College of Engineering is powered by IBM servers, which provide stability, security, and high-performance computing for the entire network. These servers are critical in managing data storage, access, and processing, ensuring that all digital services run efficiently and without interruption. Regular updates to the IT infrastructure are carried out to ensure the college remains at the forefront of technological advancements. The latest upgrades included the installation of interactive panels, projectors, and LAN connectivity in classrooms and seminar halls, providing an enhanced and interactive learning environment. Additionally, the institute has implemented IT security measures, including firewalls and network monitoring systems, to safeguard against cyber threats and ensure the protection of sensitive data.

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

#### 4.3.2

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

**Response:** 3.4

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

Response: 1016

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

Sanjivani College of Engineering remains at the forefront of educational innovation, driven by a vision to integrate cutting-edge technology into its academic framework. The establishment of the Audio-Visual Centre is a testament to this commitment, offering a hub for the creation of top-tier digital content that enhances both teaching and learning experiences. This centre is outfitted with advanced equipment such

as high-definition cameras, professional-grade microphones, and sophisticated editing tools, enabling the production of engaging and high-quality audio-visual content. The seamless audio-video integration ensures that the content is not only clear but also immersive, fostering a deeper connection between students and the material.

Beyond its academic utility, the Audio-Visual Centre serves as a versatile space that supports a range of institutional activities. It plays a vital role in hosting virtual events, streaming guest lectures, and organizing digital learning workshops, further expanding the scope of education at the college. Faculty development is also a priority, with training programs regularly organized to help educators harness the full potential of these facilities for creating interactive e-learning modules. Additionally, the centre collaborates with academic departments to develop customized educational videos and interactive simulations tailored to specific course needs. This approach not only enhances the learning experience but also ensures that content remains relevant and up-to-date. In doing so, Sanjivani College of Engineering ensures that its faculty and students are well-equipped to meet the evolving demands of the global education landscape, making it a leader in digital pedagogy.

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

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 42.66

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
1458.84	951.92	728.25	369.39	502.89

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

The Sanjivani college of Engineering, Kopargaon provides adequate availability of physical infrastructure for the conduct of academic, sports and extra-curricular activities. Optimum utilization of academic assets like Class Room, Tutorial Room, Laboratories and workshops, etc. is done. All faculty members are provided with separate cabins. Common rooms are available for the students. Divyang individuals are given the utmost attention, with ramps and lifts available wherever possible. The institute uses CCTV surveillance and security guards to assure security. In order to promote teaching, learning, and research, the policy for preserving and using physical, academic, and support facilities such as labs, libraries, sports complexes, computers, and classrooms makes sure that these resources are accessible, functioning, and used effectively. The systems and practices used are listed below:

- Technical staff conducts routine inspections of laboratories to verify that all equipment is in operational order. Periodic calibration of instruments is done to maintain accuracy. To prevent conflicts, lab schedules are designed in collaboration with academic departments. Safety procedures are clearly posted, and staff and students receive frequent training on how to use equipments safely. When in operation, each lab is overseen by a faculty member or lab technician.
- The library undergoes routine maintenance to guarantee that it offers a favourable atmosphere for learning. Books, journals, and other resources are periodically updated. Utilising a digital library management system makes it possible to monitor resource availability, inventory, and borrowing. Access to the library is available to all students, staff, and faculty. Digital resources, including e-books and journals, are available through institutional subscriptions.



- Regular inspections are conducted to ensure the safety and usability of the sports facility and its equipment. The maintenance team makes sure the courts, sports grounds, and gym are kept in good working order. To cause as little interruption as possible, all renovations and repairs are scheduled for the off-season. The purpose of usage schedules is to provide staff and students with academic physical education classes. Sports facilities and equipment are used safely under the supervision of coaches and trainers.
- IT personnel regularly maintain computer labs, making sure that the hardware and software are updated. Students can utilize computer labs during set hours, with academic use being given precedence. Clear instructions are provided on how to use the equipment and internet resources. If there are any technical problems, support personnel can help right away.
- Classrooms are cleaned and maintained on a daily basis. Projectors, smart boards, and other classroom technologies are regularly checked and serviced to ensure functionality. Classroom space is allocated based on academic timetables. Priority is given to regular classes, with provisions for seminars, and guest lectures. Faculty members are responsible for ensuring that students adhere to rules regarding the proper use of classroom equipment.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 87.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
3236	3310	2881	2663	2527

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

At Sanjivani College of Engineering, the institution prioritizes the holistic development and support of its students through a well-structured framework of counselling and guidance services. Recognizing the diverse needs of students, the college has developed several initiatives under the **Sanjivani i-Connect** platform, which integrates academic, career, and personal counselling into a cohesive support system.

**Sanjivani i-Connect** serves as a central hub for student support, offering a range of services designed to address academic challenges, career aspirations, and personal development needs. This platform ensures that students have access to timely and relevant information, fostering a well-rounded approach to their education and future careers.

For academic counselling, the college provides structured mentorship through regular interactions with faculty members. These mentoring sessions are tailored to help students navigate their coursework, set academic goals, and develop effective study strategies. Faculty advisors closely monitor student progress, offering personalized advice and support to enhance academic performance and address any challenges that arise.

Career counselling at Sanjivani College is robust and forward-thinking, facilitated through **industry connects** and collaborations with leading professionals. The college regularly hosts events where industry **thought leaders**, including CEOs and VPs of prominent companies, interact with students. These interactions provide valuable insights into industry trends, career opportunities, and professional skills required in the job market. Such engagements not only broaden students' perspectives but also help them build essential networks for their future careers.

The **Sanjivani Trainers** further supports career development by organizing workshops and training sessions. These sessions cover a wide range of topics, including resume building, interview techniques, and job search strategies. Additionally, personalized consultations with students are a key component of this program, allowing for individualized guidance tailored to each student's unique career aspirations and challenges.

Personal counselling is another critical aspect of the support services at Sanjivani College. The college provides a confidential and supportive environment where students can seek help for personal issues, stress management, and mental health concerns. Qualified counsellors are available to offer empathetic support and practical strategies to help students maintain emotional well-being and manage the pressures of academic life.

The college also conducts various **events within departments** to enhance student engagement and personal growth. These events include seminars, workshops, and interactive sessions that address a variety of academic and personal development topics. By participating in these events, students gain valuable knowledge, develop new skills, and receive additional support tailored to their specific needs.

In summary, Sanjivani College of Engineering offers a comprehensive counselling and guidance framework through the Sanjivani i-Connect platform. This system integrates academic mentoring, career guidance with industry leaders, personal counselling, and department-specific events to provide a holistic support structure. By addressing the diverse needs of students, the college ensures they are well-prepared for academic success, career advancement, and personal well-being.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **5.1.4**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 84.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
846	843	657	777	732

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 0.5

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	1	4	10

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response:** 36

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	7	7	0	9

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.3.2

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

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

The Student Council is a representative body composed of elected student leaders who work closely with academic and administrative bodies to enhance the student experience and foster a vibrant campus environment. The council serves as a bridge between the student community and the college administration, advocating for students' needs and concerns while also promoting a spirit of collaboration and inclusivity.

**Roles and Responsibilities of the Student Council**

- 1. Representation and Advocacy:** The primary role of the Student Council is to represent the interests of the student body. This involves voicing student concerns, suggestions, and feedback to the administration and ensuring that the student perspective is considered in decision-making processes. The council acts as a liaison between students and faculty, facilitating communication and understanding on both sides.
- 2. Organizing Events and Activities:** The Student Council is instrumental in organizing a variety of events and activities throughout the academic year. These may include cultural festivals, sports events, academic competitions, workshops, and guest lectures. By planning and executing these events, the council helps build a sense of community, encourages student participation, and enhances the overall campus experience.
- 3. Promoting Student Welfare:** The council actively works to promote the welfare of all students by addressing issues related to academic stress, mental health, and campus safety. It often collaborates with the administration to develop support systems, such as counseling services, wellness programs, and peer mentoring.
- 4. Enhancing Communication:** Effective communication is key to the success of any organization, and the Student Council plays a crucial role in ensuring that information is accurately disseminated among the student body. This includes updates on college policies, upcoming events, and changes in academic schedules. The council also gathers feedback from students on various matters, which is then relayed to the administration for consideration.

**Students' Role in Academic and Administrative Bodies**

- 1. Participation in Committees:** Students are often invited to participate in various academic and administrative committees within the college. These committees may focus on different aspects such as curriculum development, quality assurance, student discipline, and extracurricular activities. Student members provide valuable insights from a learner's perspective, contributing to well-rounded decision-making.
- 2. Academic Feedback and Curriculum Development:** Students play a significant role in providing feedback on the curriculum and teaching methodologies. Through surveys, focus groups, and direct dialogue with faculty, students share their experiences and suggest improvements. This input is crucial in shaping a curriculum that is both relevant and engaging.
- 3. Quality Assurance and Institutional Review:** Students are key stakeholders in the quality

assurance process of the institution. They participate in reviews and audits conducted by external bodies, helping to assess the college's performance and identify areas for improvement. Their involvement ensures that the institution remains accountable and maintains high standards of education.

- 4. Leadership and Peer Mentoring:** By taking on leadership roles within the council and other student organizations, students develop important skills such as communication, teamwork, and problem-solving. They also have the opportunity to mentor their peers, fostering a supportive and collaborative learning environment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

**Response:** A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement



**5.4.1**

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 56.06

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
49.75	3.31	1	1	1

**5.4.2**

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

Alumni play a crucial role in the development and growth of educational institutions. Their contributions and engagements can significantly enhance the academic, professional, and social environment of a college or university. Here's a detailed overview of how alumni contribute and engage with their alma mater:

### **1. Mentorship and Career Guidance:**

Alumni often serve as mentors to current students, providing valuable career guidance and insights into various industries. Through mentorship programs, workshops, and one-on-one interactions, alumni can help students understand the practical aspects of their chosen fields, offer advice on career paths, and share their experiences. This direct interaction not only bridges the gap between academic learning and real-world application but also helps in building students' confidence and professional networks.

### **2. Guest Lectures and Workshops:**

Many alumni return to their institutions to give guest lectures or conduct workshops. These sessions provide current students with the opportunity to learn about the latest trends, technologies, and practices in various industries directly from professionals who have already experienced them. Alumni can offer unique perspectives that enrich the academic curriculum, making learning more dynamic and relevant.

### **3. Internship and Job Opportunities:**

Alumni networks are often instrumental in providing internships and job placements for students. By

leveraging their professional connections, alumni can create pathways for students to gain practical experience and employment in reputable companies. This not only helps students in kickstarting their careers but also enhances the institution's reputation in terms of producing employable graduates.

#### **4. Financial Contributions:**

Alumni frequently contribute financially to their alma mater, supporting scholarships, infrastructure development, research initiatives, and various other projects. These contributions can be in the form of donations, endowments, or fundraising campaigns. Financial support from alumni can significantly impact an institution's ability to offer quality education, modern facilities, and various student services.

#### **5. Curriculum Development and Academic Support:**

Experienced alumni can offer valuable input in curriculum development, ensuring that academic programs stay relevant and meet industry standards. Their feedback can help faculty design courses that equip students with the necessary skills and knowledge. Alumni can also support academic research by collaborating with faculty and students, providing resources, or co-authoring research papers.

#### **6. Networking and Community Building:**

Alumni associations often organize networking events, reunions, and social gatherings, which help in fostering a sense of community and belonging among graduates. These events provide a platform for alumni to reconnect, share their experiences, and build professional networks.

#### **7. Advisory and Governance Roles:**

Alumni often serve on advisory boards or governing bodies of their institutions, contributing to strategic decision-making and policy formulation. Their insights, drawn from both professional and personal experiences, can help shape the future direction of the institution, ensuring it remains competitive and aligned with global educational standards.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**The institutional governance and leadership** at Sanjivani College of Engineering, Kopargaon, is well-aligned with its vision and mission, which is crucial for fostering growth and achieving long-term goals. The leadership model adopted by the institution embodies transparency, participative decision-making, decentralized governance, and inclusivity, all of which reflect the values outlined in the institution's guiding principles.

A core feature of the college's governance framework is its committee-based decision-making structure. This approach ensures that all major decisions are taken collaboratively, with inputs from various levels of the institution. By involving key stakeholders in both academic and non-academic areas, the college promotes a culture of participatory leadership, where different voices contribute to shaping the future of the institution.

**Decentralization** plays a pivotal role in how Sanjivani College operates. Rather than concentrating authority in a single group or individual, the governance system distributes responsibilities across multiple committees and teams. This structure enables quicker and more inclusive decision-making, allowing the college to adapt and respond effectively to both immediate challenges and long-term strategic needs. It also provides opportunities for stakeholders to actively engage in shaping the institution's growth trajectory.

In line with the **National Education Policy (NEP)** and other institutional goals, the leadership at Sanjivani College has demonstrated sustained institutional growth, implementing policies and practices that support both academic excellence and infrastructural development. The institution's governance ensures that its practices are not just reactive but also proactive, focusing on both short-term achievements and long-term plans.

To understand the full scope of governance at the institution, Sanjivani College provides detailed documentation outlining its Vision & Mission, an Organogram, and the specific roles and responsibilities of various committees. These documents offer a comprehensive look at how governance is structured and how it functions in practice. The leadership model emphasizes transparency in processes and ensures that every department, faculty member, and stakeholder has a clear understanding of their role within the broader institutional framework.

This inclusive governance approach at Sanjivani College reflects its commitment to creating an environment that is conducive to growth, innovation, and the well-being of its students, staff, and faculty. By aligning governance practices with the institution's core values, Sanjivani College of Engineering

ensures that it remains a leader in providing quality education while fostering an atmosphere of shared responsibility and collective progress.

In conclusion, the leadership and governance practices at Sanjivani College of Engineering, Kopargaon, not only mirror the institution's vision and mission but also embody the principles of inclusivity, transparency, and decentralized decision-making. This model serves as a foundation for both current institutional successes and future growth.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

#### **Report on Institutional Perspective Plan and Functioning of Institutional Bodies**

The institutional perspective plan at Sanjivani College of Engineering is effectively deployed, ensuring that the functioning of institutional bodies is efficient and in alignment with its strategic goals in accordance with the vision and mission of the institute. The deployment of this plan is clearly visible through the policies, administrative setup, appointment protocols, service rules, and established procedures. The institution follows a well-defined governance structure that ensures effective leadership and transparent management practices.

#### **Strategic Planning**

The roadmap for the institution's growth and development is laid out in the strategic plan, which is a comprehensive guide for both academic and administrative growth. This plan addresses short-term and long-term goals for the institution, focusing on areas such as academic excellence, infrastructure development, faculty growth, and student welfare.

This strategic plan is reviewed and deployed by the Academic Council, which ensures that all academic decisions are in line with the broader goals of the institution. The strategic plan involves contributions from key stakeholders, including faculty, administration, and management along with alumni and industry representatives to ensuring that the institution's growth is collaborative and inclusive.

#### **Administrative Setup and Functioning**

The administrative setup of the institution is decentralized, with responsibilities delegated to various

departments and committees, promoting participative decision-making. Each committee and department is tasked with specific functions, ranging from academic program management to student welfare, research and development, and infrastructure maintenance. This decentralized structure allows for efficient operations and responsive management, ensuring that any issues are quickly addressed at the relevant levels.

The institution follows well-established appointment procedures to ensure that qualified individuals are placed in key positions. The recruitment process is transparent, with defined criteria for hiring faculty, administrative staff, and other personnel. The appointment of staff members adheres to service rules that are consistent with state and national regulations, promoting fairness and professionalism.

**Service Rules and Procedures**

Sanjivani College of Engineering adheres to service rules that govern the roles, responsibilities, and entitlements of its staff. These rules provide clarity on matters such as employment conditions, leave policies, performance evaluations, and promotions. By maintaining clear and consistent service rules, the institution ensures that all employees are treated fairly and that their rights are protected.

The institutional perspective plan is actively deployed strategy that influences the day-to-day functioning of the college. Through its clear policies, efficient administrative setup, well-defined appointment procedures, and transparent service rules, Sanjivani College of Engineering ensures that its governance structure is effective and aligned with its mission to provide quality education and foster institutional growth.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Institutions Performance Appraisal System for Teaching and Non-teaching Staff:**

The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee as well as the institute.

The salient features of the performance appraisal system are as follows:

#### **Teaching Staff**

- a) The performance of each faculty member is assessed according to the Annual SelfAssessment for the Academic Performance Index (API).
- b) Promotions are based on the API proforma that is based on the API score.
- c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.
- d) The faculty members are informed well in advance of their due promotion.
- e) The API proforma filled by the Faculty Member is checked and verified by the Heads of the

Departments, followed by the Deans and the Director of the Institute.

f) Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee.

The following factors are deeply analyzed in the appraisal system for teaching staff such as,

- Teaching Process
- Student Development
- Research & Consultancy
- Self-Development
- Administrative Work
- Organization Development
- Behavioral Analysis

### **Non-Teaching Staff**

All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal.

The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting (where applicable), efficient organization of documents (in case of Ministerial Staff) and technical abilities (in case of workshop staff).

The comprehensive Annual Confidential Report comprises of 32 parameters. Each one of them is graded on a seven-point scale, i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD, which is then forwarded to the Director by the forwarding officer.

On satisfactory performance, all employees are granted promotions and financial upgradation under the ACP Scheme.

The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### **6.3.2**

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

**Response:** 53.31**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**

2023-24	2022-23	2021-22	2020-21	2019-20
91	105	88	83	92

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3****Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 68.64**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
116	115	115	121	124

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**



**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

The Institution follows a well-defined practice to ensure that required funds are mobilized and the resources are optimally utilized. It ensures that the funds are used in an efficient manner catering to the academic, administrative, infrastructure, R&D activities and other activities.

The funds are generated through fees, Government Scholarship grants and other sources of income. At the beginning of every financial year budget is prepared to carry out various academic and other activities to enhance the teaching-learning process. The process of budgeting involves – preparation of the departmental and institutional budget that are submitted for the approval by the finance committee and sanction by the college governing body.

The Departmental Head prepares departmental budget after considering various requirements of the entire department comprising of both recurring and non-recurring expenditure for a given financial year. Director will consolidate all the departmental budgets received and accordingly prepare the Institutional budget and budget approval of Finance Committee.

The following are the sources of income generated by the Institution:

1. Tuition fees collected from students
2. Other Income:
  - Interest on FDRs, Savings Accounts
  - Government Scholarship
  - Grants from Government and Non-Government Organizations
  - Consultancy
  - Testing Fees
  - Miscellaneous Income

Utilization of Resources:

The funds mobilized during the financial year are utilized for buildings, infrastructure, maintenance etc. which are as follows

1. Maintenance to existing buildings is undertaken as and when required.
2. Academic infrastructure facilities like classrooms, seminar halls, laboratory equipment/software/hardware, and IT facilities are frequently updated to facilitate the teaching learning process.
3. The library infrastructure development, books, journals are purchased as per requirement.
4. Guest lectures, faculty development programs, workshops, seminars, invited talks, industrial visits, and student technical symposiums, are conducted to impart technical knowledge to the staff and students.
5. Extracurricular activities such as sports and games have been arranged for the students to improve their physical skills apart from academics. Students participating in various sports and games at the national, state, university, and college level are sponsored with supporting materials and

- financial assistance by the Institution. Besides sports and games are organized to employees
6. The Institution also sponsors and encourages the students in participating in various cultural activities at the national, state, university and college levels.
  7. The seed money is granted to the faculty who prepare research proposals to encourage research culture in the college.

In addition to the financial grant received from different agencies, the supporting grant is given by management to set up the lab, equipment, and other computing facilities, wherever required. The finance committee receives the details regarding expenditure needed for infrastructure development, departments, library and various committees and prepares the budget reflecting division, allocation of the funds leading to optimum utilization of funds.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

#### 6.4.2

#### **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 49.33

#### **6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
12.65	6.08	9.41	9.64	11.55

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 6.4.3

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

### **Institution Conducts Internal and External Financial Audits Regularly**

Sanjivani College of Engineering has established a robust mechanism to ensure the regular conduction of internal and external financial audits, maintaining transparency and adherence to financial discipline. The institution conducts internal audits twice a year and external audits annually, ensuring compliance with all financial regulations and efficient use of resources.

#### **Internal Audits**

The internal audit is conducted by a financial committee comprising members from the institution. This committee is responsible for reviewing the institution's income and expenditure, including monitoring budget allocations and verifying all transactions. The internal auditors verify all vouchers and confirm the accuracy of fee collections. They ensure that all accounts are in order and make recommendations to improve the financial processes where necessary.

#### **External Audits**

External audits are conducted by a qualified Chartered Accountant who audits the accounts of the institution as per the legal requirements. The external audit is conducted quarterly to ensure continuous monitoring of the institution's financial health. The auditor verifies the income and expenditure details, ensuring that the financial transactions comply with the institutional policies and legal provisions. Any discrepancies found during the audit are reported to the management, and corrective actions are taken promptly.

#### **Budgetary Control and Transparency**

Before the commencement of each financial year, the Director, along with the heads of various departments, submits a budget proposal to the management. This budget includes recurring expenses such as salaries, utilities, and maintenance, as well as non-recurring expenses like new equipment and infrastructure development. The finance committee reviews the budget to ensure proper allocation of resources, and the accounts department monitors all expenditures in line with the approved budget.

All audited statements are uploaded to the institution's website, demonstrating the college's commitment to transparency in financial matters. The institution has not encountered any major objections during audits in recent years, highlighting the efficiency and effectiveness of the audit mechanisms in place.

The consistent practice of conducting both internal and external audits at Sanjivani College of Engineering ensures financial accountability and compliance with regulations. The institution's audit system helps in maintaining fiscal discipline and promotes the efficient use of resources, contributing to the institution's sustainable growth and development.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

#### **Practice 1: Implementation of Outcome-Based Education (OBE)**

One of the significant initiatives led by the IQAC is the institutionalization of Outcome-Based Education (OBE). This approach emphasizes the clear articulation of expected learning outcomes, which are aligned with program-specific objectives. IQAC played a pivotal role in training faculty members on OBE concepts, including the drafting of course outcomes, program outcomes, and mapping them to assessments and teaching methodologies.

**Impact:** The adoption of OBE has resulted in a more structured and transparent teaching-learning process. It has facilitated continuous evaluation and enhancement of curriculum delivery methods, leading to better alignment of course content with industry needs and student aspirations. Regular workshops and feedback sessions ensure that the faculty are well-equipped to implement OBE effectively, resulting in improved learning outcomes and better preparedness of students for their professional careers.

**Incremental Improvements:** Over the past five years, periodic reviews and audits conducted by the IQAC have refined the OBE implementation process. These reviews have identified gaps, leading to targeted interventions such as additional faculty training sessions and updates to the assessment tools to better reflect the intended outcomes.

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#### **Practice 2: Establishment of a Structured Feedback Mechanism**

Another significant practice institutionalized by the IQAC is the establishment of a robust feedback mechanism that involves various stakeholders, including students, faculty, alumni, and employers. This mechanism is designed to gather insights on the teaching-learning process, curriculum relevance, and overall institutional effectiveness.

**Impact:** The feedback system has provided a platform for continuous dialogue between stakeholders and the institution, facilitating data-driven decision-making. It has led to the revision of curricula, enhancement of teaching methods, and the introduction of new courses and skill development programs that cater to the evolving needs of students and the job market. The structured analysis of feedback data has enabled the institution to make informed decisions that enhance the quality of education and institutional processes.

**Incremental Improvements:** Over the last five years, the feedback system has evolved with the introduction of online feedback tools and the incorporation of analytics to identify trends and areas for improvement. The IQAC regularly reviews the effectiveness of the feedback mechanism and makes necessary adjustments to ensure that it remains responsive and relevant to the needs of all stakeholders.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**6.5.2**

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

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

**1. Continuous Assessment and Evaluation Reforms**

The IQAC’s periodic review of the assessment system revealed that the traditional examination-based evaluation was insufficient in capturing the comprehensive learning outcomes of students. It was observed that the heavy reliance on end-semester exams did not adequately assess students' skills, such as critical thinking, problem-solving, and creativity. To address this gap, the IQAC recommended the adoption of a Continuous Assessment System that incorporates a variety of assessment methods.

**Implementation of Reforms:** The Continuous Assessment System was designed to include diverse evaluation components such as quizzes, assignments, projects, presentations, and class participation, alongside traditional exams. The IQAC developed guidelines for faculty on designing assessments that align with learning outcomes and promote active learning. Workshops were conducted to train faculty on creating effective rubrics, giving constructive feedback, and using assessment data to inform teaching practices. Additionally, the IQAC established a periodic review process to evaluate the effectiveness of the new assessment methods and ensure alignment with the institution’s quality standards. The IQAC

also introduced a student feedback mechanism to gather input on the assessment process and make continuous improvements.

**Impact:** The Continuous Assessment System has led to a more holistic evaluation of student learning, allowing for a broader assessment of their skills and competencies. Students are now more engaged throughout the semester, as they receive ongoing feedback that helps them identify areas for improvement and adjust their learning strategies accordingly. The new system has also reduced the pressure of end-semester exams, promoting a more balanced and stress-free learning environment.

**2. Enhancement of Teaching Methodologies through Technology Integration:**

In its ongoing efforts to enhance the teaching-learning process, the IQAC conducted a review focusing on the effectiveness of traditional teaching methodologies. The review, which included feedback from students and faculty, revealed a need to incorporate more interactive and technology-driven teaching methods to better engage students and accommodate diverse learning styles.

**Implementation of Reforms:**

To address these findings, the IQAC facilitated the integration of digital tools and platforms into the teaching-learning process. Initiatives included the adoption of Enterprise Resource Planning (ERP) for creating and sharing digital content, conducting online quizzes, and tracking student progress. Additionally, the IQAC promoted the use of interactive tools like virtual labs, simulation software, and multimedia resources to enhance the learning experience. Faculty members were trained on using these digital tools effectively, and a dedicated support team was established to assist with technical challenges. The IQAC also introduced blended learning models, combining online and offline teaching to provide a more flexible and personalized learning environment.

**Impact:**

The introduction of technology-enhanced teaching methodologies has significantly improved student engagement and learning outcomes. Students reported a greater understanding of complex concepts through the use of simulations and multimedia resources. The ERP has streamlined the management of coursework, assessments, and feedback, making the learning process more efficient and transparent. Furthermore, the blended learning approach has increased access to learning resources, enabling students to learn at their own pace and revisit materials as needed.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**6.5.3**

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**

**5.Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc****6.Any other quality audit recognized by state, national or international agencies****Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

To promote gender equity, Sanjivani College of Engineering, Kopargaon has initiated a **Gender Audit** as part of its commitment to fostering an inclusive, safe, and equitable environment for all members of the institution.

**The institute has framed following action plan cum policies which are observed time to time throughout the year.**

**1. Involvement and opportunity for representation of women in**

- a. Students Organization/Forums/Committees/Councils
- b. Staff Forums and Committees
- c. Administration

**2. Promotion for co-education through**

- a. Class and Batches consisting of boys and girls students.
- b. Project/Seminar/Activities Groups involving girls and boys students.
- c. Encouragement to girls students to go for industry visits, outstation recruitment drives & competitions by providing college bus and ladies accompanying staff.

**3. Organization of womens health oriented/ women specific programmes**

- a. Existence of womens empowerment cell.
- b. Organization of various competitions and activities specially for womens.
- c. Organization of expert talks on womens health, safety, career orientation etc.
- d. Implementation of maternity leave for womens.



e. Sports Facilities for womens.

various events such as a Dance, Drama, and Singing Competition, guest lectures on cybersecurity, health, diet, **Sanjivani's Master Chef**, health, and hygiene talk shows, Balprada, Straight Up with Wonder Woman, poster making contest, **women's entrepreneurship, cybersecurity awareness, panic anxiety**, financial planning, **Women's Day celebration**, self-confidence building, foot cricket, poster competition, **women's health awareness, and road safety orientation programs**.

## Summary of Specific Facilities Provided for Women at Sanjivani College of Engineering

### 1. Safety and Security

- **Security Measures:** The campus is guarded by well-trained security personnel stationed across the premises. Security checkpoints, equipped with sanitization facilities, are located at all entry points.
- **Faculty Supervision:** Faculty members take turns on rotational duty to ensure discipline and security across the campus.
- **Anti-Ragging Committee:** A strict anti-ragging policy is enforced.
- **Hostel Facilities:** Separate, fully equipped hostels are provided for male and female students.
- **Eco-Friendly Campus:** The campus offers a green, eco-friendly environment, with Wi-Fi, reading rooms, a well-furnished library, and an e-library.
- **Availability of biometric authentication of staff and students.**
- **Availability of CCTV cameras.**
- **Availability of college bus facility for day boarding students.**
- **Availability of working womens hostel for staff and ladies' hostel for girls.**

### 2. Counselling

- **Counselling Services:** Both formal and informal counselling is provided for male and female students and staff, covering academic and personal issues.
- **Support Committees:** Several dedicated committees offer counselling services at different levels for both students and staff.
- **Grievance Redressal: Grievance Redressal Committees** address concerns from both students and staff, ensuring equal opportunities and rights for all genders.
- **Entrepreneurship Development:** The institution supports young entrepreneurs through an Entrepreneurship Development Cell, offering seed funds to innovative projects.

### 3. Training and Development

- **Industry-Oriented Training:** A Training and Development Cell provides industry-related training programs for students.
- **Alumni Association:** The alumni network supports placements and industry-institute interactions.
- **Career Counselling:** Entrance exam counselling and career guidance services are offered.

### 4. Common Rooms

- **Dedicated Spaces:** Common rooms are allocated in most departments for both men and women,

serving as spaces for meetings and discussions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

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

**Response:**

**Solid waste management:** Institute is committed to managing its solid waste in an environmentally responsible and sustainable manner, in accordance with all applicable laws and regulations. The institution promotes waste reduction, reuse, and recycling strategy. The institute generates varieties of

solid waste. The major component observed includes paper waste, Canteen and Hostel food waste, and horticulture Waste. This solid waste is collected daily from various sources in the institute. **A smart and eco-friendly waste collection and management system based on IoT is placed at several locations in the college campus for efficient monitor and control of solid waste.**

Cleaning staff is appointed for daily housekeeping and proper collection of solid waste. All key locations are provided with proper Colour coded dust bins. The Colour coded dustbins such as Green for wet and blue for solid waste are used. Waste material like plastic, papers etc. are collected and sold out to scrap vendor from time to time. Institute has also signed the **MoU with BVG India Limited**. Daily garbage is collected by BVG personnel and handed over to authorized personnel for further processing. Compost manure is produced from the canteen solid waste and waste from other sources. The mixture is left to decay in a **compost pit**, and the resulting material is used as fertilizer to improve soil structure and fertility on campus.

**Liquid waste management:** Institute is committed to managing its liquid waste in a responsible and sustainable manner, in accordance with all applicable laws and regulations. The institution is continuously striving to reduce the amount of liquid waste generated and to properly dispose of all liquid waste generated on campus. The institute has developed good underground pipe system for the collection of waste water. The water is disposed in the sustainable way. The institute has on campus sewage treatment plant. **The Sewage Treatment Plants** remove pollutants, contaminants, and hazardous substances from the sewage water and produce clean water. The treated water is further used for on campus plants and trees. The waste chemicals mixed water from laboratory passes through concealed pipe line into soak pit & recycled water is used for the watering trees or non-potable usage.

**E-waste management:** E-waste generated in the campus is disposed in scientific and eco-friendly manner. E-waste such as the computer and its hardware, electronic equipment, meters etc. is collected and stored in store room and disposed every year. Empty toners, cartridges, outdated computers, and electronic items are sold as scrap to ensure their safe recycling. Institute has also signed **the MoU with Saish Technologies, Kopargaon** for disposed of E-waste in scientific and eco-friendly manner. Old monitors and CPUs are repaired by institute technician and reused.

**Waste Recycling System:** Institute to managing its waste food and horticulture waste in a responsible and sustainable manner, in accordance with all applicable laws and regulations. The institute has on campus waste food and horticulture waste treatment plant. The waste food treatment machine is purchased from **Thermax Pvt Ltd, Pune of capacity 200Kg/day with cost Rs. 6 lacks.**

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 7.1.4

**Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### Response:

Sanjivani College of Engineering, Kopargaon, is committed to creating an eco-friendly and sustainable campus environment through its comprehensive Green Campus Initiatives. The institution has implemented several practices to reduce its environmental footprint, promote sustainability, and foster environmental awareness among students, staff, and the community.

To help students and staff, the college has an array of buses that go across Kopargaon. The institute promotes using campus transportation rather than personal vehicles for employees and students to increase safety, security, save fuel, and lessen environmental contamination. The designated agency inspects the college buses for pollution. To reduce mobility and pollution from fuel-powered cars on campus, the administration has purchased battery-operated carts for usage on campus. The bulk of students and staff prefer walking on campus. Due to battery-operated carts that produce little noise and the limited mobility of cars on campus, the noise levels are maintained to a minimum. There is parking for cars available at the colleges central. With a few notable exceptions, the entirety of the campus is car-free, so staff and students feel at ease navigating the pedestrian-friendly walkways. The campus maintenance committee keeps the interior roads, which are bordered by trees and solar lights, in good condition. Single-use plastics, including straws, bags, spoons, cups, and bottles, are outlawed entirely, and staff and students are made aware of this through displays and orientation boards within the building. There have been steps attempted to substitute plastic to limit its use. In the canteen, there are glasses and tea cups. Students and staff are advised to use.

Sanjivani College has undertaken significant efforts in landscaping to enhance its green cover. The

campus is home to a wide variety of trees and plants, creating an eco-friendly and aesthetically pleasing environment. Regular tree plantation drives are organized by the National Service Scheme (NSS) and other student organizations to further improve the campus greenery. The lush green surroundings contribute to carbon sequestration, reduce heat, and promote biodiversity on the campus.

The college's landscaping is visually appealing and exhibits elegance. The facility features a canopy of plants and trees to reduce pollution and protect the health of all the occupants. Shade and a lovely atmosphere are provided by the trees and lawns. Trained gardeners and supervisors take great care to create and manage green landscape. The growth and upkeep of the campus flora is handled by the college's construction and maintenance staff. The administration has acquired battery-operated carts for use on campus to lessen traffic and pollution caused by fuel-powered vehicles. Most employees and students on campus prefer to walk. The noise levels on campus are kept to a minimum because of battery-operated carts that make very little noise and the restricted mobility of cars. Parking for automobiles is available at Colleges Central. All the campus, with a few noteworthy exceptions, is car-free, making the pedestrian-friendly walkways comfortable for both staff and students to navigate. The interior roads are well-maintained by the campus maintenance committee and are surrounded by solar lights and trees.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

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

#### **Response:**

Sanjivani College of Engineering, Kopargaon, provides an inclusive and barrier-free environment that ensures equal access and opportunities for differently-abled (Divyangjan) students, faculty, and staff. The institution's infrastructure, policies, and support services are designed to accommodate individuals with disabilities, promoting a welcoming and accessible campus for all.

To make the campus easily navigable for differently-abled individuals, Sanjivani College has incorporated **barrier-free infrastructure** across its premises. Key elements include:

- **Ramps and Handrails:** Buildings across the campus are equipped with ramps and handrails at entrances and exits to ensure smooth mobility for individuals who use wheelchairs, crutches, or other mobility aids. These ramps comply with universal design standards and are strategically located to provide easy access to classrooms, laboratories, libraries, and administrative offices.
- **Elevators:** Multi-story buildings in the college are equipped with **elevators** that are spacious and

accessible, making it convenient for differently-abled students and staff to move between floors. The elevators are fitted with Braille buttons and audio cues for individuals with visual impairments.

- **Accessible Washrooms:** Specially designed, **accessible washrooms** are available throughout the campus, ensuring privacy and ease of use for individuals with disabilities. These washrooms are spacious, equipped with grab bars, and have non-slip flooring to prevent accidents.

#### Signage and Information Accessibility

- The college ensures that critical information is accessible to everyone, including those with visual or hearing impairments:
- **Braille Signage:** To assist visually impaired individuals, important areas within the campus, such as entrances, exits, and key facilities, are marked with Braille signage. This allows differently-abled individuals to independently navigate the campus.
- **Visual Signage:** Clear and highly visible **signage** is placed throughout the campus to assist individuals with mobility or cognitive impairments. These signs indicate wheelchair-friendly routes, emergency exits, and accessible facilities.
- The institution provides **assistive devices**, such as **screen readers**
- Sanjivani College offers **Human Assistance** to ensure that differently-abled students receive the assistance they need to thrive.

College has environment with Ramps/lifts for easy access to classrooms and Divyangjan friendly washrooms. Sanjivani College of Engineering provides barrier-free environment where people with disabilities can travel safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus.

Sanjivani College of Engineering has provided the facility of wheel-chair, wash rooms ambulance, and battery-operated vehicle facility for Divyangjan students.

Concessions for Differently Aabled- As per order of Savitribai Phule Pune University, PUNE, Sanjivani College of Engineering also gives exemption in relaxation of time by 30 minutes and Separate room allotted for them to write the exams with assigned invigilator. Physically handicapped candidate writing the In-Semester and End-Semester examination can take assistance from another person with condition and permission of Director.

Temporarily disabled candidate requests to write the examination with his own hand with an extra time of 30 minutes for 3 hours' examination. he/she shall apply to the Director of the college through the Controller of Examination seeking grant of extra time to write the examination, with concerned medical certificates.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

Sanjivani College of Engineering is deeply committed to fostering a holistic educational environment that promotes academic excellence alongside cultural, ethical, and social development. The institution has established a set of best practices that not only enhance the academic experience but also nurture the overall growth of its students.

One of the key practices is the celebration of significant national events such as Independence Day and Republic Day. These events are marked with great enthusiasm, encouraging students to participate in patriotic activities and marching, that instill a sense of national pride and unity.

The college also honors the birth anniversaries of prominent figures like Lokmanya Tilak, Dr Sarvepalli Radhakrishnan, Sir M Vishveshwaraya, Karmavir Bhaurao Patil, Mahatma Gandhi, Lal Bahadur Shastri, Dr. APJ Abdul Kalam, Sardar Vallabhai Patel, Gurunanak Jayanti, Sanvidhan Day, Savitribai Phule Rajamata Jijau Bhosle, Swami Vivekanand, Netaji Subhashchandra Bose, Lala Lajpat Rai, Chatrapati Shivaji Maharaj, Mahatma Jyotiba Phule, Dr. B.R. Ambedkar, Ravindranath Tagore and Swantantraya Veer Savarkar. These celebrations are designed to inspire students by highlighting the values and contributions of these leaders, promoting moral and ethical values among the student community.

On the birth anniversary of Former Minister Shankarao Kolhe Saheb, the founder member of our college, we pay tribute to his legacy by organizing a blood donation camp. This event not only honors his contributions but also embodied his spirit of service to the community. Students, faculty, and staff actively participate, making the camp a resounding success. The initiative reflects our commitment to upholding the values he instilled in our institution.

Cultural programs and the annual gathering are integral to the college tradition. These events provide a platform for students to showcase their talents in music, dance, drama, and other cultural activities. Annual Social gathering “Udghosh 2k24” and “Flare 2k23” are organized under the banner of Student Activities Council to showcase and engage the hidden talent of students. This social gathering organize events such as Talent Night- showcasing individual talent, Musical Carvaan, Jhankaar Dance Night, Poster making competition, Rangoli, Spot Debate competition, Fashion Show, Mono Acting etc. This events not only encourage creativity and artistic expression but also foster teamwork, leadership, and organizational skills.

By integrating these best practices into the academic calendar, Sanjivani College of Engineering ensures a vibrant and dynamic campus life. These activities contribute to the all-round development of students, preparing them to be responsible, culturally aware, and socially conscious citizens. Through these initiatives, the university maintains a rich cultural heritage while adapting to the modern educational landscape.



File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Sanjivani College of Engineering is deeply committed to fostering a holistic educational environment that promotes academic excellence alongside cultural, ethical, and social development. The institution has established a set of best practices that not only enhance the academic experience but also nurture the overall growth of its students.

One of the key practices is the celebration of significant national events such as Independence Day and Republic Day. These events are marked with great enthusiasm, encouraging students to participate in patriotic activities and marching, that instill a sense of national pride and unity.

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By integrating these best practices into the academic calendar, Sanjivani College of Engineering ensures a vibrant and dynamic campus life. These activities contribute to the all-round development of students, preparing them to be responsible, culturally aware, and socially conscious citizens. Through these initiatives, the university maintains a rich cultural heritage while adapting to the modern educational landscape.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

### 7.1.10

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

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

**Response:** A. All of the above

File Description	Document
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

## 7.2.1

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

**Response:**

Title of the best Practice: -**Youth empowerment and skill enhancement through stakeholder**

**Objective of the Practice:**

1. Skill Enhancement in Core Areas and Access to High-Quality Content from Indian Institutions: **NPTEL**
2. Global Access to World-Class Content using **coursera**
3. Equip engineering students with **German and Japanese language skills**.
4. To establish Students and alumni interaction, Placement opportunity obtain current knowledge of Industry services.

**The Context:**

- **NPTEL (National Programme on Technology Enhanced Learning)** is an initiative funded by the Ministry of Education, Government of India, aimed at providing quality education through online resources. It is a collaborative project by seven premier Indian Institutes of Technology (IITs) and the Indian Institute of Science (IISc), designed to enhance learning in engineering, sciences, and humanities through accessible, flexible, and free online courses.
- **Coursera courses** are typically video-based, with high-quality recorded lectures. Some courses also include reading materials, quizzes, and practice problems. Courses are generally available in two modes:

Self-Paced: Students can start and complete at their own convenience. Timed Sessions: Some courses have specific start and end dates, with assignments and quizzes released on a schedule.

- In college trainers are appointed for training. Also, college has arranged different workshops and induction programs based on these training.
- **SANJIVANI MY STORY BOARD** -It is initiative where Sanjivani Alumni are invited for guest lectures.
- **Sanjivani's Flagship event** - "Sanjivani Thought Leaders" a platform for industry leaders to guide students & faculty, discuss and built technology solutions for tomorrow.
- **Sanjivani Alumni Network** of Sanjivani Group of Institutes Kopargaon in association with VAAVE conducted the webinar for the students, Alumni, scholars, and teaching faculties.

**The Practice:**

- **NPTEL and Coursera** -Courses are usually video lectures recorded by professors from top Indian institutions (IITs, IISc, etc.). The lectures are typically segmented into weekly modules, making it easy for students to follow along. Courses generally run for 4, 8, or 12 weeks, with students expected to keep pace with the weekly release of lectures and assignments.
- In institute we conduct training by Implement periodic assessments including written, oral, and

listening tests to track students' language proficiency.

- Certification Program: Offer certifications upon completion of the language training
- **Sanjivani Alumni Association** is organizing various events like Sanjivani I-Connect, Guest lectures and training programs, Internship.

#### **Evidence of The Success:**

- **Institution as became recognized NPTEL center for conduction of NPTEL examination**
- To receive **NPTEL certification**, students are often required to complete graded quizzes, assignments, and sometimes final exams, which can be auto-graded or peer-reviewed. Upon completion, students can download a verified certificate.
- To receive certification in students are often required to complete graded quizzes, assignments, and sometimes final exams, which can be auto-graded or peer-reviewed. Upon completion, students will get a certification.
- It is good response from alumni of various departments to conduct session for students of the college. It is decided to conduct at least two alumni sessions per department.

#### **Problem Encountered**

- To mold the student's mentality towards improvement in their personality without hampering academics has been a difficult task.
- It is not possible to conduct offline session for alumni who are in foreign country and Offline session is always better than online session

#### **Resource Required:**

- Internet connection is required as Coursera is fully online, allowing students to access courses from anywhere in the world.
- Certified College trainers are available at our institute for German and Japanese language certification.
- Internet connection is required as the lecture videos and other course materials are freely available on the NPTEL platform, YouTube, or their mobile app.
- Alumni who are working Abroad, Alumni as Industrialist, Entrepreneur.

Title of the best Practice: - **SAP Training Programme -Systems, Applications, and Products in Data Processing**

#### **Objective of the Practice:**

- **Understand SAP ERP Fundamentals:** Provide a comprehensive understanding of the core concepts, architecture, and functionalities of SAP ERP systems.
- **Master Key SAP Modules:** Train participants in specific SAP modules relevant to their roles, such as SAP ABAP, Finance (FI), Sales and Distribution (SD), Materials Management (MM), PP, and others.
- **Develop Practical Skills:** Enable hands-on experience with SAP systems, allowing participants to practice and apply the skills learned in a simulated or real-world environment.

### **The Practice:**

The practice component of an SAP Training Programme is crucial for reinforcing the theoretical knowledge acquired during training. It allows participants to gain hands-on experience and apply what they have learned in real-world scenarios. Here is how the practice component typically works:

- Rigorous Practical Hands on
- Latest SAP Technology Awareness Sessions
- SAP Log on server access for practice
- More Placements Skill Development Session with Practical Approaches
- SAP Alumni Connect with New Aspirant

### **Evidence of The Success:**

- SAP Global Certification Highlights at Sanjivani
- No. of Students Appeared and got SAP Global Certification until now 100 % Result.
- 90% Students have scored more than 80% Marks in Examination.
- Exclusive Examination Assistance Services made Available for students Benefits at Sanjivani.
- Students got Place in industry.

### **Problem Encountered**

- SAP systems are complex, and understanding the intricacies of different modules can be overwhelming, especially for beginners.
- The SAP user interface can be intimidating for those unfamiliar with it, leading to difficulties in performing basic tasks
- Participants may face technical issues such as slow system performance, connectivity problems, or difficulty accessing the training environment.

### **Resource Required:**

Unique SAP Training Programme Conduction at Sanjivani:

- Exclusive e-learning Training on SAP Education Console Software [ For SAP ECC Modules/ S4Hana] ,
- No. of Labs made Available with SAP Software: 11 Labs
- Practical Exposure
- Assessments Based on SAP Standard tool.
- SAP Global Certification Examination Assistance
- Placement Assistance with the help of SAP India developments, updates, and innovations in SAP

technologies.

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

Sanjivani College of Engineering has vision to **create academic excellence and to make world class engineers** for socio-economic upliftment of rural India. By keeping this vision in mind Sanjivani International Relations department is striving hard to reveal sky opportunities for students, faculty, and institute to keep footmark at international level.

Sanjivani College of Engineering, Kopargaon, has steadily built a reputation for fostering **international collaborations** that enhance the global exposure of its students and faculty, while strengthening its research and academic capabilities. The institution's commitment to internationalization is driven by a strategic vision that focuses on promoting cross-border education, collaborative research, cultural exchange, and access to cutting-edge technologies and practices from across the globe.

#### **International Collaborations**

##### **MoUs with International Institutions**

Sanjivani College has signed **Memorandums of Understanding (MoUs)** with several prestigious international institutions to promote academic and research collaborations. These MoUs focus on areas such as joint research, faculty exchange, student exchange programs

Sanjivani College of Engineering have collaborations Memorandum of Understanding (MoU) with top world ranking universities. These associations are progressing in following lines -

1. Student Exchange Programs
2. Faculty Exchange Programs
3. Collaborative work for Research & Patents

Sanjivani College of Engineering is having International MoUs with LAB University for Applied Science of Finland, Russian University of State for Social, Tajik National University of Tajikistan, Baranovich State University Russia, Institute of Technology Cambodia, Tarlac Agriculture University Philippines, RWTH Aachen University, Germany, Logos world Germany, Ural Federal University Russia North West University South Africa, University of Lethbridge Canada.

Sanjivani College of Engineering, Department of MBA has initiated several steps in the past to ensure

the International Connect to have the worldwide educational environment to its students as well as to its faculties. Student and Faculty Exchange Program with University of Lethbridge Canada. Sanjivani College of Engineering, Department of MBA has always provided a platform to bring International Context in its Teaching Learning Experimentation. This includes signing MOUs with Foreign Universities, Inviting Foreign Professors for Sessions, Sending Faculties on Foreign Exchange Program etc.

International University Professors' sessions conducted in various academic years.

Mr. Axel Angeli - Logos world Pvt Ltd, Germany has conducted session on Agriculture 4.0

Prof. Vishal Sharma, Assistant Professor, Racial Equity Network School Co-Champion, BCS Accreditation Liaison, Mental Health Ambassador (MHFA), Co-Chair, IEEE UK and Ireland Diversity, Equity, and Inclusion Committee, School of Electronics, Electrical Engineering and Computer Science Computer Science Building, 16A Malone Road, Belfast, BT9 5BN Queen's University Belfast (QUB), NI, UK conducted session on Misbehavior Detection in Drone Swarms.

Prof. Deep Jariwala, Assistant Professor, Department of Electrical and Systems Engineering, University of Pennsylvania, Office: 360, Levine Hall conducted session on Nanomaterials and Devices for Next Generation Electronics and Photonics.

Ms. Niketa Dedhia Principal Consultant, ECS Exponent Consultancy Services at ECS Exponent Consultancy Services has conducted session on Higher Education in Germany.

Mr. Sudhir Kharde Senior Software Engineer, IBM, US has conducted session on Higher Education in US.

Prof. Stephen Ward, Prof. Ian Eggleston, Prof. Momna Hejmadi, Prof. Charareh Pourz and, Prof. Nikoletta Fotaki, Prof. Albert Bolhuis, Prof. Maismee has conducted session on International Symposium, University of Bath, UK, Pharmaceutical Research domains.

Dr. Jolly Jacob Associate Professor, Faculty of Science, Abu Dhabi University, UAE has conducted session on Students Perception of Academic Integrity.

Prof. Momna V. Hejmadi, Associate Dean, Faculty of Science, University of Bath, UK has conducted session on Without walls' – How MOOCs can transform global education.

Prof. Elizaveta Golousova Ural Federal University, Russia UK has conducted session on The Power of Words.

Dr. Ravindra Rena Professor of Economics, NWU, South Africa has conducted session on

A Role of Business Education in the Global Economy.

Prof. Maria from Ural Federal University, Russia has conducted session on Higher Education at UrFU, Russia.

Dr. Soy, Mr. Phen, Dr. Vanndy from Institute of Technology, Cambodia Russia has conducted session on

Student exchange.

Prof. Fabio Luis Ramos from Federal University Pampa, Brazil has conducted session on

Research collaboration.

Prof. Kamal Singh (Associate Professor (HDR), Telecom Saint Etienne / Université Jean Monnet, 25 Rue Docteur Rémy Annino, 42000 Saint-Étienne France) has conducted session on AI for IoT.

Prof. Ricardo Vinuesa (Associate Professor, Vice Director of KTH Digitalization Platform Researcher at KTH Climate Action Centre, KTH Engineering Mechanics, Stockholm (Sweden)) has conducted session on Modelling and controlling turbulent flows through deep learning.

Prof. Mateus Grellert (Asst. Professor, Embedded Computing Lab-ECL, University of Saint Catarina, Brazil) has conducted session on Machine Learning Meets Circuits and Systems.

Prof. Warren Powell Princeton University (MIT Alumni), USA has conducted session on

A Universal Framework for Sequential Decision Problems: The Next Generation of AI.

Ms. Maud Le Bars, world of international trade and business, France has conducted session on students towards exciting international job prospects and business ventures.

Prof.Saeed Darki, Professor Ural Federal University has conducted session on Inspiring Innovations, Sustainable Solutions!" Plasticity Engineering.

Prof. Romeo from Unimarconi University, Italy has conducted session on New Services on the path from 5G-Advanced to 6G.

Prof. Matthias Faes from TU Dortmund University, Germany has conducted session on

Efficient Numerical scheme for dealing with imprecise stochastic dynamical system.

### **Student selection for Internships at various International Internships**

Ural Federal University, Russia provide internship program for students are as follow

Arpit Sandip Borawake, Hemant Durdhawale, Tohid Amin Shaikh, Yafai Fahad Abdulrab,

Vaibhav Narayan Game etc. MS. Vaishnavi Naikwade, student of IT department selected in University of Concordia, Canada for International Internships.Mr. Chaintanya Tekane student of Computer Engineering Department selected in McGill University, Canada.

Ms. Vaishnavi Chandar selected in Athabasca University, Canada.

Dr. L. S. Dhamande has submitted proposal on Sugar Cutting Project, Ms. Sonam Gujrati submitted her application for Feminist Foreign and Development Policy Fellowship at the CSW position, USA. Dr. M. B. Gawali has submitted Research Proposal at Google.



<b>File Description</b>	<b>Document</b>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features the Institute. NAAC emphasizes on quality in education and NBA while prescribing parameters for outcome-based education finally leads to the holistic development of the students. So, the student centric activities at the institute are designed for holistic development of the students

### **Concluding Remarks :**

As a young autonomous institution, SCOE, Kopargaon is working hard to improve the lives of everyone who has a direct or indirect connection to it. SCOE is obligated to comply with the rules and guidelines set forth by its upper bodies. The NAAC provides precise instructions that can be followed to achieve excellence in workplace culture. Everyone is made accountable through many bodies, cells, and entities, which is a clear sign of decentralization of power. The placement cell, R&D cell, IQAC, IIC cell, SIRD and all other relevant teams working hard to attract successful businesses to the campus, improve publication, and get funding for projects with high-quality components. The Core Team, which consists of the HoDs, Deans, and Director has always faithfully carried out the choices made by the Governing Body, Academic council, etc. SCOE, which was founded in 1983, has come a long way in the past 40 years, and it is prepared for the opportunities and challenges that lie ahead, such as NEP 2020. The process of implementing the NEP throughout all of SCOE's programmes has already begun.