SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHRI SHANKARPRASAD AGNIHOTRI COLLEGE OF ENGINEERING

BAPUJI,WADI RAMNAGAR, SINDI MEGHE,WARDHA
442001
sspace.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jai Mahakali Shikashan Sanstha has emerged as one of the largest groups imparting education in Vidharbha region. Pandit Shri. Shankarprasad Agnihotri established this group in 1985 .This Group has a stupendous growth of more than 20 institutions. The social commitment and humanitarian outlook of Honorable Pandit Shri Shankarprasad Agnihotri is reflected in various projects of JMSS. The Sole aim of JMSS is to make the institutions "Center of Excellence" in the field of Education and Research.

The Shri Shankarprasad Agnihotri College of engineering (SSPACE) Village, Sindhi Meghe, Wardha, Maharashtra State was established in the year 2007 sponsored by Jai Mahakali Shikshan Sanstha. This is approval of AICTE and Govt. of Maharashtra.

The sole objective of the institution is to provide a perfect platform for the students in the field of Technology and Its applications for their academic and overall personality development. SSPACE is located on the center of Wardha. The campus is spread over 11.7 acres of scenic land. The Institution has a rich tradition of soaring high with the academic excellence of highly qualified faculty members and the overall personal growth of the students.

Shri Shankarprasad Agnihotri College of Engineering (SSPACE) offers B. E degree in Computer Science & Engineering (CSE), Electronics & Telecommunication Engineering (ETE), Mechanical Engineering (ME) and Civil Engineering (CE), M-Tech in Heat and Power. It was established for imparting engineering education and for promoting technological research to generate technical manpower in various areas of engineering and technology.

The institution continues to prosper as a result of the keenness and hard work of the faculty, students and the administrative staff of the institution. Several outstanding personalities bestowed their blessings and beautified the institution by contributing their skills and abilities to develop each and every field.

As a result of its quality education and state of the infrastructure, it is our pride to state that the institution stands in one of the top engineering colleges in Vidrabha Region of Maharashtra state.

Vision

To continue to be one of the best educational institution in both education and research and to achieve greater recognition for our efforts in our chosen fields of endeavor. The world will look to us for future trends and innovations in education, research and technology. The institutions will build on its traditional of innovation, Problem solving and value added education and intended satisfaction of students.

Mission

Education forms a continuum and a basis for the development of human society. Only education can imbue people with the knowledge the sense of purpose and the confidence for building a dynamic, vibrant and cohesive nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Visionary management with a mission to escalate academic heights. Affiliated to RTM University Nagpur.

Recognized by UGC under section 2(f) of UGC act 1956.

Well qualified, experienced and dedicated faculty

Consultancy activities in all departments.

MOUs with reputed industrial and research organizations.

IQAC has been established for Quality Audit.

Excellent infrastructure facilities

Wi-Fi enabled campus including hostels.

Well stacked library with a good number of National and International journals. Ragging-free Campus.

Explicit Training & Placement Cell to provide continuous training for students.

Explicit Entrepreneurial Development Cell (EDC) to promote Entrepreneurial spirit in the students. Mentoring on a one-to-one student basis as required.

Establishment of professional chapters.

Active student participation through various Cells/Clubs/Committees. Student participation in community development programs through NSS Active registered Alumni Association.

Well-connected with roads, as the college is located on a center of city.

Institutional Weakness

Delayed release of scholarship funds by the state government.

Industry collaboration towards patents and advanced research is limited.

The dearth of senior faculty with industrial research experience.

Being a self-financed institution, government funding is conservative.

Potential research proposals in allied and thrust areas.

Institutional Opportunity

Global demand for technical manpower is ever-growing.

State Government is providing financial aid to the students' from the weaker section.

Engineering education at an affordable cost.

Many of the neighboring state students are opting for education in Maharashtra.

Academic programs in association with professional bodies & industry associations.

Strong alumni base to further strengthen industry links.

Facility to groom entrepreneurial skills.

Institutional Challenge

Consultancy assignment from industries.

The majority of admissions are from rural areas causing concern for improvement in communication skills.

Zero drop-out rate & attendance detentions.

Motivating students towards research.

Linking the research outcome to industry applications.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The Shri Shankarprasad Agnihotri College of Engineering (SSPACE) follows the curriculum designed by RTMNU and effectively delivers the curriculum according to the academic calendar of the University. Add-on programs, Certificate Courses, and Value-added courses are offered in addition to the prescribed curriculum to fill up the gap identified between the curriculum and industry need.

Student-centric learning methods are used by the faculties to impart curriculum in a better way. The performance of the students is continuously monitored to assess the attainment of COs. The institution is focused on the holistic development of the students. In view of this, the institution organizes various other activities such as workshops, seminars, inviting guest faculties, NSS programs, extension activities in the neighborhood community, etc. The course, such as Environmental Studies, Disaster Management, and renewable energy sources enables the students to know about nature and the ways to preserve it. There are different committees such as the anti-ragging committee and internal complaint committee to uphold human values, morality, and ethics.

Different value added courses imparting life skills are designed and organized for different levels of the students. All the students are encouraged to enroll themselves at least in any one of the courses designed for that particular year. More than 40% of the final year students undergo field projects/ internships every year. To sustain the effective teaching-learning practice, constructive feedback system is imposed. Every year feedbacks relating to the syllabus are taken from all the stakeholders such as students, parents, Alumni, faculties, and staff and analyzed. After a thorough analysis, appropriate action is taken for the improvement of the curriculum

Teaching-learning and Evaluation

SSPACE strictly adopts the RTMNU norms, apart from convener and management quota admissions; 30.26% of the seats were filled during admission in the last five years. The institute provides admission based on two grading factors: one is the percentage marks scored in Intermediate/+2 levels and other Rank secured in the MHCET and JEE examination. The organization conducts Bridge Course and Orientation Programs after the admission to bridge the gap between the students and to cover the basics of all the subjects of the I- Year B.E program.

The faculty member employs students' centric methods such as experiential method, participative learning, and problem-solving etc in order to enhance the learning experiences of the students. ICT facilities are effectively used by the teachers with Learning Management Systems, E-Learning resources, etc. The teacher as a facilitator encourages the students to take part in different activities such as technical competitions, seminars, projects, etc. Students are encouraged to work in groups and give them an opportunity to get hands-on experience.

Teaching Faculty is appointed as mentors to counsel students for their academic enhancement. The slow and the advanced learners are identified by the subject teachers as well as the class mentor and according to their level and given more attention in following up their academics and creating exposure to new technologies available in the market.

Research, Innovations and Extension

With a vision to nurture new ventures, Shri Shankarprasad Agnihotri College of Engineering, Wardha, has created an ecosystem for innovation, including a Research and Seminar Committee, an IQAC, a Career Counseling Cell, and other initiatives. They function in coordination with one another to create and transfer knowledge and to monitor and address issues related to the enhancement of research, innovation, and entrepreneurial skills among the faculty and students, thus fostering overall growth. The institute has also followed research and development guidelines from RTMN University,Nagpur.

The faculty are empowered to take up research activities by utilizing the existing facilities provided by the college, like research journals, equipment, a technical lab, a computer lab, the internet, and a library. Publication of research outcomes in international and national journals and conferences, UGC-recognized peer-reviewed journals, and above all, upholding ethics in research activities by avoiding plagiarism are our worth-mentioning practices..

The main objective of our institution is knowledge creation and innovative practices that encourage UG and PG students to explore new opportunities in the field of research. Drafting of research papers and reports, oral and poster presentations, and exhibitions are also given due importance. The college organizes conferences, seminars, workshops/short term training programs that facilitate faculty and students interactions with subject experts from renowned institutions and universities. Guest lectures and talks on special issues are also conducted with reputed academicians as resource persons. The research and seminar committee assists and encourages interdisciplinary and collaborative research and publications.

Field work, assignments, project reports, dissertations, educational tours, and visits being part of the curriculum at the UG and PG levels, students are motivated by their concerned academic supervisors to conduct local issue-based research-oriented work. The topics for dissertations are always selected from recent and relevant research areas for the benefit of society.

Our central library has a huge number of reference books, a collection of rare books, magazines, periodicals, research journals (printed as well as e-journals and e-books), free internet access, an ideal sitting facility, and the facility for open access to books and journals.

Infrastructure and Learning Resources

SSPACE is committed to providing a conducive learning environment with state of the art infrastructure and learning resources. Its hi-tech environment and facilities have made the institution on par with the premier institutions at the national and international levels. Library resources available in the central library stimulate the life-long learning skill of the students and also fulfill the needs of the faculty and students for their advanced studies and action research. The institute has adopted the digital platforms for learning resources such

as e-journals, e-books, NPTEL, digital videos, PowerPoint presentation and various databases available from leading publication houses relevant to the engineering programs. The contemporary infrastructural facilities and learning resources available at the institution have made it as one of the prominent institutions in Vidrabha region in providing quality education.

Student Support and Progression

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Governance, Leadership and Management

The governing body of the institution had taken over 3 years of consultations for conceptualizing the infrastructural and other resources, such as vision and mission, study programs, human resource requirements, networking, fundraising, etc. Teaching-learning practices, administrative activities and committees/cells are oriented towards achieving the Vision and Mission of the institution.

The institution has made all the courses at UG and PG levels in perfect alignment with the objectives of higher education to achieve academic excellence, employability skills and equips every student to be a responsible citizen.

The institution has a clearly defined Organizational Structure and hierarchy to decentralize the activities on academic matters and administration as well as to track and implement plans and policies effectively. The standard operating procedure is formulated for every activity, utilization of resources, committees/cells, IQAC, and periodic audits.

Feedbacks received from the stakeholders are plowed back for upgrading the academic environment of the institution. The institute is maintaining an Up-to-date internal and external audited financial statement as per GOI norms. For sustaining the Quality of the institution, experts from Industry and Academia are involved as members in the IQAC cell.

Academic Council and other committees such IQAC Committee meet regularly to track academic / infrastructure practices and to effectively implement the management committee's plans and policies to achieve their wider goals and objectives.

Faculty members are encouraged to contribute and write research papers, attending workshops, conferences, seminars, and FDPs, etc. The institution is organizing workshops, conferences, FDPs, etc., for the development of faculty members. The institution has active and vibrant Governance and Leadership policies which are pivotal for promoting and upholding the standards and quality of the institution.

Institutional Values and Best Practices

Institutional Values:

SSPACE is very keen in upholding the foundational parameters such as: management of water resources, promotion of green practices, use of alternate energy, effective utilization of existing energy resources, promotion of human values, gender sensitivity and equity, and professional ethics, patriotism and a sense of pride in the nation, Waste management, eco-consciousness, etc.

The institution has installed Solar to optimize energy consumption. The Institute executes many environment-friendly policies which include plantation, waste management, water harvesting, and renewable energy sources.

Being located on the Center of Wardha, the institution has taken certain techno-social initiatives such as Cyber-Crime and Road-Safety Awareness. Students and staff also participate in the camps and rallies for the social awareness organized through NSS such as Swatch Bharath Abhiyan, women's day, save the environment, etc.

Best Practices:

The institution has implemented several best practices for the holistic development of students, among which Pre-Placement training and Add-on Certification Courses are the highly notable best practices since both the practices are very crucial in fostering the students' career and make them industry-ready.

The institution is distinctive in providing research and development facilities to meet its vision, priority, and thrust.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHANKARPRASAD AGNIHOTRI COLLEGE OF ENGINEERING
Address	BAPUJI,WADI RAMNAGAR, SINDI MEGHE,WARDHA
City	WARDHA
State	Maharashtra
Pin	442001
Website	sspace.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Chandrakant B. Kothare	07152-250007	9822935770	07152-250159	agisspace2007@gmail.com
IQAC / CIQA coordinator	Shrikant R. Nagoshe	07152-241075	8625017757	07152-250159	shrikantnagoshe@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-05-2023	12	ALL INDIA COUNCIL OF TECHNILCAL EDUCATION DELHI

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	BAPUJI,WADI RAMNAGAR, SINDI MEGHE,WARDHA	Rural	11.66	10099.59

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	BE,Civil Engineering,	48	SCIENCE	English	60	11
UG	BE,Mechanical Engineering,	48	SCIENCE	English	60	19
UG	BE,Computer Science And Engineering,	48	SCIENCE	English	60	59
UG	BE,Electronics And Telecommunication Engineering,	48	SCIENCE	English	60	43
PG	Mtech,Mechanical Engineering,HEAT AND POWER ENGINEERING	24	SCIENCE	English	24	3

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	4				8				26			
Recruited	0	0	0	0	0	0	0	0	6	6	0	12
Yet to Recruit	4				8				14			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	0	0	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	0	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	6	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	14	12	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	84	0	0	0	84
	Female	48	0	0	0	48
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	13	10	7
	Female	9	2	4	7
	Others	0	0	0	0
ST	Male	2	1	4	2
	Female	2	0	1	2
	Others	0	0	0	0
OBC	Male	27	20	5	16
	Female	22	12	7	12
	Others	0	0	0	0
General	Male	28	20	11	11
	Female	25	8	6	4
	Others	0	0	0	0
Others	Male	9	9	3	2
	Female	8	4	0	2
	Others	0	0	0	0
Total		147	89	51	65

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	SSPACE is affiliated to RTMNU, Nagpur and follows its guidelines and norms in both letter and spirit. Multi and Inter- disciplinary is integral to holistic education and has been integrated in the syllabus prescribed by the AICTE. Students at UG & PG level opt for Electives from a wide spectrum of options offered by AICTE. This enhances their understanding of other disciplines and enriches their learning. In order to give students a wider exposure, college level invited lectures, seminars, special talks are organized to give students a deeper understanding of other disciplines. In tandem with the NEP, our faculty is engaged with the University in framing new multidisciplinary skill development course for implementation from
2. Academic bank of credits (ABC):	Under the prescribed AICTE curriculum being taught currently, there are credits assigned to papers which are not transferable. But with the upcoming implementation of NEP, students will create a bank of credit which will be transferable and inter and multi - disciplinary in nature. This is an innovative idea to earn and deposit credit through National schemes like SWAYAM, NPTEL, Modules of LSSSDC. Students will also have multiple entry exit options in their academic programs. The SSPACE shall abide by the curriculum and structure prepared by the AICTE and affiliating university in this regard.
3. Skill development:	SSPACE is an affiliated college and doesn't enjoy preparing and implementing its own curriculum. It follows the designed curriculum provided by the AICTE. For development of skills in tandem with the changing needs, the college has continuously offered in-house opportunities for students. Add-on courses aligned with the curriculum to make them job ready by the time they graduate. Students' skills are further augmented by frequent interactions with alumni and industry experts. This enhances their preparedness for the world outside the college. Recently Multidisciplinary skill development course "Basic Procedure in Experimental Animal Handling & Care" is approved by RTMNU, Nagpur for implementation from the academic year 2022-23. EDC of SSPACE aims to create an ecosystem for development of entrepreneurship by providing appropriate education and training.
4. Appropriate integration of Indian Knowledge	As per statutory requirements, the official language

system (teaching in Indian Language, culture, using online course):	of content delivery is English, but practically, in order to percolate the desired knowledge to the students coming from rural and vernacular background, the faculty regularly resorts to local languages (particularly, Marathi and Hindi) as and when required in an informal manner. This is useful to bring home the ultimate aim of putting the topics in perspective. Hopefully, with NEP 2020, and country-wide impetus to write books in vernacular languages, in future sufficient terminology and academic resources will be available to officially teach in mother tongue of the students. Classroom delivery in bilingual mode is already being done and no special training is as such required. Howeverthere is dearth of quality academic resources in vernacular language in the field of Pharmacy. With simultaneous development of such resources, it will become easier for the faculty to implement bilingual content delivery. Officially, there is no such course being taught in Indian regional languages. Unofficially, during classroom content delivery both English and vernacular are being used to make the students understand the concepts
5. Focus on Outcome based education (OBE):	In order to acquire NAAC and NBA accreditation, the focus is on transformative learning, so SSPACE has adopted OBE, wherein the program, program specific and course outcomes (PO, PSO & CO) have been mapped and after every semester / academic year, the attainment on a scale of 1 to 3 (3 being highest) is analyzed. This has led to better understanding of the curricular gaps, need of beyond syllabus topics to be covered and remedial teaching needed. So far the college has tried to bridge the gap of CO-PO attainments by practice school and projects and also by arranging talks, lectures, seminars and conferences relevant to the field of Pharmacy and allied areas beyond the scope of the curriculum. Similarly, the college performs the feedback collection process from the students, faculty, parents, employers' and alumni. This helps to ascertain the problem areas, at PO/CO level or at the level of daily academics/ administration
6. Distance education/online education:	and virtual content not only by the faculty on a faceto-face scenario, but also by industry experts from distant places. The exploitation of ICT tools has enabled better content delivery, utilization of LMS system (such as google classrooms, zoom platform,

Moodle Ciscowebx, Vmedulife, etc.) during the pandemic has helped both faculty and students to get familiarized with these modern tools of the trade and they have evolved their own pedagogy for better teaching-learning process. It is strongly envisaged that the integration of these technologies to the regular classroom will continue even during physical classroom teaching, leading to better digital technology adoption by all stakeholders.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	yes
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.	we have carried out the campaign near by villages for the awareness for voting.
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.	yes
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	all are registered.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
790	799	683	577	492

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

2 Teachers

2.1

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

Response: 96

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	52	52	61

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
252.12	237.72	248.33	162.50	200.84

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Curriculum is prepared by the concern Board of Studies consisting of experts from the Industry, academia, members of BOS etc. The curriculum is finally approved by the academic council of RTMN University and displayed on University website. At the beginning of each academic year the affiliating RTMNU University gives academic calendar and guidelines about the dates of commencement of the semester, end of the semester, In-semester and End-semester examinations, Oral, Practical examinations, holidays etc. Then each department prepares their Department Academic Calendar before commencement of semester. Students are also made aware of commencement of semester through a common notice.

The Department Academic Coordinator displays Class time table, timely distribute the individual time table. Then Subject teachers develop and maintain record of the attendance for each lecture or practice, as well as the subject teaching plan and course file. keeping up with subject notes, a question bank organized by unit, and regular attendance reports. Internal exams, make-up sessions, lectures for slow learners, etc. are periodically held with updating the individual file. visits and training in industries. creating lesson plans, organizing laboratories experiments, creating and grading test materials, scheduling tests, making local and university examinations, managing student projects, and designing and grading co-curricular and extracurricular activities.

In order to ensure the effective implementation of the curriculum, expert lectures, presentations/seminars, mini-projects, in-house and industry-supported projects, tutorials, group assignments, case studies, industry visits, industrial training, internships, hands-on sessions, e-learning, NPTEL lectures, technical quizzes, assignments, internal tests, etc. are added to the traditional classroom instruction.
Faculty members are encouraged to participate in short-term training programs (STTPs), faculty development programs (FDPs), seminars, workshops, industry training, etc. to fill the gap.
To expose students to current business trends, extracurricular material is selected and taught in both the classroom and the lab.

The progress of the students is monitored during their time at the college, and particular efforts are made to catch up slow learners. Those who have certain disabilities with the average or above-average group are guided to higher levels of performance with various activities.

Innovative teaching and learning approaches, motivation to study, stronger knowledge retention through improved understanding in order to encourage active learners.

Students' feedback about teaching a course is taken once in a semester and likewise various actions

taken on to the feedback analysis report

There are various methods of internal assessment, including homework assignments, remedial tests, midterm and final exams, and more. Exams at universities are referred to as external assessments and are given in accordance with the university's timetable. Exams from the university and internal assessment tools are used to map the CO-PO-PSO.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 28

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 63.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
359	498	339	464	463

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution runs the courses in Engineering and Technology. Curriculum is designed by Rashtrasant Tukodoji Maharaj Nagpur University, Nagpur

which covered a variety of subjects and chapters that addressed universal issues relating to gender, the environment, sustainability, human values, and professional ethics. The organization made sure to concentrate on these problems. All second-year undergraduates must take Environmental Studies, a course that focuses on sustainability and the environment. Similar to this, cross-cutting themes related to gender, human values, and professional ethics are included in the required course material for university-level disciplines in the form of topics, chapters, and extracurricular activities.

Environment and Sustainability

About Environment and Sustainability related issues, the students got knowledge of Environmental studies in second year of their degree program. The institution took care to inculcate values related to environment and sustainability through various practices and programs under NSS.NSS Units conducted Tree Plantation, Lectures of Experts in this field, Swaccha Bharat Abhiyan and Street Plays on the issues of Environment.

Gender Equity.

The gender equality and sensitization activities that our institute ran included a number of invited addresses. According to the directives of the Maharashtra State Commission for Women, a Women's Grievance Cell has been established to address claims of sexual harassment, along with a Women's Safety Program, Female Students' Guidance Lecture Program for Girls Students on Women's Empowerment and Self-Defense, and a Women's Empowerment and Self-Defense Lecture Program. Women's Grievance Cell is actively involved in the prevention, prohibition, and resolution of complaints of sexual harassment made by female students and workers.

Human values and Professional Ethics.

In addition to the curriculum, the institution developed programs to teach staff and students human values. An annual blood donation camp is held. The college's NSS unit is quite active and frequently hosts social and cultural events. Through extracurricular activities, the college makes efforts to integrate moral and human values. programs carried out by the N.S.S. The students have been invited to attend guest talks on value education. National holidays like Republic Day and Independence Day provide a platform for fostering moral and patriotic values. The college has started a variety of social initiatives, such as campaigns to promote good health and hygiene, medical checkup clinics, voter education initiatives, and blood donation clinics. Activities for placement, including training, student development, and aptitude testing, were organized by the Career Guidance and Placement Cell

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 52.53

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

Response: 415

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 31.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	98	62	72	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
264	264	264	264	264

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

2.1.2

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

Response: 38.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	40	42	48	29

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	115	115	116	116

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.19

2.3 Teaching- Learning Process

2.3.1

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

Response:

Experiential learning (EL):

Experiential learning (EL) is a process of learning through doing, while experiential education incorporates the pedagogies and structures that support this process. As the benefits of EL have become more evident, experiential engineering education (EEE) efforts like design courses, have increasingly been integrated into undergraduate curricula. However, few efforts have examined the research approaches used to determine the impact of EEE on student learning outcomes. This review examines how EL has been implemented and evaluated in previous undergraduate engineering education by performing a systematic search. Suggestions for future research on EL and education that will allow for a broader understanding of its impact in engineering education are provided.

Participative Learning

Teachers implement the methods for understanding the subjects by forming a group of students in the classrooms for performing an activity related to a process, operation or working of a device, Circuit, hardware, software, machine, cycle, plant or chain. e.g. operation of thermal power plant.

Problem solving methodologies

Quizzes & MCQ based exam are conducted by subject teacher on every Saturday. All questions in the university exam particularly unsolved numerical are based on analysis. Subject teacher helps students to solve the unsolved problems in the tutorial lectures. Each department conducts research activities under the guidance of senior faculty where the students get knowledge about research.

USE OF ICT TOOLS METHOD:

For engineering students teaching through ICT tools for are the set of currently developed technologies that allow more efficient communication of information, which have modified the of way accessing knowledge and, in turn, human relations It acronym stands for Information. and communication is playing Technologies and today a key role in the development. of new educational policies and projects for engineering students. ICT tools includes projectors, interactive teaching box, google meet apps , google classrooms, zoom app, nptel videos, youtube videos etc.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	52	52	61

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 2.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	01	01

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanism of internal/ external assessment

- Internal evaluation process plays an important role in the all-round development of students.
- Institute deputes one examination in-charge to look after the entire work related to examination.
- Before the starting of the academic session entire schedule of the year is prepared in which the internal evaluation system comprises of two written tests in every semester, assignments based on the syllabus, internal practical examination, and external practical examination and University theory examinations.
- First test is based on two and half units; second test is based on another two and half units. Assignments are also given on five units.
- Practical evaluation of students during practical session is done by conducting viva-voce. The results of both the test and performance of students is discussed with parents in parents teachers meet organized in every semester.
- Daily attendance of students is monitored by the subject teacher, guardian teacher and corresponding HODs.
- Internal marks are given to the students based on the performance in tests, assignments and attendance.
- If students are facing any type of difficulties in the assignment, gets resolved by the subject teacher. Checked answer sheets are given to the students and discuss the solutions, answers and problems faced by the students.
- Students of final year preparing their project under the guidance of allotted guide. Progress of the project is continuously checked by the guide and students are giving the presentation of their project.
- Industrial visits are organized by each department to gain practical knowledge and experience to the students. The report of industrial visit to the department which is evaluated by the evaluation committee.
- Institute follows all the rules and regulation related to examination laid down by the R.T.M.Nagpur University, Nagpur.

The mechanism to resolve internal examination grievances:

In general, the issues related to internal exams are resolved by the respective faculty. When the student is not satisfied with the response from the faculty, they can approach the HOD through their mentor. Even if the issue is resolved, they can approach Grievance Redressal Cell.

Grievance Redressal Cell:

Grievance Redressal Cell takes utmost care in resolving exam related issues. This cell actively resolves the issues, such as awarding of less mark in answer scripts, seminar, assignment, counting mistakes, poor evaluation answer scripts and assignments, out of syllabus question paper, etc.

Time-Bound

Internal grievances are resolved within the time-bound as given below:

Internal Assessment in 5-7 days Communication to Students in 7 – 8 days Grievance resolution within 2

days.

External Evaluation:

The Examination Coordinator of each department helps the students in addressing their issues after the release of examination results such as result withheld, change of marks, application of photocopy, revaluation, etc. Students' grievances are addressed at the earliest for the betterment of the student with active involvement and support of Exam Cell Coordinator of each department and Examination Cell Officer In-charge of the institution. Also, The Examination Cell Officer In-charge brings notable grievances immediately to the notice of the Chief Superintendent for necessary action.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institution has clearly stated Program Outcomes, Program Specific Outcomes, and Course Outcomes. The following mechanism is followed by the institution to communicate/disseminate outcomes to the teachers and students.

College website: http://www.sspace.ac.in

Department Notice Board

Director/Principal/Vice-Principal/HOD chamber and all central facilities
All Laboratories College prospectus

Display at the Prominent Locations of the Campus Building entrances

Course instructor defines Course Outcomes for all the courses using revised Bloom's Taxonomy. The Department Advisory Committee and the Head of the Department review and approve the Course Outcomes (CO).

Each Course Outcome is mapped to Program Outcomes and Program Specific Outcomes in terms of their correlation. Three levels of correlations are used for mapping COs with POs and PSOs, where, 1 is used for indicating low, 2 for medium and 3 for a high level of correlation. The contribution of a course to each PO/PSO is expressed in terms of the average relevance of COs mapped to that particular PO/PSO.

Course Outcomes of all courses, Program Outcomes and Program Specific Outcomes of all programs are listed in attachments

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment method used for evaluating the attainment of program outcomes, program specific outcomes and course outcomes are given below.

The program outcomes and program specific outcome are assessed by means of course outcomes of the appropriate courses by way of direct and indirect methods.

Direct methods are based on comparative performance of the students in the examination with the course outcomes .The knowledge and skill gained by the students describes the course outcomes which are compared to the specific problems and questions of University examination, internal examinations conducted at institute level and viva voice, surprise tests, quiz, projects and assignments given to the students. The performances of each student are recorded by the subject teacher throughout the session. By direct method average attainment is calculated as (70% of University theory examination+ 30% of internal assessment).Indirect methods of assessment are directly based on the feedback given by the students, parents   and   alumni of the institutes. Parent teachers meet is organized once in every semester. Student's feedback is taken once in every semester. Alumni meet is organized once in every year

Some of the key indicators of measuring attainment are:

1. **End Semester University Examination:** The questions in semester-end examinations are tested pertaining to all COs, in varying Blooms Taxonomy Levels.

2.**Internal Exam and   Practical Assessment/ External Assessment:** COs are assessed through Sessional & Assignment Examinations, Home Assignments and Lab records. The COs are mapped

against each question and CO analysis is carried out by faculty for each course and documented in Faculty Course Assessment Report .The contribution of COs are assessed in high, moderate and low levels, towards the attainment of POs/PSOs.

3.Students Feedback : This feedback taken from the students at the mid of their B.Tech programme, stands as the comprehensive feedback for the PO/PSO assessment

4.Alumni Survey : This survey is conducted annually through Google link or mail with the Alumni to obtain the inputs and suggestions on PO attainment in the real time societal environment

5.Employer Survey: This survey is taken from the employer to measure the PO attainments.

In addition, the institution takes the Placement record and higher education details of the students as supporting evidences for the assessment of POs

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 71.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	164	112	80	119

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

2022-23	2021-22	2020-21	2019-20	2018-19
222	192	166	117	119

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.61

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.83	0	0	0	0.25

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In our college, research has long been regarded as a crucial component of academic endeavors. The college hosts numerous seminars and workshops to disseminate professional knowledge on research methodology. By allowing them time off and encouraging their participation in faculty development programs (FDP), seminars, and other events, the college encourages faculty involvement in research. The publication of research papers in reputable national and international journals is encouraged for both faculty members and students. Every subject's concerned professors describe their goals and results. In order to provide students with a larger knowledge foundation, topics that are beyond the curriculum are taught in both theory and practice. All students have access to the materials needed to prepare. At the start of the semester, all handouts containing the lecture plan, assignment questions, and references are given to the students. Through meetings of the College Academic Monitoring Committee, such as the meetings held each semester for the Class Monitoring Committee, regular educational monitoring is carried out. Every day, HODs keep an eye on the topics being taught. Frequent meetings with the HOD

and faculty provide close supervision of the content covered in the course. To improve the attendance percentage, very effective and consistent monitoring of student attendance is used. For helping students with campus placement, the Training and Placement Cell To guarantee that pupils have the proper attitude for lifelong learning, attitude building is provided to them. After each internal assessment, parent meetings are held to talk about the pupils' performance. Every semester, there are frequently scheduled industrial visits to obtain an in-depth understanding of the industry. Guest lectures are frequently organized to close the knowledge gap between academia and business.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	07	07	10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	01	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 1.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	19	8	3	7

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

In the previous five years. During the residential seven-day camp that NSS organizes at Kachnur, several activities have been carried out by NSS volunteers addressing social issues, including saving fuel (Cycle Rally) and Swachhta Abhiyan. Other activities have included blood donation camps, Swachhata Bharat Abhiyan, deit neutralization, JanJagruti programs, water saving programs, COVID-19 social work, etc. In addition to the NSS, the college's many departments are conscious of their obligations to educate students about social issues through programs including Environmental Education, Road Safety, Tree Plantation, Plastic NirmulanAbhiyan, Rular Camp, Janjagruti, the Programme on Health, and Mathdan. Each of the aforementioned activities had a significant impact on students and increase.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

The Institution has received Awards and Recognition for its involvement in extension activities from Government and Government recognized bodies. During the last five academic years the staff and students of the Institution has donated 123 units of blood to the Society.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 46

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	08	07	05

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

3.5 Collaboration

3.5.1

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

Response: 18

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Sports and extracurricular activities are integral parts of the institute since they are integrated into the core courses, which are required, and the continual evaluation system. This is done to assess students as well as encourage engagement.

For sports, games, and cultural events, it offers suitable facilities. AGI has a single, sizable playground with space for several different sports, including basketball, volleyball, cricket, football, hockey, and kho-kho.
There are lawn tennis courts in another area. There are both indoor and outdoor badminton courts, as well as a gym.

Every department has a well-equipped assembly hall for hosting annual festivities and cultural activities. The magnificent AGI Convocation Hall hosts important cultural events.
The girls' and boys' hostels also have a gym, a room for indoor and outdoor sports and games including badminton, volleyball, basketball, carrom, table tennis, and chess, as well as space for cultural activities. At the yoga centre, some of the professors teach classes. Female pupils are given access to specific self-defence classes.

Sports tournaments and intra- and inter-faculty events are often held for students each year. The National Youth Parliament competition, the Zonal and Inter-Zonal National Youth Festival competitions sponsored by the Universities, as well as other extracurricular cultural and sporting events, all require particular training for students. By taking home honours in both individual and team competitions, SSPACE has triumphed at these events.

The Institute observes National Independence Day and Republic Day by raising the national flag, followed by a guard of honour for the Chief Guest performed by NCC students, a spectacular march past of students from all faculties to the music of the students' band, and the planning of sporting events. A panel of former soldiers from the army decides which marching contingent is the best.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 2.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.09	13.1	0.88	0.86	3.14

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers

are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college provides a variety of digital technological amenities. The college offers six smart classrooms and one conference room with digital technology. Another facility, the English Language Facility, is currently undergoing upgrades. The college also has a fully functional computer lab. The college's students have access to the computer lab. Wi-Fi service is available in the library and the old college building. The newly built building will have access to Wi-Fi connectivity, according to the plan. Everyone on the college staff and in the student body has free access to Wi-Fi. Computers and other relevant equipment are offered to all academic departments. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device.

The majority of official work is completed with the aid of ICT. The college does routine maintenance on the IT equipment. Here are some fundamental tools for updating:
A computer is regularly formatted.
With the assistance of a computer operator and without any payment, the college itself formats the computer.
A virus programme is frequently installed on computers. Every PC has antivirus software.
As previously noted, there is Wi-Fi connectivity available in the principal chamber, office rooms, IQAC rooms, and several departments, including PGDCA, libraries, and laboratories.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 3.89

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

Response: 203

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 69.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
212.40	212.405	51.25	128.69	165.88

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
660	622	531	485	405

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 30.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	264	159	209	172

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

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: 36.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	37	44	60	38

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	175	161	117	91

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

5.2.2

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

Response: 1.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	00	00	01	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

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

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

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

5.3.2

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

Response: 21.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	22	00	20	37

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Shri.Shankarprasad Agnihotri College of Engineering Alumni Association (SSPACEAA),established in 2011,maintains a long- lasting connection between the institute & its 1000+ member strong alumni base spread across the world. Dedicated volunteers work with the Alumni Association to develop an active alumni network. Whether its volunteering, attending events conducted by the institute's diverse legacy projects-active and involved alums add phenomenal value to SSPACE wardha ,which in turn helps preserve its position as one of the world's premier institutes. The Alumni Association continues to seek innovative ways to serve alumni by providing social, educational and professional opportunities that will appeal to our alums, their peers and extended network.The Shri.Shankarprasad Agnihotri College of Engineering Alumni Association (SSPACEAA),established in 2011,maintains a long- lasting connection between the institute & its 1000+ member strong alumni base spread across the world. Dedicated volunteers work with the Alumni Association to develop an active alumni network. Whether its volunteering, attending events conducted by the institute's diverse legacy projects-active and involved alums add phenomenal value to SSPACE wardha ,which in turn helps preserve its position as one of the world's premier institutes. The Alumni Association continues to seek innovative ways to serve alumni by providing social, educational and professional opportunities that will appeal to our alums, their peers and extended network.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: To develop globally competent , efficient learner and community oriented model of engineering education

Mission:To create value added, competent and research oriented trained Engineering professionals for sustainable development of the society.

In a lush green campus, the Institution promotes academic excellence and holistic growth. In tune with its mission, the institution is committed to provide quality education to transform the students into quality engineers through competence building, training and research and moulding them in to good citizens, who can fit the job profile in national and global context.

For NEP implementation institute registered its students on ABC platform as per the directions of Government of Maharashtra through Circular No. MISC-2022/ C.R. -220 / UE-3 dated 30 November 2022.

To help the stakeholders accomplish the purpose and the vision, management offers all the support systems required, such as infrastructure facilities, skilled teachers, learning and e-learning facilities.

The Principal and his staff are free to create the plans, and implement them transparently using deliberate techniques for empowerment. In addition to the e-governance initiatives, a committee system is in existence.Grievance Redressal systems are in place to ensure stakeholder satisfaction. The Management, College Committee, and IQAC collectively take necessary steps to accomplish the vision and mission of the Institution.

IQAC in consultation with all the Departments, committees and Cells and the same are submitted to Principal. The Principal being member secretary plays a pivotal role in bridging the gap between the Management representatives, IQAC and staff members and other stakeholders. Requirements like ICT enabled Class rooms, Tutorial rooms, Seminar halls, more sophistication in Laboratories, Library infrastructure, functional furniture and fittings for e-learning, Safety and Security management, Water facility and health care, developing sports (indoor/outdoor) facilities, Hostels facility for boys & girls are all taken care of.

The prime responsibility of IQAC is to initiate, plan and supervise various activities to increase the quality of the education imparted in the Institution. IQAC meets periodically to review the progress of the institution and its quality enhancement. Institute invites Alumni and interacts with them on various

issues. The Parent Teacher Meet is highly functional . Hence the Management, Principal, Teachers, non-teaching staff, students, parents and the Alumni participate in transparent, effective, efficient and accountable governance of the institution.

Distinct characteristics of the college

- Dust free and green campus.
- Effective teaching –learning process.
- Committed ,customized and prompt staff members.
- Inter-disciplinary ,approach towards teaching

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Management of the Institute encouraged faculty of the college to acquire higher education. Under this policy many of the teaching staff acquired Post Graduate and Ph D Degrees.

Management also encouraged faculty to publish their research papers in the National, International conferences, Journals. Financial assistance for acquiring higher degrees and for publication works was provided by the Management.

Through the initiative and motivation by the Management Bodies to the faculty members of the institute for taking up doctoral research work, many faculties have achieved doctoral status and many are undergoing to achieve the same

1. The college has a clearly defined organizational hierarchy and structure to support decision-making processes that are clear and consistent with its purposes and supports effective decision making. The organizational structure lends itself to sustaining institutional capacity and educational effectiveness through the involvement of external members in various Committees/ Boards.
2. The Principal, and HODs, with the help of faculty members, reviews the progress achieved and problems faced by various committees. The management agent has always welcomed the views and suggestions expressed by the faculties in taking institution ahead. The presence of the faculty can be found in all the following committees

1. Governing Council

2. Academic Council

3. IQAC

4. Student Council

5. Student Grievance Redressal Cell (Internal Complaint Committee)

6. Women Empowerment & Anti-Sexual Harassment Cell

7. Anti-Ragging committee

8. NSS

9. Alumni Association

10. SC/ST Committee

11. Hostel Committee

12. Sports & Cultural Committee

13. Discipline Committee

Such other authorities as may be declared by the Statutes to be authorities of the Institution.

1. External members are part of Governing Bodies for enhancing the broader base and bringing transparency and fairness in the system.
2. The institution has a number of students and faculty committees for decentralized management activities/ affairs for better functioning and effective learning of the students.
3. The major functions of various bodies are well defined in order to ensure role clarity an accountability. The details of the roles and responsibilities of various committees and leadership are given in the additional information as in the links.
4. Service Rules, Promotion Policies, Employee Satisfaction, Welfare Schemes, and Grievance Redressal Mechanism is in place. Achievements of faculty and staff are recognized with financial and non-financial incentives.

File Description	Document
Upload Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

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

Maternity Leave:

College renders a maternity leave to eligible lady staff as per the rules of the government

Fee Concession:

Under the institutional social responsibility, college provides the financial aid in the form of Fee Concession to the needy students.

Employee's Provident fund:

The institution has the mandatory provision of EPF and contributes the eligible amount to the

respective EPF account.

Promotions:

Faculty members, based on the qualification, services, and outcome of the performance appraisal,

are given promotion on to the higher post or financial benefits.

Publication Incentives:

For participation in the National or International Conferences and for publishing research papers in the National or International Journals, its registration fees and the cost for the participation are given. Publication in highly reputed journal is encouraged through award/prize.

Sponsorship for knowledge up-gradation:

Faculty members are sponsored for attending STTP, workshops, seminar, and conferences for

Up-grading their knowledge.

Sponsorship for higher studies:

Faculty members, if opting for higher studies, leading to enhancement of quality, are sponsored either in terms of finance or in terms of leave.

Career counseling for Engineering aspirants:

College provides counseling for engineering aspirants by conducting sessions in and

around the region.

Wi- Fi facility/ Internet Dongles/Laptops have been provided for Key Post Staff.

Free Wi-Fi facility available in campus.

 50 % concession in tuition fees of wards of teaching staff

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 8.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	04	10	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

6.3.3

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

Response: 4.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	05	10	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	56

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

College prepares the annual budget of each department and financial allocation is done for the recurring and non-recurring items. The internal audit of the expenditure is conducted by our office accounts department, which is then audited by Chartered Accountant. An external auditor is appointed by the college which performs an audit of the financial statements of the college. The financial records of the College are audited after the end of each financial year and are certified.

Before the financial year begins, Principal, Heads of Departments prepare the college budget. College budget includes recurring & non-recurring expenses such as salary, electricity and internet charges, equipment and facilities, maintenance cost, stationery and other consumable etc. It includes planned expenses such as purchase of lab equipment, furniture and other development expenses.
Mobilization of fund is done through tuition fee besides conduction of various off-line &online examination of competitive nature.

The optimal utilization of fund is as given below:

For salary, arrears, & welfare measures
For mandatory deposits, annual fee of statutory bodies/university, etc
For creation and maintenance of academic infrastructure
For purchasing of equipments and software's

For organization of International & National Conferences/Seminar For conduction of Curricular,

Co-curricular, Extra-curricular activity.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

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

The Internal Quality Assurance Cell was started in the year Jan *2023* to monitor the quality of services being provided by the institution to its stakeholders. An IQAC committee is formed and approved by the governing body to take care of Quality assurance strategies and processes. The Institute's existing policies on academic and administrative systems are in respect of the process of teaching-learning and evaluation system, academic performance, faculty recruitment and training/qualification enhancement, are initiatives of IQAC. IQAC has contributed significantly to continually improve the infrastructure, enhance the faculty competencies, and empower the students to become employable.

Two examples of best practices institutionalized as a result of IQAC initiatives are

1.Faculty Development Programs

FDP is one of the initiatives of IQAC for improving the quality of the faculty in various aspects. Faculty development is a process to improve their skills in the following areas: (1) Teaching and Learning, (2) Out Come Based Education, (3) Research and Development, and (4) Personality Development. Institute has been organizing Faculty Development Programs (FDPs) throughout the academic year in two levels, i.e. first one at institute level common FDPs for **all the department** faculty members and the second one is at department level FDPs for department faculty members on their specific areas. Faculty Development programs help to strengthen the professional and administrative skills of the faculty members which leads to quality enhancement of the institute.

1. Pre Placement Training (PPT)

Pre Placement Training is also one of the notable initiatives of IQAC, to enhance and improve the employability skills of students. As part of PPT, all the students have been trained in various skills such as communication skills, Aptitude skills, Reasoning skills, Leadership skills, and technical skills.

This institution offers a long term Pre-Placement Training (PPT) to all 2nd year 1st sem to 3rd year 2nd sem students from the beginning during their regular classes where 2 hours' time is allotted for training in a week. For final year students, special advanced Pre Placement Training (PPT) is provided for 2 weeks in semester vacations which help them to gain confidence in the upcoming placements.

The objective of PPT Training:

To bridges the gap between corporate requirements and student's knowledge and skill sets. To guide and provide right module of training that meets the industry needs and improve their employability skills.

The outcome of PPT Trainings

- The ability to communicate effectively with co-workers, employers, clients and customers.
- The Training & Placement Cell of SSPACE strives hard to provide adequate training and finally place them in industry.
- The Cell ensures that all our students are placed in reputed companies – both software & core, with handsome packages.
- The Placement cell along with the Training Department organizes sessions and workshops with industry experts that help the students get an insight into the demands and needs of the market.

Top Recruiters like IBM, Amazon,TechMahindra,Paytm, Velosio, Yellow Messenger, Syscon, EdWisor, Indian Navy, Decathlon, Value Labs, CtrlS, Virtusa, TCS, etc. have visited our campus for selecting candidates.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document

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:

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

SSPACE gives the highest priority on ascertaining the safety and security of the female students, faculty and other employees. It also provides facilities like common room and counseling services as it believes supportive, safe and conducive environments are critical to one's growth.

Safety & Security:

The institute has taken the following safety & security measures

Security Guards at the main gate allow the persons only if they have proper ID proof and reason. In addition, security guards around the campus keep a vigilant eye to ensure the safety and security of the students.

Constitutional committees like Anti-ragging committee, Grievance Redressal Committee and Anti sexual harassment committee are constituted and as per the guidelines and there have been functioning actively to ensure the safety and security of the students.

In the campus, CCTV Cameras are installed at different locations to ensure the safety and security of the students.

Do's and Don'ts are displayed in each laboratory and students are briefed on safety precautions to. Separate hostels for girls and boys with good security are provided.

Seating for girls and boys inside the classroom and college buses are made separately. Separate Sick room for girl students with required facilities.

Precautions are taken during transport, in the campus, canteen, and library, sports area to monitor the movement of students and ensure safety of the students.

Security checkpoints at all campus entries and exits and round the clock security at Main Gates.

In all Industrial visits, excursions, study tours, female teachers accompany the girl students and take care of them very affectionately.

Students are counseled on stress and anger management.

Counseling:

Active counseling system followed in the institution provides effective counseling to the students, including gender sensitive issues.

The girls are encouraged through counseling to participate in various activities like Cultural events, NSS, Sports, training sessions, etc. as per their comfort and interests.

The Institution has a well defined student mentoring system for all the programs starting from the first semester. The main objective of mentoring is to help each student in taking right decisions for their academic and personal growth. In addition, mentoring will help to boost student's morale and improve their learning abilities. Each faculty who mentors the student tries to help the individual regarding their academic and personal issues.

The Women's Empowerment Cell conducts many Women's development programs to encourage and boost the confidence of the girls students.

Common Room:

Common Rooms facility for Boys' and Girls' are available. Separate sick rooms are available. Girl's common room is available with essential facilities like first aid box, bed, wash basin, etc.

BOYS COMMON ROOM

GIRLS COMMON ROOM

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

7.1.4

SSPACE organizes National Festivals, Birth Anniversaries to promote national unity, integrity and patriotism among the young minds. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

Tthe following are the programmes conducted for the holistic development of students

15th August Independence Day

26th January Republic Day

14th April B. R. Ambedkar Jayanthi

15th September Engineers' day

5th September Teachers' day

Ganesh Chaturthi

Shiv Jayanti

Vote's day

Yoga day

Maharashtra day

Gandhi jayanti

Independence Day: The institution celebrates Independence Day every year by a simple and elegant flag hoisting ceremony with the presence of invited Chief Guest, who unfurls the national flag followed by a beaming patriotism outshined during the singing of National Anthem.

Republic Day: The Republic Day is celebrated with gaiety and patriotic fervor at SSPACE. On this privileged occasion, celebrations starts with the vibrant and elegant National Flag hoisting ceremony and the heartfelt renditions of patriotic songs.

B. R. Ambedkar Jayanthi (Birth anniversary of Dr. Bhimrao Ambedkar) - Ambedkar Janmotsav Samiti is celebrated on the birth anniversary of Dr. B.R. Ambedkar with various processions and 'shobhayatra' across the country. The 'shobhayatra' focused on women rights, superstitions and save daughter issues.

Engineers day (Birth Anniversary of Sir M. Visvesvaraya) –The institution celebrates this day on 15th September consistently as an exceptional tribute to the best Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya.

Teachers Day: The institution celebrates Teachers day to commemorate the birth anniversary of the second President of India, Dr. Sarvepalli Radhakrishnan, a great teacher and a staunch believer of education, on 5 September 1888.

Shivaji Jayanti: This is a festival and public holiday of the Indian state of Maharashtra. This festival is celebrated on February 19, celebrating the birth anniversary of Shivaji I, the first Chhatrapati and founder of the Maratha Empire.

Ganesha Chaturthi – The institution celebrates Ganesha Chaturthi. "Lord Ganesha" as the God of New Beginnings and the Remover of Obstacles as well as the god of wisdom and intelligence.

Voter's day:Iin order to encourage more young voters to take part in the political process, Government of India has decided to celebrate January 25 every year as "National Voters' Day". It has been started from 25 January 2011 by Election Commission of India.

Yoga day: Yoga is a practice that connects the body, breath, and mind. It uses physical postures, breathing exercises, and meditation to improve overall health. During an address to the United Nations in 2014,Narendra Modi proposed the idea of dedicating a specific day to yoga. He suggested June 21.

Maharashtra day: The day marks the formation of the state of Maharashtra, which occurred on May 1, 1960, following the partition of the Bombay State into the linguistic states of Maharashtra and Gujarat. .

Gandhi jayanti: To commemorate Mohandas Karamchand Gandhi's birth anniversary, October 2 is designated as Gandhi Jayanti .He born on 2nd October 1869 in Porbandar, Gujarat,and emphasizing non-violence and truth.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Practice-I

Title: Pre Placement Training to enhance the Aptitude, Soft Skills and Technical Skills for an under gratitude student.

Objectives:

The Specific Objective of the Pre Placement Training is to Train and Expertise the students to meet the present day requirement in the market for the Survival. This includes the Personality Development; Resume writing, Communication Skills, Aptitude, Personal Interview and Group Discussion.

The pre-placement training for the student groups aims to develop into complete professionals. It provides Personality development, communication skills, resume preparation, aptitude test, interview skills, and group discussion.

To prepare students to face campus interviews through arranging training in Aptitude, group discussions, technical and HR interviews by professional trainers.

To maintain regular interaction with the industry through seminars, guest lectures, corporate meets etc

Context:

The industry is always on the lookout for students who are vibrant, energetic individuals and ready to accept challenges, attentive, a good academic background, fast learners, open to learning even at work and more importantly, good communication skills.

 The pre placement cell recognizes these techniques by interacting with the industry and prepares students for them. Hence there is a need to establish the vital link between students and prospective employers to facilitate the training and placement of students as they begin their career after graduation. In this age of liberalization, privatization, and globalization, there is an ever increasing industry requirement for professionals who have high employability index.

Personality Development is one of the most important aspects is to groom the students so that they can deal with the challenging situations at work place. Since Pre Placement training time can be quite daunting, these sessions also help in motivating the students by conducting various workshops on how to increase their Self-Esteem.

The Pre-Placement Training train the students on important interview skills related to Dress Code, Confidence, Creativity, Ability to react and respond, and handle to stress

The Practice:

The uniqueness of our pre placement training cell is to ensure that the recruitment process is a successful journey for the students of SSPACE. It puts high emphasis on technical and non-technical pre placement training, which will train students to excel at interviews and recruitment processes.

SSPACE looks to develop its students from industrial perspective. For this we have designed training modules to impart technical, logical, analytical, behavioral and managerial skills in every student.

The following training programmes are conducted for the students by proper planning prior the academic start.

Soft Skill Training Programme:

This helps students develop effective communication skills and presentation capabilities in academic and professional settings. These interactive activities focus on work environment and real life situations. Individual attention is given and even shy students are encouraged and empowered to develop their public speaking,

Presentation Skills

Group Discussion

Resume Preparation

Interview Preparation

Time Management

Aptitude Skill Trainings: It includes increasing the following abilities in the students

Reasoning.

Data Interpretation Logical.

Analytical.

Evidence of success:

We have witnessed huge improvement in the personal and technical skills in the students after the pre

placement training. We observed a huge difference in their communication skills, their attitude in facing the interviews and confidence levels of individuals. Mainly our students stood different from the group by developing the following distinguishable qualities such as

Out Of the Box Thinker.

Leadership Skills.

Strong Technical Skills.

Ability to Balance Work and Life Good Citizen.

Along with good numeric and quantitative aptitude, good techniques and logical data interpretation, logical , reasoning and analytical ability and confidence in facing competitive examinations for jobs and higher studies.

Problems encountered and Resources Required:

Pre placement training is a high priority practice in SSPACE, Still it faces certain problems which the management strives to solve competent faculty with updated soft skills and technical skills are needed to train the students and assist in pre placement training.

Student from rural background may have good technical skills but may lack communication and other required skills, so special classes are provided to such students to boost their confidence levels and face the challenges of the world.

Faculty Development programmes are conducted to update the faculty with new evolving technologies so that they are prepared to train the students.

Practice-II

Title: Add-on Certification Courses

Objectives:

To offer and add-on specialization along with the B.E degree. It would help students to gain cutting edge skills that are in demand in today's global job market.

To create industry ready professionals to meet the problems in the real time with certification in Adobe.

To give practical, hands-on and industry ready training by world class efficient trainers.

To help the students of SSPACE to secure high paying quality jobs in best of MNC's.

The context:

The high demand in today's competitive job world seeks the all round development of the students apart from academic knowledge. Keeping the present requirements of various industries we design suitable training programs in various departments to train our students in various technologies and areas with the help of reputed training institutions along with certification from reputed institutions .

According to LinkedIn, there is 3800+ Job Categories Available in the Cloud Computing Market

Cloud Computing Market Projected to Reach $411 Billion by year 2020.

Cloud Computing were the Top in-Demand IT Job & Skills for year 2018.

Cloud Computing to help Generate 11 lakh Job in India by the year 2022 43% of Indian Businesses Fully Implemented Cloud Strategies.

Hybrid Cloud is one of the Highest Paying IT Certifications in 2018-19.

The Practice:

SSPACE follows a meticulous planning in conducting various certification courses in collaboration with eminent industries. To offers the highest average salary for the entry level jobs for the students under training. By using this we will skill the students in multi-stack UI/UX and IOT Technologies. This will help to bridge the skills gap among students in the field. It will create industry ready professionals with certification. The company is not extending such facility anywhere in the globe.

 The benefits of this kind of platform are a minimum risk and maximum reward for both borrowers and lenders.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vision

To continue to be one of the best educational institution in both education and research and to achieve greater recognition for our efforts in our chosen fields of Endeavour. The world will look to us for future trends and innovations in education, research and technology. The institutions will build on its traditional of innovation, problem solving, value added education and intended satisfaction of students.

Mission

Education forms a continuum and a basis for the development of human society. Only education can imbue people with the knowledge the sense of purpose and the confidence for building a dynamic, vibrant and cohesive nation.

Thrust

The institution technically targets to attend and focus on the academically average - above-average students on their basic shortfalls from rural set-ups in the uneconomic segments. They are mechanized by the change of cultural issues. Enhanced with overall up-to-date personality development of the talents along with the excellence in curriculum-related academics to rationalize revolution involving their mental makeup in the practicality of the current and modern and latest time-bound projects for standing by to eliminate the grass-root nature of problems by modern techno-savvy solutions.

The radiant ambiance of the institution is highly conducive for the academic excellence and holistic development of the students, which are envisaged through

- Very good University Results
- High Admission rate
- Remarkable Placements records in Top Notch companies

As providing world-class education is one of the long term goals of the institution, it has adopted student centric and innovative teaching methodologies for academic practices in order cater the attention and involvement of the students. In order to make the students as industry ready, the institution takes several significant measures such as Pre placement training, add-on courses; value added courses, internships and industrial visits.

Centre of Excellence - Automotives

Our Vision is to enhance the critical Engineering skills of our students by providing hands-on Practice in Automotives and to produce them the world's best engineers.

Hands-on experience in Automotives builds the students to standout in national level and international level competitions. It provides a vibrant platform to learn the art of the management and teamwork, which are essential skills required for 'real-world' and industry? It provides support, facilities and state of the art environment to build new vehicles from the scratch.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

To fulfil the social responsibilities of the institution, various types of extension activities are conducted on a regular basis through the NSS unit.The institution has stated code of conduct for all the stakeholders.

Concluding Remarks :

In 17 years since its inception, the College has expanded its horizons, attaining many a milestone.

To accept the impact of globalization in higher education, institution is continuously taking

efforts to extend the scope of technical education to the socioeconomically backward and tribal region.Institute is taking efforts to promote and acquire changes as per the New Education Policy for the holistic development of student. The institution has a well-defined vision and mission to attain academic excellence and successful placement to help society and industry. Visionary management of Jai Mahakali Shikshan Sanstha has given primary importance for the growing academic and professional interest of the students.

The college is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, media, journalism, politics, public services, business entrepreneurship, corporate and film industry. The college strives to fulfill its vision of imparting transformative education for the empowerment of young women and promotion of a more just and humane society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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108	65	45	50	29 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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63	40	42	48	29 | 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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132	132	132	132	132 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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115	115	115	116	116	 Remark : DVV has made required changes as per supportings and data template
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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108	175	161	117	91 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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108	164	112	80	119	 2.6.3.2. **Number of final year students who appeared for the university examination year-**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
222	192	166	117	117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
222	192	166	117	119

Remark : DVV has made changes as per the report shared by HEI.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :18 Remark : DVV has made required changes as per supportings. Multiple MOUs with same institution have been considered once only.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.74	13.1	0.88	0.86	39.88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.09	13.1	0.88	0.86	3.14

Remark : DVV has made required changes as per supportings

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification:

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

| 60 | 37 | 44 | 60 | 38 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	37	44	60	38

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
154	178	152	116	129

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
108	175	161	117	91

Remark : DVV has made required changes as per supportings.

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** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
5	05	5	19	00 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
05	03	04	10	00 | Remark : DVV has made required changes as per supportings. Multiple teachers have been considered only once in an assessment year.
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6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	15	18	25	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	05	10	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	56	56	56	56

Remark : DVV has made changes as per the report shared by HEI.

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made required changes as per supportings

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: table below Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
252.12364	237.727211	248.33513	162.50236	200.84294

2022-23	2021-22	2020-21	2019-20	2018-19
252.12	237.72	248.33	162.50	200.84