



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SIPNA COLLEGE OF ENGINEERING AND TECHNOLOGY, AMRAVATI

**SIPNA CAMPUS, INFRONT OF NEMANI GODOWN, BADNERA ROAD,
AMARAVATI**

444701

www.sipnaengg.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 1995, **Sipna Shikshan Prasarak Mandal** was established by Honourable Shri Jagdishji Gupta, a visionary and former Minister of State Revenue, Forest, Maharashtra State. The trust aimed to provide higher education to the residents of the tribal Melghat region of Amravati District by launching Arts, Science & Commerce College in Chikhaldara. To provide modern technical education, the trust began "Sipna College of Engineering & Technology (SCOET)" in Amravati in 1999. Initially offering three B.E. degree courses with 60 students each, the institution has since expanded to offer five UG engineering courses, five PG engineering courses, and one MBA course, with a total sanctioned intake of 687 students per year.

All UG programs are accredited by NBA, while all courses are permanently affiliated with the university. Additionally, the institution is recognized under sections 12(B) and 2(f) of UGC. The college has approved research laboratories for Ph.D. work in Electronics & Telecommunication, Computer Science & Engineering, Information Technology, Mechanical Engineering, and Mathematics.

SCOET has experienced, devoted, dedicated & highly qualified staff team of 145 members, with 50 Ph.D. and more than 43 pursuing their Ph.D. The college campus is spread over 11.25 acres of greenery, with a 27013 sqm building with modern equipment and infrastructure facilities.

SCOET has received several accreditations and certifications, including accreditation by the International Accreditation Organization (IAO) and certification by ISO 9001:2015 (Quality Management System) and ISO 14001:2015 (Environment Management System). The institution has also received an 'A' grade accreditation from the National Assessment & Accreditation Council and is the first institute in Maharashtra to receive accreditation under the new scheme- 2018. The institution is a mentee institute of College of Engineering, Pune (COEP) under the AICTE Margadarshan scheme. It has also become a member of the Confederation of Indian Industry (CII). SCOET is the only institute in Sant Gadge Baba Amravati University to be a member of CII.

With innovative teaching methodologies and well-equipped facilities, Sipna College of Engineering & Technology aims to instil confidence in students to face the challenges of tomorrow's dynamic world.

Vision

To provide quality professional education and conducive environment to students to emerge as a model proficient institute.

Mission

- To create a scholarly and vibrant environment for professional excellence.
- To contribute to advancement of knowledge in basic and applied areas of engineering and technology &

management.

- To be an institute of choice in the region by developing, managing, and transferring contemporary technologies.
- To build mutually valuable terms with society, industry, and Alumni.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute is one of the premier institutes in the region having all facilities as per the requirements of the Apex Bodies, such as AICTE, DTE, UGC, etc.
- Dynamic and visionary management committee for SCOET.
- All UG programs are accredited by NBA.
- All the courses run by the college are permanently affiliated by university.
- Institute is recognized under section 12(B) and 2(f) of UGC.
- ISO 9001:2015 (Quality Management System) and ISO 14001:2015 (Environmental Management System) certified institute.
- MoU with reputed COEP Technological University, Pune under AICTE Margadarshan Scheme.
- Experienced, dedicated & highly qualified faculties: with 50 Ph.D. and more than 43 pursuing their Ph.D.
- Faculty involvement in BOS, curriculum design, development, and implementation of affiliating University. Many faculty members are elected & working on Senate, Board of Studies, faculty and Academic Council of SGB Amravati University in various capacities.
- Number of research papers published per teacher in the Journals notified on UGC care list during the last five years :3.19
- Faculties are invited as resource persons, in Conferences/Seminars/Workshops/ Faculty Development Programs.
- Faculty & Staff covered under several welfare schemes & Group Insurance facility for students and staff members.
- University approved research laboratories for Ph.D. work in Electronics Engineering, Computer science & Engineering and Information Technology, Mechanical Engineering & Mathematics in science.
- Laboratories in Civil engineering are accredited by NABL and engaged in consultancy services.
- 13400 square feet of library space with 53389 book volumes, 7149 titles, 98 print journals and 1375 e-journals and about 25 Lacs rupees budget for library resources every year.
- Installation of roof top solar project of 220 kW and promoting the use of LED lighting system and energy efficient devices.
- Institute results are consistently higher than average results of the affiliating University other institutes with a large number of university rankers every year.
- More than 96 percent from eligible students are placed in reputed organizations namely TCS, Wipro, Capgemini, Atos Syntel, Infosys, Hexaware, L&T Infotech and others.
- Inhouse developed Customized ERP system for effective administration, data analysis and for collecting feedback from the students & other stake holders.

Institutional Weakness

- Institute is situated in industrially backward region Up-gradation of Syllabus does not synchronize with

fast growing industry needs

- Generally, students admitted belong to academically and economically weaker cross section and rural areas
- Participation of alumni in the overall development of the college is less and needs to explore more alumni involvement in academic & placement activities.
- Emphasis is given more for student's project at both PG and UG level. Need for more IPR and entrepreneurial activities are imminent.
- Lack of funding from national organization for nurturing advanced research.
- The industry – institution interface can be enhanced further.
- Less number of students progressing for higher education.

Institutional Opportunity

- The college can emerge itself as a role model in the fields of engineering and management education, adopting the best pedagogical tools.
- The college management committee enjoys a strong relationship with the local entrepreneurs and is leveraging the same towards realizing the objectives and the characteristics expected of a higher educational institution.
- The strong alumni base of the college can be involved to contribute to the institution towards excellence and to help in the journey of being listed in one of the best colleges of the region.
- Taking the socio-economic background of the student community there is a scope to focus on more societal need-based activities & projects.
- There is an ample scope for starting Masters Programme in specialized or emerging areas of Engineering as a good number of teachers possess research qualifications and are also engaged in quality research work.
- Getting academic autonomy for increasing employability skills to cater to the demand for qualified engineers in view of 'Make in India' drive.

Institutional Challenge

- The institution is not being able to pursue cutting edge research due to limited resource funding from national funding agencies.
- There is a need for a change in approach strategies and process for improving the results of the students.
- Enhancing the communication and employability skills of the students has become a major challenge in the present-day industry requirements
- With growing interdisciplinary approach in teaching-learning process, there is a greater challenge to periodically restructure our research infrastructure and industry partnership.
- More research grants and industry partnership are needed for student product development activities in order to groom potential entrepreneurs.
- Identifying industry partners who are willing to invest on product development is a paramount task.
- Government initiatives launched recently on smart city. Start-ups, make in India, clean India, skill development schemes are very close to the vision of our institute, which need to be integrated.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Sipna College of Engineering & Technology (SCOET), Amravati strongly believes in providing the suitable learning opportunity for the students to make them industry ready engineers.
- The institution follows the curriculum of Sant Gadge Baba Amravati University (SGBAU), with a comprehensive plan prepared for each semester.
- Specialisation based Elective System under Choice Based Credit System (CBCS) introduced in all UG programs from the academic year 2019-20.
- SCOET encourages the faculty to keep themselves abreast with technological changes in industry and enhance their knowledge by offering faculty development programmes and workshops.
- SCOET academic calendar of the institute reflects SGBAU academic calendar and includes curricular, co-curricular and extracurricular activities.
- SCOET academic calendar and teaching plans are strictly followed and are audited regularly. Institute has well defined mechanism for planning, execution and monitoring of curriculum and value-added courses to enhance the skills of students towards industry expectations and competitive examinations.
- Human values and professional ethics related different programs conducted regularly.
- Allotment of subjects including open electives is done by the HOD based on the faculty expertise and preference obtained as per preference given by faculty.
- Departmental activities are scheduled which include Industrial visits, in plant training, Guest Lectures, Project Competition, Seminars, Conferences, Placement and Training and Association activities.
- The IQAC monitors and assists the faculty members for effective curriculum delivery.
- The feedback received from the students and stakeholders are carefully analysed, discussed and appropriate actions are initiated.
- Curricular gaps are identified and communicated to the University.
- The institute has representatives in the form of faculty members from different departments working as a Member/Chairman-Board of Studies (BoS), Academic Council and Senate of SGBAU. They are responsible for paper setting, valuation of papers etc. Faculty members from various departments are contributing at university for syllabus developments.

Teaching-learning and Evaluation

- Admission process for different programs at Sipna College of Engineering & Technology (SCOET) is carried out through Centralised Admission Process as per the guidelines of AICTE & Directorate of Technical Education, Maharashtra State.
- The admission process ensures inclusion of students from reserve category as defined by State Government of Maharashtra.
- At the entry level induction programs are being conducted for the newly joined students.
- SCOET has a Learning Management System and a good reservoir of e-learning materials.
- The excellent mentor-mentee system of the institute takes care of academic and stress related issues.
- SCOET has experienced, devoted, dedicated & highly qualified staff team of 145 members with 50 Ph.D. and more than 43 pursuing their Ph.D.
- SCOET has NPTEL local chapter where students & faculty opts courses from NPTEL course basket.

- Additional support for advanced and slow learners.
- Student centric learning environment that promotes an independent, interactive, and collaborative learning.
- Encouragement and support for all co-curricular and extracurricular activities to nurture critical thinking, creativity, and scientific temperament.
- Students are made aware of their programme-based POs, PSOs & PEOs.
- The institute systematically checks the attainment of outcomes and reviews the Teaching- Learning process.
- SCOET has a well-defined assessment and evaluation process, where the various components like, Sessional examinations, Oral Examinations, Assignments Submission, Project, and Seminars Presentation are taken into consideration .
- In order to ensure transparency in an internal assessment & evaluation, the mechanism of internal/external assessment is communicated with the students well in time.
- The queries related to results, corrections in mark sheets, other certificates issued by university are handled at SGBU Amravati University examination section after forwarding such quires through the college examination section.
- More than 95% of students graduate every year.
- Senior members from alumni association help in enhancing teaching learning process by giving advices to the students for latest courses to be taken for enhancing their placement opportunities through online/offline sessions.

Research, Innovations and Extension

- Management of Sipna College of Engineering & Technology (SCOET) always encourages and promotes the research, innovations, and extension activities.
- Faculty members and students are provided with adequate resources like equipment, labs, books, for research work. Also, special leaves are granted to pursue the research work.
- SCOET has a dedicated team of researchers which include a senior faculty member of each department.
- Students are encouraged to take up projects under the supervision of the faculty members. The college provides state of art facilities for carrying out research projects.
- SCOET has University approved research lab for Electronics & Telecommunication, Computer Science & Engg., Information Technology, Mechanical Engg. and Mathematics.
- In addition, the institute holds an extra Interdisciplinary Research lab.
- SCOET also has AICTE funded laboratory under MODROB scheme.
- The institution has received grants from governmental and non-governmental agencies to support research projects and endowments.
- Faculty members who are aspiring a Ph.D. degree are given opportunities to enrol in a Ph.D. program.
- During last five years, 500+ research papers have been published by the faculties in the Web of Science, SCOPUS Indexed, UGC recognized journals and also published over 100 book chapters.
- Faculty members and students are actively involved in Institutional Social Responsibility activities through structured forums like NSS & student clubs and organized more than 100 extension and outreach programs.
- SCOET has received various awards for extension activities from Universities, State level agencies and NGOs.
- Over the past five years, more than 350 Memorandums of Understanding (MoUs), collaborations, and linkages have been established to facilitate various academic activities such as internships, field trips, on-the-job training, and research.

Infrastructure and Learning Resources

- The state-of-art infrastructure augments learning environment is the significant impact of the Sipna College of Engineering & Technology (SCOET).
- The Management of the SCOET is committed in enhancing the infrastructure as and when needed which promotes a good teaching learning environment.
- The institute's 11.25-acre campus has well-maintained facilities, including classrooms, labs, library, auditorium, offices, hostels, guest house, store, canteen, and parking. It offers 24/7 Wi-Fi with 620 MBPS bandwidth.
- The institute has separate buildings for each department with fire safety features. The classrooms and drawing halls are well-furnished and equipped with LCD projectors and LAN connections.
- The institute's labs and workshops have modern equipment and licensed software to meet the curriculum and industry standards. It also has research labs to promote staff and student research.
- A Multidisciplinary research centre is a unique facility provided by the management for augmenting research and training activities.
- The institute prioritizes sports and extra-curricular activities, providing ample indoor and outdoor facilities. The outdoor playground spans 10100.00 Sq.M, and the institute features a stadium with 800-seat capacity.
- The institute also has a well-equipped multi-gym facility, NSS & Sports room, and Yoga Centre.
- The institute's central library is equipped with air-conditioning, modern furnishings which includes separate areas for reference books, journals & periodicals, reading, and digital resources and has an extensive collection of rare and general books, e-journals, CDs, and LED TV. It is fully automated with SOUL 2.0 software, featuring administration, acquisition, cataloguing, circulation, and OPAC modules.
- The library also has an AV hall for audio and video sessions. The institute subscribes to online databases such as DELNET and Elsevier Science Direct, offering full-text access to e-journals, e-books, e-thesis & dissertation, and other online resources.
- Four girl's hostels of 425 capacity are internet/ Wi-Fi enabled.
- The institute has state-of-the-art IT infrastructure with seven servers used to host Learning Management System, ERP, Feedback Management System, etc.
- Excellent power back up through generators.
- Excellent campus maintenance.
- Adequate financial allocations are made for internal maintenance work of all infrastructures and maintenance of greenery.
- Overall, the institute has well-maintained infrastructure and learning resources to ensure optimal utilization for teaching-learning processes.

Student Support and Progression

- Sipna College of Engineering & Technology(SCOET) puts in relentless efforts for the all-round development of students. Student chapters of various professional societies, Students Clubs, NSS actively organize technical & cultural fests, social activities, & cocurricular activities.
- Adequate representation is given for students in all academic/administrative committees and students are involved in the decision-making process.
- More than 75% of the students at the institute are benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

- Guidance for competitive examination, soft skills training, life skills, ICT/Computing Skills, Yoga and meditation classes are initiatives taken by SCOET for the holistic development of students.
- Add-on Certificate courses are offered to all the students to enhance their skills and capabilities. Industrial tie ups with companies are done to carry out value added programmes.
- Grievance Redressal Committee and Anti-Ragging Committee and Internal Complaints Committee help the students to address the issues, if any.
- SCOET has a commendable track record of placements.
- 100% of students are benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years.
- More than 96 percent from eligible students are placed in reputed organizations namely TCS, Wipro, Capgemini, Atos Syntel, Infosys, Hexaware, L&T Infotech and others.
- During the past five years, students from SCOET have been awarded 39 medals and awards for their exceptional performance in sports and cultural activities at the University, state, national, and international levels.
- Number of sports/cultural activities are organized in the SCOET every year.
- The alumni of the institute contributes actively to the growth of the institution through registered alumni association.

Governance, Leadership and Management

- Sipna College of Engineering & Technology (SCOET) has an effective and transparent governing system in tune with the vision and mission of the Institution.
- The organization structure of the institution and decentralization is clearly defined in the campus.
- The Governing Body conducts periodical meetings to analyse the progress of the institution and recommends the improvements.
- The Management has been in constant touch with the Principal to discuss the financial needs and infrastructural development.
- The Principal is the Academic and Administrative head of the SCOET and responsible for the implementation the Vision and Mission of the SCOET.
- The college has various committees to ensure accomplishment of goals institute have set to attain.
- The executive committee decides broad policies about development of the institute.
- A College Development Committee as per University ordinance is constituted and issues discussed in CDC are put forth to the Executive Committee for sanction.
- Institution/ departments have a clear perspective/ strategic plan, and it is deployed effectively. Each functional body is clearly defined with service rules and procedures. Institution has well defined procedures for recruitment and promotion.
- SCOET has implemented e-governance in all the areas of administration, examination process and academics.
- Various institutional bodies/ cells/ committees are working effectively. Regular meetings are called for the discussions, minutes of meetings are recorded, and action taken reports are sorted.
- All the staff members who has applied for the financial support to attend conferences/ workshops, Skill enhancement courses and towards membership fee of professional bodies are benefitted during the last 5 years.

- On average, 94 teaching staff members per year have participated in FDP, professional development, and administrative training programs during the last five years.
- SCOET has implemented various welfare measures for teaching and non-teaching staff to keep them comfortable.
- SCOET follows rigorous Quality Assurance processes that pave the way for ensuring academic excellence.
- The IQAC is responsible for the effective implementation of the academic quality processes, by conducting periodic meeting and organize collaborative and quality initiatives.
- IQAC conducts the Academic and Administrative Audits and based on the observation of the report, quality recommendations are given.

Institutional Values and Best Practices

- Sipna College of Engineering & Technology (SCOET) is committed to maintain a culture of innovation, creativity, hard work, perseverance, and excellence.
- SCOET focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features of the Institute.
- The efforts to evolve new ideas and strategies in line with the Vision and Mission of the institute made the SCOET distinctive in the region.
- Since inception, the SCOET has maintained a healthy working environment for faculties, staff and students and has taken important initiatives to promote gender equity so that there is no gender discrimination.
- Students' clubs and forums also have nearly 50% girl student representation. The NSS, Sports and other co-curricular and extracurricular units of institute provide equal chance to all girl students to participate in all the activities conducted under these units.
- SCOET has taken some significant measures in energy conservation, waste management, rain water harvesting and tapping unconventional energy sources.
- The installation of solar power plants at SCOET is a great example of how renewable energy can be utilized to provide clean energy and reduce greenhouse gas emissions.
- Steps are initiated by the institution for the management of degradable and non-degradable wastes and water conservation.
- The best practices of in house developed OBE portal and NPTEL chapter are oriented towards the quest for excellence.
- SCOET promotes cultural and traditional equality, with diverse students and events showcasing employee, student, and community member differences without discrimination.
- To build a nation of youth, who are noble in their attitude and morally responsible, the institute organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff.
- SCOET students are encouraged to celebrate and organize National and International commemorative days, events, and festivals regularly, which enables them to excel in logical thinking, team building skills and leadership skills.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIPNA COLLEGE OF ENGINEERING AND TECHNOLOGY, AMRAVATI
Address	Sipna Campus, Infront of Nemani Godown, Badnera Road, Amaravati
City	Amravati
State	Maharashtra
Pin	444701
Website	www.sipnaengg.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanjay Madhukarrao Kherde	0721-2950660	7507473232	0721-2522341	sipnaoffice@gmail.com
IQAC / CIQA coordinator	Ajay A. Gurjar	0721-2522342	9511681053	0721-2522341	prof_gurjar1928@rediffmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-12-2018	View Document
12B of UGC	10-06-2020	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-07-1999	12	First AICTE Approval
AICTE	View Document	02-07-1999	12	First AICTE Approval

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	Sipna Campus, Infront of Nemani Godown, Badnera Road, Amaravati	Urban	11.25	27013

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,Computer Science And Engineering	48	Higher Secondary Certificate	English	180	180
UG	BE,Electronics And Telecommunication Engineering	48	Higher Secondary Certificate	English	120	120
UG	BE,Information Technology	48	Higher Secondary Certificate	English	120	120
UG	BE,Civil Engineering	48	Higher Secondary Certificate	English	60	60
UG	BE,Mechanical Engineering	48	Higher Secondary Certificate	English	60	58
PG	ME,Computer Science And Engineering	24	Bachelor of Engineering	English	24	3
PG	ME,Computer Science And Engineering	24	Bachelor of Engineering	English	9	1
PG	ME,Electronics And Telecommunication Engineering	24	Bachelor of Engineering	English	18	1
PG	ME,Electronics And Telecommunication	24	Bachelor of Engineering	English	18	3

	Engineering					
PG	ME, Information Technology	24	Bachelor of Engineering	English	18	0
PG	MBA, Master Of Business Administration	24	Bachelors Degree	English	60	60

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	12				26				105			
Recruited	9	3	0	12	5	3	0	8	8	7	0	15
Yet to Recruit	0				18				90			
Sanctioned by the Management/Society or Other Authorized Bodies	6				6				97			
Recruited	6	0	0	6	4	2	0	6	53	44	0	97
Yet to Recruit	0				0				0			

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				62
Recruited	58	4	0	62
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				25
Recruited	25	0	0	25
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	3	0	8	5	0	12	5	0	48
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	50	45	0	96
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	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	1411	10	0	0	1421
	Female	1141	3	0	0	1144
	Others	0	0	0	0	0
PG	Male	61	0	0	0	61
	Female	90	0	0	0	90
	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	65	73	55	59
	Female	43	43	42	52
	Others	0	0	0	0
ST	Male	10	6	5	2
	Female	5	0	3	3
	Others	0	0	0	0
OBC	Male	222	201	200	160
	Female	169	179	196	185
	Others	0	0	0	0
General	Male	140	94	56	88
	Female	88	86	63	88
	Others	0	0	0	0
Others	Male	38	47	46	39
	Female	35	34	31	35
	Others	0	0	0	0
Total		815	763	697	711

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Sipna College of Engineering & Technology (SCOET) is a Self-financing College, affiliated with Sant Gadge Baba Amravati University, (SGBAU) Amravati, is proud to distinguish as an academic teaching institution and delivers a quality interdisciplinary & multidisciplinary engineering education in accordance with the curriculum framework by the SGBAU. Through this, the institution will imbibe SGBAU curriculum integration of essential subjects, skills and capacities, conceptual understanding, and emphasize integrative learning, critical thinking, creative problem solving, life-skills to the students. SGBAU has introduced many changes in the curriculum structure, teaching-</p>
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learning process, assessment procedures to stay relevant and minimize the gap between Institution – Industry. SCOET to fulfill the Multidisciplinary Aspiration of NEP 2020, along with Open Electives and Professional Electives. At Present, we have Five Undergraduate programs, five Post Graduate Programmes, and 5 Research Programmes. The Parent Institution is running a number of Multi-disciplinary College's i.e., Architecture, Arts, Commerce, and Science subjects. Academic collaboration with the established multidisciplinary sister branches is also possible. Such a blend of core subjects and an interdisciplinary approach will help students to shape their career options. The curriculum has wide scope for multidisciplinary/trans-disciplinary settings through honors and minors. A few courses are already introduced giving scope for the students on Environment & Sustainability, and initiatives are in progress to introduce B. Tech. (Minor) with specialization in IoT, Artificial Intelligence and Machine Learning, Electric Vehicle Technologies, Smart Grid, VLSI, Liberal Arts, Statistics, Personal Management, and General Management. This gives a chance to the interested students to register and undertake courses from other disciplines and makes them come out as graduates with multidisciplinary skill sets. Another feature of the curriculum is the introduction of courses focusing on human and social values in the form of mandatory courses every semester starting from the second year. Innovation is essential for the education sector. The ways in which curriculum decision making is organized reflects different implicit approaches on how educational systems pertain to promote innovation in education. Curriculum holds an outstanding place when seeking to promote innovation in education, as it reflects the vision for education by indicating knowledge, skills and values to be taught to students. It may express not only "what" should be taught to students, but also "how" the students should be taught. Curriculum innovations can include new subjects, combinations of old subjects or cross-cutting learning objectives. They may also take a form of new content, concepts, sequencing, time allocation or pedagogy. Sipna College of Engineering believes in holistic development of graduates who will fit into the society. Hence, we have strong faith in bringing out

	<p>the cognitive, affective and psychomotor potentials of the individual by making effective innovations in the Curriculum design and development. The institution offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education and the college has MOUs with Industry, University, Institute of repute at national and international level to promote STEM.</p>
2. Academic bank of credits (ABC):	<p>The pedagogical approach of the institution is student-centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative, and integrative. Summative and Formative assessments and assignments are used to evaluate the student's learning outcome. Being affiliated with Sant Gadge Baba Amravati University, Amravati, presently there is constrain being an affiliated college; our college is bound to follow the courses, syllabi, and other rules & regulations of the affiliating University. Though, the institute is registered as SWAYAM/NPTEL Local Chapter. The students are encouraged to enroll in online courses from where the students may earn credits from renowned HEIs. Owing to the implementation of the National Education Policy, the affiliating University has already taken initiatives to introduce Credit Based System at the Under-Graduate level and started implementing in a phase-wise manner at the Undergraduate level. The Academic Bank of Credits (ABC) would provide a digital platform for students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is at the preparatory phase. The institution is yet to be registered under the ABC through NAD after conferment of autonomy from UGC.</p>
3. Skill development:	<p>The vision of the college is to promote Value-Based Quality Education; hence the college takes efforts to inculcate positivity among the learners. In view of the fast-changing technological developments, the students, faculty, and staff of the institution need reskilling. The institution believes that skills like creative/critical thinking, problem-solving ability, etc. are going to be the challenges of future years. The institution has numerous functional MOU's with</p>

various companies, professional bodies, and organizations to develop the skills to fill the gaps between the industry and academia. The institution promotes the student and the faculty to learn a new skill set in an increasingly accessible through digital technologies. By introducing Project work, summer training programs, internships, and industrial training programs, the bench skills of the students will be enhanced. The Institute is focusing on courses that encompass Basic Skill building, Sector-Specific training, Pre-Employment training, and allied activities. The institute has a number of programs and courses, the students have a large amount of flexibility in choosing individual curricula, and certain subjects. The Career Development Centre (CDC) and T&P Cell is an interface between the Industry and Academia to streamline the placement and related process for students and serves the community at large by grooming students. A strong Industry-Academia Interface is the sinquanon for the success of a department like CDC. CDC works in close coordination with all departments to guide students to choose the best Career option for them on the basis of their bent of mind, flair, dexterity, and qualification. It also assists students in identifying and developing their academic and career interests, and to set their short-term and long-term goals through individual counseling and group sessions. CDC runs 'Soft Skills' and 'Technical Skills' training and assessment programme with the help of its own in-house team and also with the help of third-party agencies of national repute. The schedule of these classes is very smartly knit with the regular time table of various programmes, so that, students may assess and explore themselves during their course itself. Apart from that, the seasoned and accomplished professionals from diverse fields visit the campus throughout the year to interact with students and share their industry experience. Regular Seminars, Conferences, Workshops, etc. are organized for more interactive, nuanced, and informative learning.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The institution encourages the students and faculty to learn the online courses offered by premier institutions of the country to enhance their skills. The institution shall adopt the NEP 2020, which envisions an educational system fashioned along the lines of India's profuse linguistic, cultural, and artistic

heritage. Teachers are encouraged to prepare subject material and translate vocational courses and value-added online courses into the regional language. Language is an integral part of human life. It plays a vital role in the learning process and knowledge enhancement of students. Faculties have contributed for translating NPTEL- SWAYAM courses into regional languages. The classroom delivery in bilingual mode English and vernacular where ever necessity has been felt. Teachers are suggested to write scientific articles in the local newspapers and deliver popular science lectures in the regional languages. The courses will be designed for the promotion and improvement of local skills in the local language. The regional and local arts and crafts are promoted through the entrepreneurship cell of the college.

5. Focus on Outcome based education (OBE):

The College makes an effort to understand that the pursuit of knowledge is a life-long activity and to acquire a positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate, and develop responsibility and effective citizenship is one of the program outcomes of the students. New Education Policy (NEP-2020) has focused on experiential, application-based learning, and research-based internship in the stream of Science, Technology, Engineering, Art & Design, and Mathematics (STEAM). As a part of holistic and all-encompassing education, students will be given internship opportunities in local industries and businesses. Ph.D. students and faculty members are encouraged to undertake high-quality outcome-based research so as to produce Intellectual Property (Patents and Copyrights). Students are encouraged to participate in various Tech-Fests, Science Fairs, Innovation, Competition, etc. for exploring the practical side of their learning and promoting innovation among students. The research internships with faculty and researchers at their own or other HEIs/research institution for undertaking product-based research with improve their employability and entrepreneurship. SGBAU Regulations governing the UG, and PG Degrees are under the Outcome-Based Education and Choice-Based Credit System (CBCS). The institution strictly follows the guidelines and regulations of the SGBAU in the curriculum. The institution adheres to the National Board of

Accreditation norms to prepare outcome-based education in PEO's, PSO's and course outcomes. Outcome Based Education is an approach to education in which decisions about the curriculum, instruction and assessment are driven by the exit learning outcomes that the students should demonstrate at the end of a program or a course. In outcome-based education, "product defines process". The OBE is in practice from 2015. Due to the practice student's placement statistics is in continuous improvement. The UG programs Computer Science & Engineering, Information Technology and Electronics & Telecommunication Engineering are accredited by National Board of Accreditation (NBA) three times till date and visit of NBA Peer team is expected in next fortnight for the evaluation of other two UG programs namely Mechanical & Civil engineering and one PG program in Management (i.e. MBA) for which SAR is already submitted.

6. Distance education/online education:

NEP emphasized distance education / online education which expands the access to education and training for employed students. Its' flexible schedule reduces the effects of the time constraints imposed by personal responsibilities and commitment. The Institute has already started working on these aspects. ICT-based facilities are created for imparting online education. Teachers are encouraged to create online add-ons and skill-based courses. Teachers are suggested to develop e-content and online teaching material. To cope with advanced teaching skills and to understand current online teaching trends, teachers are motivated to participate in advanced pedagogy training programs. The institute is registered as SWAYAMNPTEL Local Chapter. The students are encouraged to enroll in the SWAYAM-NPTEL courses from where they can earn credits from renowned HEIs. Students and Teachers are registered and complete SWAYAM and NPTEL courses. The institution proposed plans for online education in the near future shall penetrate in the following form: 1. To offer skill-oriented programs 2. To offer an online academic program as approved by the UGC/Distance Education Council 3. Education program customized or generic programs in emerging knowledge to enhance the skills/knowledge 4. The Learning and Development Centers of the corporates offer

	<p>general/specific technology-driven online programs for the students as a part of reskilling strategies. 5. To adopt the online courses of world-class universities as a credit course for the students to understand the new knowledge in emerging areas. 6. Employability skills offered to the students to make them ready for employment. The College is also preparing itself to offer vocational courses through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction, and assignment and revision, as well as the assessments, have been conducted are some of the institutional efforts towards blended learning. The perspective plan of the Institute includes starting of AICTE approved courses through ODL mode in the institution after the result of NAAC A&A process.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Sipna College of Engineering & Technology, Amravati with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.
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?	The Institution has the ELC functional with the following office bearers 1 Prof. Sangita R. Gudadhe (ELC Coordinator) 2 Dr. Yogesh H. Gulhane (ELC Additional Coordinator) 3 Miss Tanvi G. Bramhnakar (Student Representative) 4 Mr. Sanket D. Vighne (Student Representative)
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,	1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>registration, electoral process, and related matters through hands ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>There are several socially relevant projects/initiatives taken by colleges in electoral related issues. Our college conduct research projects and surveys to understand the electoral process and create awareness among students. Awareness drives and campaigns were also organized to encourage participation in elections and promote democratic values. College also created content development and publications to highlight their contribution for advancing democratic values and participation in electoral processes. These initiatives help in creating a better understanding of the electoral system and encourage young people to actively participate in the democratic process.</p>
<p>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.</p>	<p>The extent of students above 18 years who are yet to be enrolled as voters in the electoral roll varies in the college on yearly basis. Every year after the new enrolment of the students through admission process in BE first year and direct second year; all the students who have completed/attained the age of 18 years and are eligible for exercising their voting right are sorted out. Then, Electoral Literacy Clubs (ELCs) and college take initiatives to institutionalize mechanisms to register eligible students as voters. This includes organizing voter registration camps, conducting awareness drives etc. These efforts aim to ensure that every eligible student has the opportunity to exercise their right to vote and participate in the democratic process. While there may still be some students who are not enrolled, the efforts made by ELCs, and college is always instrumental in increasing voter registration among the potential eligible voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2649	2664	2260	2475	2614

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: 178

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	134	136	143	142

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
609.90	283.85	598.90	1027.23	887.25

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:

Effective Curriculum Planning:

Since the institute is affiliated to **Sant Gadge Baba Amravati University**, the institute implements the curriculum of the University. Before the commencement of each semester, the University notifies an academic calendar for all the programs, which contains the date of commencement, last working day of the semester, and dates for semester-end examinations.

HoD allots academic workload in consultation with the faculty, Dean Academics and Principal. Dean Academics compiles the inputs received from the various departments and a comprehensive plan is prepared at the beginning of each semester in line with the University's calendar consisting of various curricular, extra, and co-curricular activities. The calendar is uploaded on college website, displayed on notice boards, and is communicated to students & teachers. It is updated and revised with respect to any changes suggested by the university. Time table in charge of the department prepares the timetable as per workload for the academic session. Every faculty prepares the course file, teaching plan and gets it approved from respective HoD before the commencement of the semester. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence.

Effective Curriculum Delivery:

Institution provides well maintained class rooms with a smart board, LCD projector, and internet connectivity for effective curriculum delivery. Each faculty submits the proposed teaching plan of the subject to the HoD. All HoDs make sure about conduction of classes and practical sessions of the department as per scheduled time-table. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, sessional examinations. Attendance of the students during Theory and Practical sessions is recorded by respective subject faculty members. Sessional exams are conducted periodically, and their results are displayed and discussed with the students in the class room. The subject teacher monitors the performance of each student and conducts remedial classes for the improvement of slow learners.

NPTEL videos, contents from online courses and webinars are used by faculty members for effective curriculum delivery Each department assigns a teacher guardian for a batch of students. Performance and attendance of all students is regularly communicated to the department through mentors. During COVID-19 pandemic, lectures were conducted online using the Google meet platform.

Periodical meetings of HoDs are held with the Principal to review the curriculum delivery.

Assignments, seminars, and projects are given to the students under the supervision of the faculty. Learning beyond syllabus is achieved by arranging guest lectures. Remedial coaching is given to slow learners. Academic progress is reviewed by HoD, Dean Academics and Principal periodically. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition, the internal audit conducted which ensures the compliance to verify with documentary evidence. ICT feedback and course-end surveys are conducted for calculating attainment of course outcomes and program outcomes and corrective actions are taken to fulfill it. Institution encourages and sponsors faculty members to organize and attend faculty development programs for enriching their subject knowledge.

File Description	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:

File Description	Document
List of students and the attendance sheet for the above mentioned programs	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
Provide Links for any other relevant document to support the claim (if any)	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1602	937	892	1129	2614

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:

Sipna College of Engineering & Technology has taken impressive efforts to integrate cross cutting issues. Since the institute is affiliated to **Sant Gadge Baba Amravati University**, the institute implements the curriculum of the University. The University syllabus for different programs includes courses related to professional ethics, gender equality, human values, environment, and sustainability into the curriculum for building best character in the students, for the benefit of society.

Professional Ethics & Human Values :

- A course on human values, "**Values & Ethics (4ETC05)**" is offered as Subject to the students of Electronics and Telecommunication Engineering in fourth semester to create an awareness on Engineering Ethics and Human Values, to understand social responsibility of an engineer & to appreciate ethical dilemma while discharging duties in professional life.
- A course on "**Professional Ethics & Management (8KS02/ 8KE02)**" is included as a course in eighth semester of Computer Science & Engineering & Information Technology to create an awareness of engineering and professional ethics and to instil moral, social values and appreciate the rights of others.
- A course on "**Social Sciences and Engineering Economics (7KS01 / 7KE01)**" is introduced as a Course in seventh semester of Computer Science & Engineering & Information Technology to help students to understand the importance of economics to engineers and to let them know about the Indian Parliament and to enhance their knowledge about culture and civilization.
- The course "**Indian Ethos and Business Ethics (MBA104)**" is included in the curriculum of MBA first semester to acquaint the students with the fundamentals of Indian ethos and to find remedies for ethical issues being faced by organizations, employees, managers, and policy makers.

The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars, and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations which enables them to act as a responsible citizen.

Environment and Sustainability :

- A course “**Environment studies (4ES06)**” related to ecosystem, its balance & sustainability is an integral part of the curriculum of the second year of all programs in Engineering. University prescribed this course for creating awareness and developing the importance of environment and the importance of ecosystem to human life among students.
- A courses on “**Disaster Management(5CE05), Environmental Engg-I (6CE02), Environmental Engineering-II (6CE05), Solid & Hazardous Waste Management (6CE04), Environmental Management (6CE05), Environmental Impact Assessment And Life Cycle (7CE05), Advanced Water Treatment(8CE03), Industrial Waste water Treatment & Advanced Wastewater Engineering(8CE03)**” is introduced in the curriculum of Civil which are also related to ecosystem, its balance & sustainability.
- A course on “**Non-Conventional Energy Sources(6ME04)**” is offered in sixth Semester of Mechanical Engineering to understand renewable and non-renewable resources of energy.

Gender Issues:

NSS unit is regularly organizing expert lectures from renowned professionals to imbibe gender equality among all students. Boys and girls are participating in NSS activities such as residential camp, curricular and extracurricular activities. Equal representation of girls and boys in different committees like student clubs, College committees, Sports, Cultural, NSS activities etc.is maintained.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response:

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

Response: 1072

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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
815	763	697	711	796

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
938	924	907	868	907

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
444	405	386	371	376

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

2021-22	2020-21	2019-20	2018-19	2017-18
616	638	627	550	588

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:

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:

The institute is dedicated to enhancing the learning experience beyond traditional methods. It offers a platform for students to develop skills, knowledge, attitude, and values. Departments provide innovative programs that stimulate creativity and problem-solving skills. Faculty members adopt student-centric methods to promote interactive learning.

1. Experiential Learning: Each department conducts add-on programs to support students in their experiential learning. The institution imparts the following experiential learning practices to enhance creativity and cognitive levels of the students.

- Laboratory sessions are conducted with content beyond syllabus experiments.
- Project development on latest technologies by students, where they showcase their working model in the technical fest.
- Summer Internship -Students get hands on training while working in the company.
- Industrial Visits to engage them in experiential learning while visiting the organization.
- Field visits are also conducted by Department of Mechanical & Civil Engineering
- Value Added Courses by the market experts to develop their expertise.
- Add-on Courses on latest technologies with NPTEL, SWAYAM etc.

2. Participatory Learning: In this type of learning, students participate in various activities such as seminar, group discussion, Annual Tech Fest, Annual Social Gathering, Presentation and publishing of papers, Activities of student associations and Student's Club's & Participation in events such as hackathons where they can use their specialized technical or management skills.

- Annual Tech Fest (Vidyotan) is organized every year for engineering students where selected projects are displayed at the larger platform.
- Annual Social Gathering (Umang) is organized every year for the students at the institute to give a voice to their creativity.
- Students develop technical skills while presenting papers in seminars.
- Presentation and publishing of papers in conferences and journals
- Participation in events such as, hackathons where they acquire experience of working on some real-life model.
- The student associations like IETE Students' Forum (ISF), Student Branch of Computer Society of India (CSI), Civil Engineering Students' Chapter of IE (Institution of Engineers), Mechanical Engineering Students' Chapter of IE (Institution of Engineers) provides platform to learn management and leadership skills by organizing, coordinating various activities.
- The students' clubs like Social Activity Club (Jivhala), Personality Development Club (Attitude), Sipna Reader's Club, Art, and Craft Club (Crafty Crew), Competitive Exam Club, Carnival Club, Sipnapreuners' Club, Technology & Innovation Club (Technovishkar), Sipna Fitness Club and Sipna Nature Club conduct several events to develop leadership qualities and interpersonal skills.

1. Problem-solving methods: Departments encourage students to acquire and develop problem-solving skills. For this, college organizes expert lectures on various topics, motivate students to participate in various inter-college and intra-college technical fests and other competitions such as:

- Final year Project development
- Regular Assignments based on problems
- Mini Project development
- Regular Quizzes

- Case studies Discussion
- Class presentations
- Debates

ICT tools like Google Classroom, Google Drive, LMS etc. are used to create, communicate, circulate, store, and manage information. Institute has Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. The institution adopts modern pedagogy to enhance teaching-learning process in the class room/laboratories.

File Description	Document
Provide Link for 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	134	136	143	142

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

2.4.2.1 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

2021-22	2020-21	2019-20	2018-19	2017-18
48	43	41	35	31

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

In order to ensure transparency in an internal assessment, the mechanism of internal/external assessment is communicated with the students well in time. The criterion adopted is as under.

Internal Assessment:

- At the beginning of the semester, faculty members inform the students about the various components in the assessment process like, Sessional examinations, Oral Examinations, Assignments Submission, Project and Seminars Presentation, etc. during the semester.
- The Sessional examinations are conducted regularly as per the schedule given in academic calendar.
- The question papers of Sessional examinations for theory assessment are prepared at the department level by taking reference of University papers by concern faculty members. The quality of question papers is checked and approved by concerned 'Department Advisory Committee (DAC).
- Each examination room is assigned an invigilator to oversee Sessional exams. Course faculty evaluate exams within three days, with HOD randomly verifying scripts to maintain standard. Answer papers are returned to students for verification, with grievances addressed immediately. Student performance is posted on notice boards and weaker students are monitored individually.

- The result of sessional exam being analyzed and discussed with concerned faculty by respective authorities and comparative evaluation of student's performance is carried out.
- For lab assessment, the grade scored by the student for each experiment is indicated in the observation/record.
- The faculty coordinator collaborates with HOD to schedule student presentations for seminar and project assessments, shared with students. Project guides and internal experts from the Project Evaluation Committee evaluate project quality. Notices are posted well in advance for internal assessments in laboratory courses, seminars, and projects.

External Assessment:

- Theory & Practical examinations are conducted by the Sant Gadge baba Amravati University (SGBAU).
- The marks allocated for each subject are as per the syllabus structure. The University prepares and shares examination schedules to affiliated colleges.
- Theory examination paper setting & evaluation is done through the subject Chairman, subject experts as paper setters appointed by the university.
- The final examination for the laboratory and projects shall be conducted with internal and external examiner from the other institute appointed by the University.

Redressal of grievances at institute level:

Departmental Level: The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, Sessional exams. The internal marks are allotted based on defined strategies and displayed on notice board. Query if any is discussed with faculty and HoD.

Institute Level: A senior faculty member oversees the administration of SGBU Amravati University exams at the Institute, with any issues resolved by the institution's Officer In-Charge and a university-appointed officer. Grievances during online/theory exams are addressed in consultation with the principal and, if necessary, forwarded to the university by the examination section.

Redressal of grievances at University level: The queries related to results, corrections in mark-sheets, other certificates issued by university are handled at SGBAU Amravati University examination section after forwarding such quires through the college examination section. Students are allowed to apply for revaluation, recounting and challenge evaluation by paying necessary processing fee to university, if they are not satisfied with the university evaluation through college.

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

1. The HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.
2. COs are stated by the course coordinators which are verified and validated by the Head of the Department and DAC Committee.
3. Hard Copy of syllabi and POs, PSOs and COs are available in the departments for ready reference to the teachers and students.
4. The importance of the learning outcomes has been communicated to the teachers in department and College meetings.
5. The students are also made aware of the same through classroom interactions.
6. Workshops have also been conducted for developing the Programme Educational Objectives and Learning outcomes and CO formation and its mapping at college level.
7. Program Outcomes and Program Specific Outcomes are displayed on College Website, departmental notice boards, departmental newsletters, Laboratories notice boards, departmental entrance gate for students' access.
8. The detailed guidelines of Program Outcomes and Program Specific Outcomes are given to students through departmental orientation events.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of COs

Attainments of COs are calculated by using internal exam result and external (university) exam result. Attainment levels are finalized in faculty meeting at institute level.

1. Attainment Level 1: 51% to 60% students scoring more than 40 percentage marks in university/internal examination.
2. Attainment Level 2: 61% to 70% students scoring more than 40 percentage marks in university/internal examination.
3. Attainment Level 3: 71% to 100% students scoring more than 40 percentage marks in university/internal examination.

Attainment is measured in terms of actual percentage of students getting set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved the program should put in place an action plan to attain the target in subsequent years. An example of COs attainment of Final Year B.E(Electronics & Telecommunication) courses for AY 2017-18 is presented below

Total Attainment for AY 2017 – 18			
	University Attainment	Internal Attainment	Total Attainment
Course	2017-18	2017-18	2017-18
7XT1	3	3	3
7XT2	2	3	2.2
7XT3	3	3	3
7XT4	3	3	3
8XT1	3	1	2.6
8XT2	3	1	2.6
8XT3	3	1	2.6
8XT4	3	1	2.6

Course Outcome Attainment:

For example:

Attainment through University Examination: Substantial i.e., 3

Attainment through Internal Assessment: Moderate i.e., 2

Assuming 80% weightage to University examination and 20% weightage to Internal assessment,

the attainment calculations will be (80% of University level) + (20% of Internal level) i.e., 80% of 3 + 20% of 2 = 2.4 + 0.4 = 2.8

Attainment of Program Outcomes

Program Outcomes are evaluated by the different academic assessment tool.

The Institute is affiliated to the Sant Gadge Baba Amravati University and follows the syllabus prescribed by the University. Each course faculty defines the course objectives and course outcomes, (unless mentioned by affiliating University) which are made available to the students by the course faculty at the beginning of each semester. Graduate attributes identified by NBA for engineering program are used as Program Outcomes. Course faculty correlates each Course Outcome with each Program Outcome. Program Outcomes are evaluated by the different academic assessment tool.

Evaluation tools for the direct attainment:

1. University (External body) conducts exams at the end of each semester. University exam results of each class and each course are then used to evaluate the attainment of POs.
2. The Department conducts two internal exams i.e. sessional exams. The average of these two sessional exam results is used to calculate the attainment of POs as per the NBA guidelines.
3. The process of evaluation of attainment of POs by direct tool is carried out per semester.

Evaluation tools for the Indirect Attainment:

Department conducts different co-curricular, extracurricular, and technical activities to meet the target attainment of the POs. For indirect assessment of POs following indirect tool are used:

1. Exit survey
2. Feedback of co-curricular activities
3. Feedback of extracurricular activities

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
628	754	615	626	650

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

2021-22	2020-21	2019-20	2018-19	2017-18
741	758	629	748	741

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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:

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)

2021-22	2020-21	2019-20	2018-19	2017-18
7.06	14.38	1.5	1	6.7

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:

Institute has created an ecosystem for Research and Innovation by recruiting and developing desirable human resource, taking initiative for creation and dissemination of knowledge and establishing state of the art infrastructure.

- 1. Human Resources:** Faculty members are encouraged to undergo professional development programmes and to organize and participate in Conferences, Seminars, Workshops & Publishing Papers & Books. Leave is granted and financial support is provided to participate in India and abroad. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time PhD programs. The institute has a well-defined and published research promotion policy. Faculty members are encouraged and supported to guide research.
- 2. Research infrastructure:** Central facilities, Research Centres and Laboratories have been established that are accessible to all. All laboratories and workshop are well equipped with state-

of-the-art equipment's and facilities which are established as per AICTE norms. Labs have sufficient licensed software and open-source tools to cater the requirements of curriculum & industry enabled teaching. Institute has University approved research lab for Electronics & Telecommunication, Computer Science & Engg., Information Technology, Mechanical Engg. and Mathematics. In addition to this institute holds an extra Interdisciplinary Research lab. to promote research activities among staff & students and Microprocessor & Microcontroller & Embedded System with VLSI Lab funded by AICTE New Delhi Under MODROB Scheme.

3. **IPR Cell:** The institute has been encouraging students and faculty to innovate through research work such that, it qualifies for patenting and protection. To sustain the focus and to support of these goals, Institute is providing policy guidelines for inventions, copyrightable works, trademark, and other related intellectual property rights arising from the activities of faculty, staff, students and other who use institute internal as well as external resources.
4. **Entrepreneurship Development Cell:** The institute has created an Entrepreneurship Development Cell (ED) for promoting innovation & entrepreneurship activities. The ED Cell of the College conducts various awareness programmes such as Seminars, Workshops, Industrial Visits and Interaction with young Entrepreneurs etc. These programmes are aimed at making the student community more enthusiastic towards entrepreneurial activity. With motivation and support of ED Cell number of students have established their start-ups.
5. **Business Incubation (BI):** Government of India's Ministry of Micro, Small, Medium Enterprise has recognized our institute as Host Institute to setup or establish Business Incubator (BI). Under this scheme, Institute can submit new innovative ideas for getting financial support. If one idea is selected a financial support of Rs. 3 lakhs is provided.
6. **Collaborations:** Our institute collaborates with diverse organizations to facilitate knowledge creation and transfer, enhancing our understanding and impact in various fields.
7. **Technology & Innovation Club:** Institute has a Technology & innovation Club to create awareness, educate, nurture, and inculcate a culture of innovation amongst the engineering students. Thus, the Institution nurtures the eco-system created for innovations and incubates ideas for transferring knowledge.
8. **Student Chapters:** The student associations, including IETE Students' Forum, CSI Student Branch, and Engineering Students' Chapters, offer platforms for students to cultivate their professional skills.

File Description	Document
Provide Link for 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	04	12	09	05

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
163	89	95	109	55

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the 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

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:**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**

2021-22	2020-21	2019-20	2018-19	2017-18
45	11	24	04	09

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

The institute actively engages in extension activities to raise awareness among students about the community's needs. The National Service Scheme Unit, Social Activity Club, and Nature Club facilitate various extension activities in the surrounding community. To promote the ideals of Swami Vivekananda and Chhatrapati Shivaji Maharaj among youth, the college installed a full-length statue of the two in its premises and celebrates their birth anniversaries as "**Yuvananda**" and "**Shivmohotstav**" annually. These initiatives have positively impacted the students, fostering community relationships, leadership, and self-confidence while raising awareness and uncovering hidden potential.

1. NSS Unit: NSS organizes a residential seven-day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, water conservation through construction of Bandhara, road construction, Shramdan, Social interaction, Group discussion Eradication of superstition, Beti Bachao Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, Dental check-up camp, Personality development workshops, Veterinary guidance ,Farmers meet, Food and clothes distribution during natural calamity, Road Safety programs at different

places of the city, PAN-Card, Passport Camp, Awareness about farmer's suicide etc. N.S.S unit of the institute is doing a valuable work by aiming at nurturing social awareness among students through its various activities.

2. Social Activity Club: Social Activity Club (Jiwhada) is working with an objective to generate awareness about the contemporary social and environmental issues in the context of sustainability and social responsibility. "Jiwhada" is the art of connecting yourself to the souls in need, to feel their sorrows, to sense their emptiness. The club urges to help the people in need and make the society a better place to live in. The objectives of the club is to generate the awareness about the contemporary social and environmental issues in the context of sustainability and social responsibility and to focus on sustainable development and charity work with the passion for volunteerism and inciting change.

3. Sipna nature Club: provides platform for the students at institute to explore their love and care for nature and to make aware about the environmental harms and its importance among the society. The objectives of the club is to work for and conserve the nature through all aspects by carrying out various activities involving students for the environment and maintain the ecological balance, to educate students regarding the laws and regulations regarding control of pollution and conservation of nature & about government and semi-government schemes, to organize social programmes to create a sense of Earth citizenship and a sense of duty to care for the Earth, to encourage students to develop alternative and eco-friendly technologies for disposal of waste, pollution control and sustainable development, to publish bulletins, reports and similar literature related to environmental issues & to organize programmes and competitions for development of Arts & aesthetic and environmental values in college campus.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Sipna College of Engineering & Technology has received numerous awards and recognitions for its extension activities from various government and government recognized bodies. The institute was awarded the title of '**District Green Champion**' for Amravati district for the academic year 2020-21 from **Mahatma Gandhi National Council of Rural Education, Department of Higher Education , Ministry of Education, Government of India** . The college has been successful in adopting and implementing best practices in areas of hygiene, sanitation, waste management, water management, energy management, and greenery management, which has led to this achievement. The institute has also formed a Swachata Action Plan Committee that is responsible for executing these practices effectively. The institute has received recognition for its efforts towards the overall development of society and the environment. The college believes in giving back to society and actively engages in extension activities

to promote social welfare. Such awards and recognition only motivate the institute to continue its good work and strive towards making a positive impact on society. The institute's commitment towards sustainable development and environmental conservation has made it a leader in the field of education, and it will continue to make significant contributions in the future.

In addition to this, the institute has also been awarded the “**Carbon Neutral Education Institute Certification of Appreciation**” by **TERRE Policy Centre**. TERRE Policy Centre is a non-profit, non-partisan and independent organization dedicated to sustainable solutions to our developmental imperatives. TERRE in French means the Earth. TERRE also is the abbreviation for ‘Technology, Education, Research and Rehabilitation for the Environment’ . This recognition was awarded to the institute for signing the Not Zero-Net Zero pledge and committing to becoming a carbon-neutral education institution. The institute has demonstrated its commitment to reducing its carbon footprint and promoting sustainability by implementing various initiatives such as the use of renewable energy, rainwater harvesting, waste management, and greenery management.

Again, the institute was declared a “**Social Entrepreneurship Swachhata & Rural Engagement Cell (SES REC) Institution**” on 27th August 2020 by **Mahatma Gandhi National Council of Rural Education, Department of Higher Education , Ministry of Education, Government of India** for its successful framing of the SES REC Action Plan. The institute has constituted ten working groups to create facilities in the campus and the adopted villages in the areas of hygiene, sanitation, waste management, water management, energy management, and greenery management in the post-Covid-19 scenario. Additionally, the institute has observed three environment, entrepreneurship, and community engagement related days to inculcate in faculty, students, and the community the practices of mentoring social responsibilities, Swachhata, and care for the environment and resources.

Sipna College of Engineering & Technology has proven to be a leader in social entrepreneurship and community engagement, and its efforts have been recognized by various institutions and organizations. The institute continues to strive towards creating a better future by promoting sustainable practices and instilling a sense of social responsibility in its faculty, students, and the community.

File Description	Document
Provide Link for 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	18	19	16	11

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

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

The institute encompasses a well maintained lush green campus spread over **11.25 acres** of land ensuring adequate availability and optimal utilization of state-of-the-art infrastructure and facilities for Teaching Learning process. The entire campus including labs, classrooms, library, offices, auditorium, four girl's hostels of 425 capacity, Guest house, co-operative store, girl's common room, first aid & medical room, canteen, two and four-wheeler parking and Wi-Fi enabled and having 24/7 internet facilities with available band width of **620 MBPS**.

There is a separate building occupancy for each department with all safety features including fire extinguishers and fire hydrant. Institute holds enough well-furnished, well ventilated, spacious classrooms & drawing hall equipped with LCD projectors & LAN connection for conducting theory classes. Separate tutorial rooms are there for tutorial lectures and doubt clarification. All laboratories and workshops are well equipped with state-of-the-art equipment and facilities, which are established as per AICTE norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are also utilized for technology learning & training as a part of teaching contents beyond the syllabus. Labs have sufficient licensed software and open-source tools to cater the requirements of curriculum & industry enabled teaching. Institute has University approved research lab for Electronics & Telecommunication, Computer Science & Engg. , Information Technology, Mechanical Engg. and Mathematics. In addition to this institute holds an extra Research lab to promote research activities among staff & students. The institute has multiple well equipped seminar halls which are regularly used for conducting seminars at the institute.

Along with core courses and the continuous evaluation, the institute integrates sports and extra-curricular activities as essential components. This is done not only for participation but also, to motivate them as proactive students. The Institute has adequate facilities for indoor and outdoor sports and games. The total area of playground for the outdoor games is 10100.00 Sq.M and for indoor games is 273.20 Sq.M. In addition to this institute holds Stadium with seating capacity of 800. Intra-college and inter-college games and sports competitions are organized regularly every year for the students. Many students have represented at the University, National & International level competitions of various sports & are honored as the color coat holders. The institute also has a well-equipped multi gym facility which is equipped with all the modern fitness instruments. NSS, sports room and Yoga Centre also exist in the institute. Major cultural events are organized at the Auditorium which is equipped with the most modern and acoustically designed audio-visual facilities having a seating capacity of 600. In addition to this, the

institute also has an open Auditorium for organizing annual functions and cultural events.

The central library is air-conditioned, spacious, and well-furnished. Excellent Resources are available for self-learning at Central library. Library is segmented in Reference Section, Journal Section, Reading Hall, Digital library, etc. The library has collection of Textbooks, Reference, General and Rare-books, Journals, e-journal, and CDs etc. Library have a Separate AV Hall for webinars and live video lectures.

File Description	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
255.64	6.29	200.04	396.30	310.07

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

Response:

Institute's Central Library plays an important role in acquiring, organizing, and disseminating of information. It is spread up in to two floors having a carpet area 1244.53 Sqm. The central library is air-conditioned, spacious, and well-furnished. Excellent Resources are available for self-learning at Central library. Library is segmented in Reference Section, Journal Section, Reading Hall, Digital library, etc. The library has collection of Textbooks, Reference, General and Rare-books, Journals, e-journal and CDs, LED TV etc. The Central Library has a rich collection of Text Books, Reference Books and National /International Journals. Books are classified as per the Dewey Decimal Classification system (DDC 22nd Ed.). Library is having a Separate AV Hall having facility for audio and video session for allied disciplines with the help of NPTEL, SWAYAM etc. NPTEL provides E-learning through online web and video courses in Engineering, Science, and humanities streams.

The Central Library is fully automated with SOUL 2.0 version, which is a local area network (LAN) based software. The SOUL 2.0 consists of the following modules such as, Administration, Acquisition, Catalogue, Circulation, OPAC. Automation was done in Academic Year 2007-08 with SOUL 1.0 version software. Software version was updated with SOUL 2.0 in Academic Year 2010-11. **ILMS SOUL 2.0** functionalities include Membership Registration, Member Listing, Member Card Generation, Member OPAC, OPAC- for Book Search, Cataloguing (Data Entry), Bar Code Generation, Spine Labels Generation, Issue / Receive Books, Issued Book Report, Received Books Report, Overdue Item Report, Book Bank Issue, Withdraw of Books and Accession Register.

Library have subscribed DELNET database, which covers full text e-Journals, e-books, e-Thesis & Dissertation and many other online databases. IP based access and User ID/ Password based access of Delnet database is available at the institute. Institute's Delnet membership number is **IM-8555**. In addition to this the institute is having the subscription of Elsevier Science Direct database which covered 275 full text e-Journals. Elsevier Science Direct provides access to e-Journals of Computer Science Engineering, Civil Engineering, Mechanical Engineering etc.

File Description	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:

Institute has state of the art IT infrastructure in campus with 7 Servers which are used to host Learning Management System, College ERP, Feedback Management System etc. Institute holds 1086 Computers and 26 Laptops for students and staff. Out of 1086 desktop computers, 750 Computers are used exclusively for students. The entire campus including labs, classrooms, library, offices of all Departments and hostels is Wi-Fi enabled and having 24/7 internet facilities with available band width of 620 MBPS. Separate computer centre with 100 computers is available for browsing, surfing, online webinars and seminars for the students and staff of the institute. All classrooms and seminar halls are equipped with LCD Projector & LAN connectivity.

Institute carry out timely upgradation of IT Infrastructure. Every year budgetary provision is made for updating and upgradation of IT Infrastructure. As per the directions of AICTE institute is promoting the use of open-source software. During Covid pandemic all academic activities were completed in Online mode using IT infrastructure. University Examinations during pandemic were taken using own LMS. Institute have customized and configured MOODLE based Learning Management System Login Id is given to all the students and faculties to access the resources in LMS. 2589 users have been enrolled till date. More than 80 UG Courses have been linked and all the students and faculties have been enrolled to their respective courses. LMS is used to distribute the course material like notes, video lectures, question bank etc., also we can conduct online test of students for internal assessment. Students can discuss their difficulties with their teachers and share information using LMS. Teachers can post online notices, assignments to students and evaluate the same using LMS.

For e-governance, in areas of operation at inception we used some software's from outside vendors. During this period, we encountered some difficulties in using these software's, since it was not covering all the aspects and moreover the support from outside vendors was very poor. So, the project was undertaken in 2015 at institute to develop own ERP software. A team was constituted from the members of Computer Science & Engineering and Information Technology department. Year after year, this team developed and deployed various modules. Now the module in ERP covers almost all the necessary functionalities of the college. Addition of new functionalities as felt from time to time is also being incorporated & deployed by ERP team. Maintenance and Support is handled by ERP team. Currently the admission process is executed through ERP.

Institute also have a Separate AV Hall with internet connectivity for webinars and live video lectures. Again, institute is having facility for audio and video session for allied disciplines with the help of NPTEL. NPTEL provides E-learning through online web and video courses in Engineering, Science, and humanities streams. During Covid pandemic Institute was physically closed but IT infrastructure was live 24X7 and hence all our students and staff achieved their academic goals.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response:

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

Response: 750

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:

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)

2021-22	2020-21	2019-20	2018-19	2017-18
354.26	277.56	398.87	630.93	577.18

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2362	2269	1553	1581	1827

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](#)

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

[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:

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
2649	2664	2260	2475	2614

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:

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
435	415	370	528	312

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

2021-22	2020-21	2019-20	2018-19	2017-18
628	754	615	626	650

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:

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
05	07	09	10	07

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	02	05	00

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	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

5.3.2

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	06	09	12	03

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:

Sipna Alumni Association was established in 2007, maintains a long-lasting connection between the Institute and its strong alumni base spread across the world. It is run by an Executive Body consisting of President, Vice-President, Secretary, Joint-Secretary, Treasurer and Alumni members. The Association have a centralized Alumni In-charge who carries out all the alumni activities in collaboration with different departmental alumni coordinators. This association has conducted various webinars and interaction sessions for students at institute, in order to bridge the gap between the university curriculum and expected company requirements. It has also organized various mock interviews with the help of alumni for students in order to enhance their interview facing skills. Our alumni association also contributes to off-campus and in-campus placements by arranging various referral and placement drives through messages and mails received from various companies and sharing the same with our alumni and students.

Sipna Alumni Association organizes “**Sansmaran (Alumni Meet)**” for its alumni nearly every year to facilitate a reunion of all the ex-students not only to enjoy but to help & upgrade the college in various fields. It provides a platform to alumni to get connected with the institution, management and the students till date, ‘Eleven Alumni meets’ has been organized for alumni of this Institute. The Alumni Association continues to seek innovative ways to serve alumni by providing social, educational and professional opportunities. The objective is to promote the intellectual growth of our alumni and to explore a particular subject by interacting with industry experts, where alumni will get a platform to express their views and ideas.

Since the alumni are actively involved in the society, they help the institute to take initiatives in social commitments to serve the society. They help in motivating the faculty members to participate in programs organized by the government and non-government organizations. They also utilize the potential of faculty members in different works of the society as per their skills and competence. Analysis of the regional, national, and global needs is made through the interactions with its members. The valuable input received about the academics and administration has been given serious considerations to help modify the existing policies. The college invites well-placed and successful alumni for guidance in skills such as personality development, guest lectures on recent trends, seminars of updating technologies and communication skills. They also elaborate about the career opportunities available in different departments. Even though the institution has structured mechanism for career guidance and placement of its students, encouragement by alumni has an appreciable impact on the students because the alumni of the institute has reached to prime managerial positions and are even

leading entrepreneurs. Alumni association has been a boon to the institution because of a few extremely dedicated volunteers who have established a long term relationship for the betterment of the institution. In the near future, we want to make the alumni association an important pillar of the institution so that it will cater to help in positive enhancement of all the stakeholder .

File Description	Document
Provide Link for 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 provide quality professional education and conducive environment to students to emerge as a model proficient institute.

Mission

- To create a scholarly and vibrant environment for professional excellence.
- To contribute to advancement of knowledge in basic and applied areas of engineering and technology & management.
- To be an institute of choice in the region by developing, managing, and transferring contemporary technologies.
- To build mutually valuable terms with society, industry, and Alumni.

Sipna Shikshan Prasarak Mandal, established in the year 1995, aims to impart higher & technical education to the enthusiastic youths and envision them for a better tomorrow. The vision and mission of the institution focuses on achieving professional excellence in engineering education with a holistic approach towards education. The Vision and Mission of the institution is disseminated in various places in the institute and is being translated through effective governance.

Nature of Governance

The governance of the Institution is reflective of an effective leadership in tune with the vision and mission statements. The established policies in the Institute ensure the integrity and effectiveness of the governance and administration. The Institute believes in shared leadership and a participative decision-making approach. This reflects the decentralization of its operations and delegation of the necessary authorities. Such delegations follow a systematized organizational structure with clearly laid down job responsibilities.

The college administration is headed by the Principal and is involved in coordinating the functions of the college. The Heads of the Departments are authorized to monitor the routine functions at the departmental level. Teachers play an important role in implementing the vision and mission of the institute and play a proactive part in the decision-making process. There are teacher representatives in various decision-making committees (like College Development Committee, IQAC, Civil Infrastructure Committee, Grievance Committee, Admission Committee, Library Committee, Research Committee,

Training & Placement Committee etc.) for curricular and cocurricular affairs and administrative functions of the institution. Besides, teachers are members and incharge of the various committees for the day-to-day functioning of the college. Teachers, through their interaction on these Committees can contribute in a significant way to the participatory ethos of the institution.

NEP:

In tune with the National Education Policy, the governance of the institute gives emphasis on the development of the creative potential of each individual. The Vision & Mission of the institute is based on the principle that; education must develop not only cognitive capacities such as, critical thinking and problem solving but also social, ethical, and emotional capacities.

Perspective plans:

- To cope up with contemporary technical education.
- To further enhance & strengthen industry–institute collaboration.
- To make available job opportunities to every student for placement in organizations of rich repute.
- To create entrepreneurs by inculcating entrepreneurship skills in the students.
- To foster academic and research collaboration with institutions of repute.
- To carry out research activities for the benefit of society.
- To evolve as a model institution in the region.
- To inculcate a sense of social responsibility amongst students.
- To effective implementation & execution of curriculum as per the NEP framework.

File Description	Document
Provide Link for 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:

A visionary Governing Body of the institute ensures the fulfilment of the policy statements and action plans in accordance with vision & mission of the institution. The Governing Body ensures the fulfilment of the policy statements and action plans in accordance with Vision & Mission of the Institution. The members of Governing body & management are participating in formulation of action plans and interacting with stakeholders for incorporation of the same into the Institutional strategic plan. Meetings of executive committee are held periodically, for discussing the policies and deciding the action plan for its implantation. The Governing Body & College Development Committee meet at regular interval to

discuss the prospective plans of the college and design the policies. All the policies and action plans are in tune with the stated mission.

Administrative Decentralization:

The work environment in the institute is student centric, that makes each element highly responsible in the system. There is a transfer of responsibilities and authority through the effective administrative set up at the institute level. Transparency in the work culture is associated therein with this administrative setup.

Organization chart for institutional Governance:

Effectively deployment of Perspective plans:

The progress made by the institution reflects that the institutional perspective plan is effectively deployed.

1. Institute has conducted several seminars and shown an active interest and participation in the activities at institute and University level in the direction of implementation of NEP.
2. Institute results are consistently higher than average results of the affiliating University other institutes with a large number of university rankers every year.
3. More than 96 percent from eligible students are placed in reputed organizations namely TCS, Wipro, Capgemini, Atos Syntel, Infosys, Hexaware, L&T Infotech and others.
4. Student-centric functioning with the help of mentoring and student counselling through mentor-mentee functioning with the help of Teacher-Guardian scheme
5. MoU with reputed COEP Technological University, Pune under AICTE Margadarshan Scheme.
6. University approved research laboratories for Ph.D. work in Electronics Engineering, Computer science & Engineering and Information Technology, Mechanical Engineering & Mathematics in science.
7. Infrastructure meets the academic research and student support needs. The college is second to none with the state-of-the-art laboratories, well equipped library, and universal access to Wi-Fi facility.
8. Laboratories in Civil engineering are accredited by NABL (National Accreditation Bureau of Laboratories) and engaged in consultancy services.
9. Number of research papers published per teacher in the Journals notified on UGC care list during the last five years :3.19
10. Inhouse developed ERP system for effective administration, data analysis and for collecting feedback from the students & other stake holders.
11. Professional society chapters & technical clubs in every department and thus overall development of students through their participation in cocurricular & curricular activities
12. All the courses run by the college are permanently affiliated by university. Institute is recognized under section 12(B) and 2(f) of UGC.
13. Staff covered under several welfare schemes & Group Insurance facility for students and staff members.

File Description	Document
Provide Link for 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:

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

Welfare measures:

The Sipna College of Engineering & Technology is known for its effective welfare measures and Performance Appraisal System for both teaching and non-teaching staff. The college ensures that its employees are provided with various benefits and schemes to enhance their quality of life and promote their professional development.

- The institute has implemented a **Group Insurance scheme** for both teaching and non-teaching members to provide financial support in case of any unfortunate incidents. It has also implemented a Gratuity Scheme for its employees to ensure that they have a secured future after retirement.

- The **institute supports faculty attending conferences with financial assistance**. For international conferences abroad, the college pays 50% of expenses, up to Rs. 15,000, including registration fees. For international conferences in India, the college covers 100% of travel and registration fees, up to Rs. 5,000. For national conferences, the college provides 50% travel allowance and 100% registration fee, up to Rs. 5,000. This encourages faculty to participate in conferences, both nationally and internationally.
- The institute rewards published authors with Rs. 5,000 and faculty with over 95% student satisfaction in exams with cash rewards.
- The **institute encourages its staff to become members of professional societies** by contributing 100% registration fees for one professional society. Additionally, the college provides salary advance and bank loans for health and education purposes.
- The institute **Staff Credit Co-Op. Society disburses loans** to its staff members at an interest rate 1% lower than any other bank, and it also pays 1% more interest on Fixed Deposits than any other bank.
- The institute provides **Maternity/Paternity/Study/Special Leave** (in case of the death of father/mother) for both teaching and non-teaching staff members, acknowledging the importance of maintaining a work-life balance.
- The institute provides an **incentive in the form of a 50% reimbursement of fees** for each successful candidate (faculty) who has appeared for the value-added and skill enhancement courses.
- Furthermore, the college has a **dispensary on the campus**,

Performance Appraisal System

Performance appraisal is an integral part of any academic institution. It serves as a tool to evaluate the performance of teachers and non-teaching staff. The evaluation is based on a set of predefined parameters, such as engaging lectures, students' attendance and results, classroom planning and control, laboratory works, guidance and counselling, evaluation, learning resources development, participation in seminars/training, co-curricular activities, and administrative functions. The head of the department submits a self-appraisal form with his/her remarks to the Principal and faculty members provide parameter-wise performance details. The principal thoroughly reviews the forms and may change the grading given by the HoD, if necessary. The Principal takes corrective measures where necessary for improvement in performance.

The performance appraisal of non-teaching staff is done based on their attendance, intelligence and understanding, discipline, devotion, punctuality, honesty and integrity, initiative, and efficiency. The HoD furnishes his/her observations and submits the appraisal form to the Principal, who endows his remarks. The Principal initiates corrective measures where necessary for improvement in performance.

File Description	Document
Provide Link for 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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	04	20	27	19

File Description	Document
Policy document on providing financial support to teachers	View 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
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
128	116	133	78	98

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	77	77	72	70

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

The financial resources of an educational institution play a crucial role in determining its effectiveness and success. In general, the major source of income for an institution is tuition and development fees from the students. However, the institution can also receive funds from various sources, such as grants and schemes from the university, government, and non-government organizations. These funds can be used to, conduct workshops, seminars, and conferences, and support academic and administrative activities.

To ensure the effective utilization of financial resources, the institution has a well-defined budgeting system that includes regular expenses like staff payments, academic expenses, maintenance, and expenses on facilities such as the library, hostel, canteen, sports, and gym etc. Before the start of the financial year, the departmental annual budget is formulated based on the revised syllabus requirements, planned co-curricular activities, and research work. The Principal reviews the budget of all departments and forwards it to the management for review and allocation of sufficient finance to carry out activities in the institution.

To ensure transparency and accountability in purchasing, a minimum of three quotations are called from vendors for any purchase. A comparative statement is prepared with cost, quality, and specification details. A purchase order is placed with the due consent of the management after negotiation by the purchase committee.

The institution also has a systematic mechanism for releasing payments for day-to-day expenses like payment for consumables, various bodies, and salary. Provision is also made for emergency expenditure as per the requirement. The institution conducts internal and external financial audits as a regular practice every year. Internal audits are an on-going continuous process in addition to the external audit to verify and certify the entire income and expenditure of the institution each year. The Accounting and Auditing Committee looks after the internal audit to verify that actual expenses do not exceed the budgeted amount and it is presented to the certified Chartered Accountant. The institutional external financial audit is carried out every financial year by M/S S.S. Khandekar & Co. Chartered Accountant. Thus, the institution's strategies for mobilization and optimal utilization of resources and funds from various sources, as well as its regular financial audits, are critical in ensuring its financial stability and sustainability. By having a clear budgeting system in place and conducting audits regularly, the institution can effectively manage its finances and ensure that it is using its resources in the most efficient and effective manner possible. This, in turn, helps the institution to provide better services to its students and the wider community.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The **Internal Quality Assurance Cell (IQAC)** at Sipna College of Engineering & Technology is responsible for implementing quality assurance strategies and improving the overall quality of education. It ensures compliance with the guidelines provided by the NAAC and certifies that the institution follows best practices in all academic and administrative processes. The IQAC plays a critical role in institutionalizing quality assurance at the institution.

- The IQAC is responsible for **reviewing the teaching-learning process**, structures, and methodologies of operations, and learning outcomes periodically. It analyzes various aspects of the institution, including curriculum design and delivery, student and faculty performance, and support services. Stakeholder feedback is taken to identify areas for improvement and develop a plan for continuous improvement.
- The IQAC of Sipna College of Engineering & Technology **encourages the use of technology** to

enhance the quality of teaching and learning. It has implemented various e-learning initiatives, including the use of learning management systems, video lectures, and online assessments, to provide students with a more engaging and interactive learning experience.

- The IQAC **promotes research and innovation** by supporting faculty and students in undertaking relevant research projects and publishing research papers copyrights and patents . The cell also promotes collaboration with other institutions and organizations to undertake joint research projects to advance knowledge in various fields.
- The IQAC has a **system for recording incremental improvements** in various activities through data collection, analysis, and documentation of outcomes. Quality metrics such as student and faculty performance indicators are used to monitor the progress of the institution's improvement initiatives.
- In addition to its role in quality assurance, the IQAC also plays an important role in **accreditation and institutional ranking**. It ensures that the institution meets the requirements of accrediting bodies and ranking agencies, and it helps the institution to prepare for accreditation and ranking reviews.
- The IQAC is also responsible for **organizing various training programs and workshops** for faculty and staff members to enhance their skills and knowledge. These programs cover a wide range of topics, including teaching pedagogy, research methodology, and quality management systems.
- The IQAC has been instrumental in **promoting a culture of quality** within the institution. It has helped to establish a system of continuous improvement, where all stakeholders work together to identify areas for improvement and to develop strategies to enhance the quality of the institution's programs and services.
- The IQAC is responsible for ensuring that the institution complies with the guidelines provided by the National Assessment and Accreditation Council (NAAC). The cell prepares the Self-Study Report (SSR) and submits it to the NAAC for assessment. The IQAC coordinates with the various departments of the institution to ensure that the required data is collected and compiled for the SSR.

Thus, The IQAC has played a vital role in institutionalizing quality assurance at institute. Its review process, documentation, and use of technology have improved the institution's programs and services. The IQAC's accreditation and ranking, as well as training programs for faculty and staff, have also promoted a culture of quality.

File Description	Document
Provide Link for 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:**

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
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

Since inception, the institute has maintained a healthy working environment for faculties, staff and students and has taken important initiatives to promote gender equity so that there is no gender discrimination. This is revealed from the fact that many of our departments and committees are headed by lady faculties, and we have about 50% ladies' staff in our institute. Students' clubs and forums also have nearly 50% girl student representation. The NSS, Sports and other co-curricular and extracurricular units of institute provide equal chance to all girl students to participate in all the activities conducted under these units. Institution shows gender sensitivity by providing facilities such as:

1. Safety and Social Security: For security and safety purposes, the institute has CCTV and DVR system for surveillance. The entire campus is covered with High quality CCTV camera network along with DVR systems of high capacity, at various locations.

2. Dispensary: Dispensary with lady doctor, nurse and ambulance services are available within the campus for the girls' students. The dispensary has a consulting chamber equipped with BP apparatus, emergency medicines, weighing machine, oxygen cylinder, etc.

3. Counselling: The girls are encouraged through counseling to participate in various activities like Annual Social Gathering, NSS, Sports, Youth Festival etc. as per their comfort and interests. The Teacher-Guardian Scheme plays an important role in counselling the students. Internal Complaints Committee and Women's empowerment programs develop the courage and confidence amongst the female students.

4. Girls' Common Room: Common room facility for girls is available in every department with relevant facilities. The common room is designed to offer them a place to relax, study and for informal discussion during recess period. Daily newspapers and magazines are available for leisure reading.

5. Internal Complaints Committee (ICC): As per the guidelines of Supreme Court, UGC, Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013, an Internal Complaints Committee (Anti-Sexual Harassment Cell) has been established by the institute to create awareness of the Women's right and to empower Women. Grievances of lady faculties, staff and students are redressed through ICC.

6. Girl's Hostel: Believing in imparting the best housing facilities along with a homely stay for our girl students; keeping all safety and security measures intact; institute has four girl's hostels. Hostel buildings

have shared accommodation with twin/three beds in every room with air conditioner (AC), study table, cupboard, mirror, chair, etc.

To maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage, the National/International commemorative days like Republic day, Independence Day, Gandhi Jayanti, Dr. Babasaheb Ambedkar Jayanti, Constitution Day, International Yoga day, Voters Day, National Youth Day, etc., are regularly being celebrated and observed in the institute with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout.

File Description	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:

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	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:

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:

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion are studying without any discrimination. Institutions is organizing the events that highlight the cultural, linguistic, and regional diversity of their employees, students, and community members. To build a nation of youth, who are noble in their attitude and morally responsible, the institute organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management to generate the feeling of oneness and social harmony. Motivational lectures of eminent persons of the field are arranged for all-round development of the students to make them responsible citizens.

With the noble intention of spreading Swami Vivekananda's & Chhatrapati Shivaji Maharaj precious ideology among the youth, a magnificent full-length statue of Swami Vivekananda & Chhatrapati Shivaji Maharaj was installed in the college premises in accordance with the decision to celebrate Swami Vivekananda's birth anniversary as "Yuvananda" & Chhatrapati Shivaji Maharaj's birth anniversary as "Shivmohotstav" every year.

Institute sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct as a responsible citizen. The institute hoists the flag during national festivals and patriotic songs are rendered by the students which inspire students and staff to emphasize the duties and responsibilities of citizens. The college establishes policies that reflect core values. Code of conduct is prepared for students and staff, which everyone needs to follow from the day he/she is admitted/joined the institute. The document of code of conduct is available on institute website and it is thoroughly explained to all the students during the induction program.

The institution encourages participation of students in Sports and Games, and NSS at National level to strengthen nationwide bond and relation. The institute runs effectively National Service Scheme Unit, Social Activity Club & Nature Club. Through these units, the institute undertakes various extension activities in the neighbourhood community.

The institution always takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars, and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations. Ethical Values, rights, duties, and responsibilities of citizens are some of the topics that are enlisted in Elocution/ Debates activities. Various departments of the institution with NSS unit are actively involved in conducting several activities like Blood donation camp, Road Safety week, Voter's awareness program, Women's Day, Youth Day, Constitution Day, Swach Bharat Abhiyan, Beti Bachao, Beti Padhao Awareness Tree Plantation & Nature conservation etc. for inculcating values for being responsible citizens. The affiliating University curriculum is framed with mandatory courses like Professional ethics and human values, Constitution of India, as a small step to inculcate constitutional obligations among the students.

File Description	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:

Best Practice -I

1. Title of the Practice:

NPTEL Chapter and encouragement for using MOOCS platform for self-development

2. Objectives of the Practice:

- The practice aims to enable faculty to gain advanced technological and subject knowledge by accessing video lectures from IITs, IISc, and IIMs.
- It also encourages faculty to design value-added courses and act as mentors for NPTEL courses.
- The practice combines reading materials and videos to enhance classroom teaching and supports continuous professional development through self-learning.
- Faculty encouraged to review and translate NPTEL courses, gain life skills, communication skills, and effective teaching skills.
- The practice enhances networking opportunities for faculty members.

3. The Context:

NPTEL provides free online courses in a variety of fields, including engineering, sciences, humanities, management, and research, enabling faculty to gain relevant knowledge and exposure to new tools and technologies at their own pace. The modular structure of the courses facilitates smooth progress, and the courses are recognized by AICTE as Faculty Development Programs for Engineering Colleges due to limited opportunities for face-to-face or full-time training programs. However, faculty must guide their students in online learning programs to ensure effective learning outcomes.

4. The Practice:

Institute has implemented a unique approach in Indian higher education by establishing an NPTEL Chapter to promote self-development of faculty and students through the MOOCs platform. This approach offers a free, flexible, and easily accessible mode of learning, which is not common in Indian higher education. The college has conducted several awareness sessions to motivate the faculty and students to participate in the MOOCs platform. The college has improved internet connectivity and provided computer labs for faculty and students to conduct NPTEL courses. Although it can be challenging for faculty to manage both regular and NPTEL coursework during the coinciding course periods, many faculty members earned gold and elite certifications as top performers.

Faculty members at the college have the freedom to choose courses of their interest, including interdisciplinary topics. They enrolled in various courses and used video lectures and content from NPTEL courses as additional material for teaching students. The digital library provided easy access to NPTEL online videos for both students and faculty.

5. Evidence of Success:

The effectiveness of establishing an NPTEL Chapter and promoting the use of MOOCs for professional development can be measured through various performance indicators, such as enrollment rates, completion rates, faculty participation, student feedback, and certification rates. The institution can set targets and benchmarks for each of these indicators to evaluate the success of the program. The practice has positively impacted faculty professional development, enhancing their knowledge and teaching skills. Increased faculty participation reflects their interest in lifelong learning, which can benefit student learning outcomes. Faculty certification rates indicate their mastery over the subject matter and potential improvement in teaching effectiveness. Positive student feedback shows that the practice complements classroom teaching and enhances learning experiences. Overall, the practice effectively provides professional development opportunities, enhances faculty knowledge and teaching effectiveness, and improves student learning outcomes.

Best Practice -II

1. Title of the Practice

Execution of continuous evaluation process and PO/PSO attainment process through in-house developed OBE portal

2. Objectives of the Practice:

- To provide a centralized platform for managing student progress data, assessment results, and mapping achievements, streamlining data management processes.
- To align sessional paper questions with Bloom's Taxonomy, ensuring relevant and aligned assessment questions with the intended learning outcomes.
- To provide comprehensive tracking of OBE mappings and accomplishments, monitoring institutional progress towards achieving educational goals.
- To facilitate unified internal assessments aligned with OBE, ensuring consistency and standardization in the evaluation process.
- To minimize manual errors in mapping OBE and achieving PO/PSO goals, improving data accuracy and reliability.
- To help institutions design other internal assessments aligned with OBE and intended learning outcomes, providing a comprehensive evaluation approach.
- To provide a comprehensive overview of student performance, identifying areas for improvement.

3. The Context

In developing and implementing an OBE portal, several contextual features and challenging issues are addressed. One issue is browser version compatibility, which could be challenging for faculty without access to compatible browsers. Clear guidelines and support can address this issue. Another challenge is accessing and processing data stored in the OBE portal, which can cause delays. Optimizing the portal's infrastructure and implementing efficient data processing techniques can address this challenge. An equation editor may also be necessary, as the OBE portal may require mathematical equations. Developing an easy-to-use, compatible equation editor that meets faculty and student needs could be a challenge.

4. The Practice

The Institute has created an Outcome Based Education Portal (OBE Portal) to improve education quality and meet NBA & NAAC requirements. The portal offers features like subject allocation, CO reports, and their mapping with PO and PSO. However, the implementation faced challenges such as lack of technical expertise and resources, resistance from faculty members, and the need for regular updates and maintenance. Also, smaller institutions may find it difficult to bear the cost of implementation. Nevertheless, the OBE portal can support Outcome Based Education and improve education quality. Institutions can overcome challenges through training and supporting faculty members in using the

portal's features.

5. Evidence of Success

The effectiveness of an OBE portal can be measured based on various factors such as increased student engagement, improved learning outcomes, teacher satisfaction, and institutional performance. Assessments that align with learning objectives and Bloom's Taxonomy are crucial indicators of success, indicating whether students acquire the desired competencies at the appropriate cognitive level. Moderated sessional papers promote fairness and accuracy in assessments, and help teachers understand students' comprehension. The OBE portal also provides teachers with tools to design assessments and lesson plans that emphasize higher-order thinking skills. Complying with NBA and NACC accreditation requirements can enhance institutional performance and reputation. Enhanced assessment outcomes, improved paper setting, and efficient teaching practices all demonstrate the success of the OBE portal, which supports Bloom's Taxonomy and improves the quality of teaching and learning.

Institute has obtained a copyright for the software developed for the evaluation of attainment of CO, PO, and PSO.

File Description	Document
Any other relevant information	View 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:

Institutional Distinctiveness

The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features of the Institute, whose details are given below in brief.

Holistic Development of Students: The Institute had an intake of only 240 UG students at the time of its inception in 1999. Making spectacular growth over the years, now its intake of 540 of UG students, 87 students of five PG programmes in engineering & 60 students in one PG program in management and about 67 research scholars are pursuing their PhDs in the five research centres approved by the

University.

The institute has been accredited by NAAC with grade 'A', and its three UG programs have been accredited thrice in all successive cycles by NBA and other 2 UG program & one PG program in management is going to face NBA peer team in this month. Also, in the year 2019, institute has been awarded with IETE -Shri P. P. Malhotra Memorial Award.

As visible from vision and mission statements, the institute has been focusing on the holistic development of students while aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies.

NAAC while laying utmost importance of quality in education, and NBA while prescribing parameters for outcome-based education finally led to the holistic development of the students. And so, the student centric activities at the institute are designed for achieving holistic development of the students. It has four components, namely, the intellectual, social, physical, and emotional developments.

Intellectual development: The institute, implements university curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. Various approaches have been taken to enable students to meet their individual needs. Exposure to students throughout their educational program is provided by mentors, industry experts, professionals, and innovators. This enables them to be work ready. The institute proactively identifies the curriculum gaps and makes the provision for imparting the content beyond syllabus bridging the gaps. The students are facilitated to work on relevant problem related to society, industry through projects like minor and major projects and complex problem solving. Students are enabled to work environment through regular industrial visits. Also, they are sent to internships. The institute also organizes various programs for providing hands-on training to the students of latest technology adopted by the industry. Students are also motivated to reach out to the industry for various industrial projects. The technical fests and model exhibition are features of developing hands-on experiences among students.

Social development: The social skills are nurtured through various activities conducted by the social clubs at the institute.

Exposure to social issues and working on probable solutions: The students are exposed to the diverse social structure and their issues, particularly in the neighbouring areas, through the National Service Scheme implemented at the Institute, in collaboration with the SGBAU. The students undertake activities of spreading social awareness about various burning topics such as female feticide, women health, Swatch Bharat, Energy saving, voters awareness program, etc. While doing so, they also become aware of the issues of the society and think on probable measures to solve them. The students take part in helping the neglected part of the society like orphans and old age people. At the old-age homes, students extend their help.

Physical development: The institute promotes physical activities among the students to cultivate many important skills such as physical fitness, team spirit, confidence, decision making, mental strength, etc. of the students. Each year, the institute organizes annual sports festival -Kridayan' for the students comprising of various sports such as cricket, volleyball, kabaddi, chess, carom, etc. In these sports both boys as well, girls participate and show their skills, their sportsman spirit and team-building abilities grow. The institute celebrates international Yoga Day each year. During the camps held at various village

adopted by the institute through NSS, various physical activities like Yoga, exercises, Zumba, outdoor sports, etc. are conducted.

Emotional development: Emotional health of the students is given apt attention at the institute. The mentor-mentee system, known as teacher -guardian scheme is in place that ensures the students' contact with faculty on regular basis. During these meetings, students can discuss their academics as well as personal problems with the faculty. Appropriate counselling is provided by the mentor-faculty to the students. There are special female mentors at the institute's hostel, who meet the girl-students regularly, understand their difficulties, if any, and guide them about probable solutions. A professional counsellor is also invited, if required at the institute whose help may be taken by the students in need.

Besides this, at the institute level there are 10 different students' clubs, like Music and Dance (Carnival Club), **Art & Craft Club (Crafty Crew)**, **Social Activity Club (Jivhala)**, Sipna Reader's Club, Competitive Exam Club, **Entrepreneur Club (Sipnopreneur's Club)**, **Technology & Innovation Club**, **Sipna Fitness club**, **Personality Development Club** and **Sipna Nature Club**. All these clubs are entirely governed by the students, only one faculty advisor is appointed to coordinate them. Every club is having its own predefined clear aims & objectives and based on those lines, they arrange various programs, events & activities throughout the year.

Due to the approach of **Holistic Development**, our students are found to work relentlessly while taking their responsibilities on passing out while being proved to be intellectually competent, morally upright, spiritually inspired and socially committed – They leave footprints of their own, wherever they go.

File Description	Document	
Any other relevant information	View Document	
Appropriate web in the Institutional website	View Document	

5. CONCLUSION

Additional Information :

- Sant Gadge Baba Amravati University has awarded prestigious colour coats to 114 students for their successful participation in inter-university sports and cultural events.
- Miss Sonal Baberwal, an alumna of Sipna College, is the first recipient of the Kalpana Chawla scholarship from the International Space University (ISU).
- Miss Shreya Shelke, a final year student in computer science and engineering, has been selected from Maharashtra to speak at the Parliament House of India on the occasion of paying tribute to national leaders.
- Sipna alumna Reena Jaiswal (Bhatt) achieved a significant milestone in her art career by exhibiting and competing in the "Indian Encounters" art exhibition organized by the Indian honorary consulate in Stuttgart, Germany.
- The NSS Unit of Sipna College of Engineering and Technology, Amravati started an ambulance service for COVID patients during the pandemic in Maharashtra.
- The college has received awards for record blood donation from the Government of Maharashtra and SGB Amravati University in 2009-10.
- One of the students at the college has been awarded the Best NSS Volunteer award by the University and the State.
- The college magazine has won several prizes.
- The college serves as a nodal center for SPICMACAY, an organization that aims to preserve classical Indian arts and promote them among today's youth.
- This college hosted the Mid-Term Convention of IETE.
- Few faculty members of the institute are representing as a National Council member in the professional society like IETE .
- Faculty members of the institution have received awards for teaching and research from professional bodies such as ISTE, IE, and IETE.
- Faculty members of the institution have served on technical program committees, worked as reviewers, and chaired sessions at international and national conferences.
- Faculty members of the institution have been nominated as Senate members and Board of Studies members at other universities.
- Faculty members of the institution are serving as subject experts in interview panels and examinations at the National level.
- Faculties of the institute are nominated as a member of Governing Bodies at other institutions .

Concluding Remarks :

In conclusion, after careful evaluation of the college in all criteria, we believe that the institute is making great strides and is on its way to becoming a model institute in the Vidarbha region. The visionary management of Sipna Shikshan Prasarak Mandal has provided unwavering support to the institute, and the institute is confident in achieving its goals and policies. The institute is determined to fulfil its Vision and Mission for the betterment of all stakeholders, including society.

We are honoured to submit the Self Study Report to the National Assessment and Accreditation Council for their consideration and review. The institute has put in tremendous effort, dedication, and hard work to organize

this report, and we have ensured that all figures and particulars are accurately quoted in the SSR and accompanying documents.

Thank you for the opportunity to present this report, and we look forward to the results of the accreditation process.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :88</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>195</td><td>166</td><td>174</td><td>200</td><td>178</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>444</td><td>405</td><td>386</td><td>371</td><td>376</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>302</td><td>319</td><td>296</td><td>329</td><td>299</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>616</td><td>638</td><td>627</td><td>550</td><td>588</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	195	166	174	200	178	2021-22	2020-21	2019-20	2018-19	2017-18	444	405	386	371	376	2021-22	2020-21	2019-20	2018-19	2017-18	302	319	296	329	299	2021-22	2020-21	2019-20	2018-19	2017-18	616	638	627	550	588
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3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
55	16	42	13	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	11	24	04	09

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

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.***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	21	20	19	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	18	19	16	11

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

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
435	415	370	528	312

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
435	415	370	528	312

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
576	626	566	567	593

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
628	754	615	626	650

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	08	08	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	02	05	00

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

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	06	26	26	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	06	09	12	03

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
59	62	97	126	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	04	20	27	19

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
135	134	110	84	107

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
128	116	133	78	98

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
76	77	77	72	70

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
76	77	77	72	70

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 160 Answer after DVV Verification : 178