



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SINHGAD TECHNICAL EDUCATION SOCIETY'S NBN
SINHGAD TECHNICAL INSTITUTES CAMPUS**

S. NO. 10/1, OFF SINHGAD ROAD, AMBEGAON (BK), PUNE-411041
411041

<http://nbnstic.sinhgad.edu>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad Technical Education Society (STES) was established in the year 1993 under the visionary leadership of Prof. M.N. Navale, Founder President, with an objective to provide quality education in all disciplines. It has eminent personalities from the field of education as well as industry as members of the management committee to provide necessary guidance on academic and professional fronts from time to time. Total Eighty-Five Institutions are under the sphere of the society. The management is very dynamic and pragmatic.

Sinhgad Technical Education Society's NBN Sinhgad Technical Institute Campus (NBNSTIC) is under the brand name of STES known for imparting technical and management education. We, the youngest member of the family that was established in the year 2011. It is a self-financing institution affiliated with the Savitribai Phule Pune University(SPPU) (formerly University of Pune), Pune. It is also approved by All India Council for Technical Education (AICTE), New Delhi and the Director of Technical Education (DTE), Government of Maharashtra.

The institute has qualified faculty with necessary infrastructural facilities as per the norms of statutory bodies. It provides professional education in five Under Graduate Programmes such as Mechanical Engineering, Electrical Engineering, Electronics and Telecommunication Engineering, Computer Engineering, and Information Technology as well as Post Graduate Program in Master of Business Administration.

As one of the premier institutes, we provide the excellent academic environment and infrastructural facilities to our young pool of talent. Our efforts will lead to developing innovativeness, creativity, leadership quality, and human values in our students.

We focus on academics for intellectual growth along with encouraging our students for Co-curricular and extra-curricular activities. This ensure our students to fetch extraordinary placement opportunities.

We believe our dedicated ecosystem will shape the carrier of tomorrows leaders and thereby impacting global development.

Vision

" We are committed to produce not only good engineers but good human beings, also "

Mission

" Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbining a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate preserve and share

knowledge for developing a vibrant society " .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- NBNSTIC is a member of the Sinhgad Technical Education Society that has its own legacy and holds NAAC accreditation in cycle-1.
- A spacious central library with a vast collection of books, journals, and a digital library that provides access to e-journals on a global and national level.
- A 24-hour reading room is available in the central library with a cafeteria.
- Adequate infrastructure and laboratories as per the norms.
- Appropriate value addition activities for skill and employability development.
- Efficient training and placement cell with a good number of offers.
- MoU with industries for initiatives focused on students.
- Well established student mentoring scheme.
- Notable participation and achievements in co-curricular and extra-curricular activities by students.
- A safe-guarded environment for the students on campus.
- Strong sense of social responsibility among students and staff.

Institutional Weakness

- Less number of faculties with Ph.D. qualification.
- Limited support from Alumni.
- Less number of entrepreneurship development activities.

Institutional Opportunity

- Scope for creation of entrepreneurs through alumni contributions.
- Center of Excellence in select areas of engineering and management.
- Nearby industrial zone providing internships, placements, and exposure to entrepreneurs.

Institutional Challenge

- Limited scope for curriculum design and fulfilling employability skill requirements in line with changing industry demands.
- Improvement in placements in core industries
- To adapt to emerging technologies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NBN Sinhgad Technical Institutes Campus is a self-financing institution affiliated with the SPPU, Pune. The

vision, mission, and objectives of the Institute are communicated to all stakeholders. It follows the curriculum designed by the university. The university prepares the curriculum by conducting course-wise syllabus revision workshops. Around 15 % of faculty members contributed to developing the structure and curriculum of the university.

Further, the Institute's academic calendar is prepared per the university's guidelines and circulated to all programs. Faculties from each program prepare teaching plans in line with the Institute's academic calendar. The Institute adheres to the academic calendar, which is monitored by the Academic Monitoring Committee (AMC) and Internal Quality Assurance Cell (IQAC).

All the programs offered are Choice Based Credit System and provide Elective, Audit, and/or Honors courses as per the student's choice. Academic flexibility and bridging the gap between curriculum and industry is achieved by conducting additional enrichment programs, signing a Memorandum of Understanding (MoU) with industries, and interacting with academic institutes. Besides the regular curriculum, the Institute emphasizes delivering content beyond the syllabus. In addition, seminars, workshops, industry/field visits, expert lectures, and add-on courses are also organized to help students get an insight into the current trends and practices in the industry. Value-addition courses like soft skills, communication skills, etc., are also conducted to achieve holistic development of the students and inculcate professionalism in them. More than seventy value-added courses were organized in the last five years, and 35.45 % of students benefitted from them. Further, it is mandatory from statutory bodies for students to undergo internships to enhance their employability skills. It is observed that 57.06 % of students have undertaken project work/field work/internships in the latest completed academic year.

The Institute invites feedback from all the stakeholders, which is collected for analysis. Based on that, corrective measures and progressive steps are taken for overall development. Institute takes the initiative to sensitize and inculcate values, rights, duties, and responsibilities of citizens through activities mainly organized by committees like the National Service Scheme, Student Development/Welfare Organization, Internal Complaints Committee, Grievances Redressal Committee, Anti-Ragging Committee & squad, Committee for SC/ST, OBC and Minority Cell. Section 4 (1) (b) of the RTI Act 2005 also covers the statutory declaration of the Institute.

Teaching-learning and Evaluation

The admissions are carried out under the Centralized Admission Process (CAP) controlled by DTE, Government of Maharashtra. 80 % of the admissions are carried out through the government quota and 20 % through the institute-level quota on a merit basis. By recruiting full-time teaching faculty members, the Institute attains excellence in both teaching and learning. An academic calendar is created before the start of each semester to ensure effective teaching. Additionally, the AMC/IQAC committee periodically checks on the quality of all academic processes.

The Institute conducts activities to evaluate students' competencies, aptitudes, personalities, and interests. The teacher-guardian/mentor-mentee system resolves the academic as well as personal problems of the students. The latest ICT-based teaching and learning methodologies are available to all teachers. During the COVID-19 outbreak, teachers taught classes online using the MS Teams platform. Further, Virtual labs were conducted to balance practical sessions and promote students' remote learning.

The academic performance of students is assessed as per the set guidelines. The Institute has a policy of being transparent about its internal evaluations. A student's academic progress is monitored by Guardian Teacher (Mentor), who is assigned to around twenty students. The students are informed of the examination format, assessment system, and overall term work evaluation during the semester's beginning. The academic calendar is followed for the conduct of tests and tutorials. The Chief Examination Officer at the Institute deals with grievances regarding examinations before sending them on to the university. Two times during a semester,

student feedback on the Teaching-Learning process is collected and analyzed to identify the areas that need improvement. Planning for corrective actions is done accordingly. Further, extra classes are organized for lateral entry students.

Regular unit tests, mock online examinations, prelim tests, and mock oral/practical examinations are conducted to enhance the student results at University examinations. The advanced learners are encouraged to participate in Hackathons/Design contests etc. National Conference on Cognitive Computing (NCCC) is organized yearly to provide a platform for knowledge transformation.

Research, Innovations and Extension

The Institute encourages the faculty and staff to pursue higher studies. It provides academic leave for pursuing Ph.D. work. The Institute permits and provides partial financial support for attending conferences and faculty development programs. Further, we have faculty at the Institute that are recognized as Ph.D. guides and recognized PG teachers.

The Institute has an Entrepreneurship Development Cell (EDC) and a Center of Excellence (CoE) for innovation and incubation initiatives. It offers startups and entrepreneurs mentoring. Also, it encourages project-based learning, so students can demonstrate their skills by competing in different technical competitions. The Institute has a policy that shares revenue from consulting, testing, etc., between the Institute and the faculty.

Activities such as the publication of research papers, industrial projects, seminars, and training & development activities are emphasized to create and transfer knowledge. The Institute encourages faculty and students to participate in various study activities to develop the academic ecosystem.

Faculty members have produced sixty five research papers in reputed journals, and three hundred seventy books/book-chapters/conference publications. The Institute organizes seminars on entrepreneurship development and intellectual property rights (IPR).

The Institute's extension activities have positively impacted its students, staff, the regional community, and the environment. STES provides a national level platform-'Sinhgad Karandak' to introduce the youth to tap opportunities each year, in technical, social, cultural and sports domain. It supports enrichment programs through NSS and the 'PRAYAS', SWO, student organizations, and student chapters of professional societies, as it believes in giving back to the neighbouring community. We have carried out eighty extension and outreach activities through this initiative.

Infrastructure and Learning Resources

The institute follows the guidelines set by the statutory body to provide the necessary infrastructure to support teaching and learning process. There are twenty eight classrooms with ICT capabilities, five tutorial rooms, fifty one labs, and five seminar halls in the physical infrastructure. The institute has a well-structured ICT tools upgradation and maintenance policy. Laboratories are equipped with machines, equipment, and the latest open-source and proprietary software versions.

In addition, other facilities are available for extra-curricular activities like Cricket Ground, Playground, Indoor Games, Open air theatre, Swimming Pool, Gymnasium, Cultural Center, Medical Store, and General Stores. The institute has a hostel facility available on campus for boys and girls, including one NRI hostel. The institute has a campus clinic for counselling and treatment. In addition, the STES has a medical and dental hospital that provides all the facilities to all the students, faculty, and staff. For medical emergencies, the institute has an ambulance/ vehicle available.

The central library of the institute has a floor area of 1911 sq.m. with a reading hall of 1145 sq.m to accommodate 1000 students. It also has Online Public Access Catalog for students and faculty to reserve books.

It has access to remote e-resources like Knimbus, Nlist, and Delnet, as well as Springer e-journal subscriptions. The institute has a substantial network of 466 computers connected to 100 Mbps fiber and 45 Mbps Wi-Fi. Further, network management, monitoring, and internet security are controlled by the centralized firewall 'Fortigate'. The entire campus has access to three-level switching. The institute's server room has a 48-port L3 D-Link (GIGABIT Switch) connected to the main L3 Cisco 48-port switch.

The institute has a Language Lab to improve students' communication skills. The institution has approved Microsoft Teams software to conduct online meetings and classes. Two servers are available for the efficient conduct of various activities such as online tests and workshops, webinars, virtual labs, hosting proprietary softwares, etc. e-Governance systems are used to organize efficiently carry out, monitor, and analyze academic activities.

A dead stock registration, a register for consumables and maintenance, and physical deadstock verification of laboratory supplies are all maintained by laboratory assistants.

The infrastructure for training and placement activities is adequate. The institute has the required facilities for the Divyangjan students, including a ramp, an elevator, a washroom, and a wheelchair.

The institute has provided staff quarters facilities to teaching and non-teaching employees.

Student Support and Progression

The institute facilitates all the scholarships offered by the State, Central Government and Non-Government agencies. The needy students are helped through the Earn and Learn scheme of SPPU, in which 10% of the funds are contributed by the institute and 90% by the university. In the past five years, on average, 67% of students have benefitted from the scholarships and free ships available through the institute. The institution makes efforts to improve its students' capacity building and skills enhancement, including soft skills, language and communication skills, life skills, and ICT/computer skills through various co-curricular and extracurricular activities.

The Institute's Training & Placement Cell organizes campus recruitment initiatives and facilitates career counselling through several programs, including the Campus to Corporate Readiness Program and online assessment tests. It covers all necessary abilities, including aptitude, interpersonal communication, personality development, resume writing, group discussion, etc. These initiatives improved the placements by 23% for single offers and 35% for multiple offers, with the highest package reaching 14.84 lakhs per annum in 2021–2022.

The institute's Competitive Exam cell organizes counselling sessions for students who desire to take competitive exams. The Innovations, Incubation - Entrepreneurship Development Cell promotes the development of entrepreneurial abilities through a variety of entrepreneurship development initiatives. The outcome of this initiative is five startups/ entrepreneurs. For resolving complaints about gender and human rights, the institute has an internal complaints committee and an anti-ragging committee.

Every year, the institute organizes Sinhgad Karandak and Tectonic, a National Level Cultural and Tech-fest event. The institute also participates in drama competitions at various level. The institute has been a registered Alumni Association since 2017. (Reg. No: - MAHA/1123/2017/Pune). Alumni regularly serve as tutors and mentor students by sharing their experiences.

Governance, Leadership and Management

Designing, planning, and implementing the institute's policies to meet its Vision and Mission through effective

leadership is essential to the success of the institute. Therefore, our institute has established an organizational structure to ensure that its perspective and strategic plan work smoothly. The institute has Governing Body and College Development Committee as per the rules and guidelines of the Government of Maharashtra and SPPU. The institute follows a decentralized and participatory management approach with well-established relations among all stakeholders. The institute has a structured process to monitor the effective and efficient use of resources for academic and infrastructure development. Following are a few significant policy initiatives :

1. Regular Affiliation and Accreditation of Institute
2. Establishing a Centre of Excellence
3. Promotional scheme for employees with higher education.
4. Collaborations with diverse institutes and the private sector

In administration, finance, account, student admission, support, examination, etc., the institute has implemented e-governance. For teaching and non-teaching staff, the institution provides welfare benefits like EPF, gratuity, and maternity leave. The institute gives its employees the flexibility, encouragement, and support they need to participate in a wide range of seminars, workshops, conferences, and training to enhance their skills and expertise. Also, the institute arranges professional development and administrative training programs. The SPPU, IEEE ComSoc Pune Section, VLabs, and Spoken Tutorials-IIT Bombay, among others, have offered the institute grants or technical support for collaborations.

The institution uses a performance-based appraisal system as per the guidelines laid down by statutory bodies. Each faculty member self-evaluates their performance. Further, the department head evaluates, assesses and validates faculties self-evaluation. Finally, the Principal makes an assessment.

The Teaching-learning, project-based learning, industry interaction, and Training & Placements are evaluated and analyzed by the institute's IQAC.

Institutional Values and Best Practices

The institute is committed to respecting each individual's equality and diversity, regardless of age, gender, ethnicity, cultural background, level of education, experience, talents, or sexual orientation. The institute's grievance committee and feedback system always cater to any such problems as urgent matters and take appropriate action as needed. To promote equality, the institute provides male and female employees the same administrative, teaching, and deputation opportunities in the programs, courses, higher studies, appointments, committees, etc. The same applies to students participating in co-curricular, extracurricular, and sports activities.

The institute undertakes several initiatives under the Student Development/Welfare Organization (SDO/SWO) and National Service Scheme (NSS) to educate students on gender equity. The institute attempts to provide a supportive environment to cultivate harmony toward diversity in terms of cultural, regional, linguistic, communal, social, economic, and other aspects. Through programs conducted under NSS and SDO/SWO, the institute educates citizens on values, rights, duties, and responsibilities. The students also participate in Swachh Bharat activities, organize blood donation camps, provide assistance to those affected by natural disasters, national and international commemorative days, and participate in Street cause events. The institute offers divyangjan students comfortable access to all classrooms and laboratories with facilities like ramps and elevators.

The institution has energy generation and conservation facilities, using LED bulbs, biogas plants, etc., to save energy. Wastewater recycling takes place in the institution's water management facilities. Our spacious, green

campus has implemented policies such as the plantation, e-waste management, use of renewable energy sources, and reduced plastic usage, leading to environmental protection. The institute has conducted energy and environment audits. It also includes pedestrian-friendly ways.

The institute has established policy documents for students, faculty, administrators, and other employees that define the operating procedures and code of conduct. The institute has established policy documents for students, faculty, administrators, and other employees that define the operating procedures and code of conduct. These practices ensure continuous improvement in the performance of students and faculty members and help achieve the institute's vision and mission.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SINHGAD TECHNICAL EDUCATION SOCIETY'S NBN SINHGAD TECHNICAL INSTITUTES CAMPUS
Address	S. NO. 10/1, OFF SINHGAD ROAD, AMBEGAON (BK), PUNE-411041
City	Pune
State	Maharashtra
Pin	411041
Website	http://nbnstic.sinhgad.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Shivprasad Pandurang Patil	020-24355042	9822917009	020-24355042	nbnssoe@sinhgad.edu
IQAC / CIQA coordinator	Makarand Mohan Jadhav	020-24355041	9890644649	020-24355042	hodentc.nbnssoe@sinhgad.edu

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	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2022	12	Extension of Approval by AICTE for Current Academic Year

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	S. NO. 10/1, OFF SINHGAD ROAD, AMBEGAON (BK), PUNE-411041	Urban	17.7	12382.65

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,Mechanical Engineering	48	Class XII and MHTCET or JEE or Diploma	English	150	29
UG	BE,Electrical Engineering	48	Class XII and MHTCET or JEE or Diploma	English	60	60
UG	BE,Electronics And Telecommunication Engineering	48	Class XII and MHTCET or JEE or Diploma	English	60	60
UG	BE,Computer Engineering	48	Class XII and MHTCET or JEE or Diploma	English	120	120
UG	BE,Information Technology	48	Class XII and MHTCET or JEE or Diploma	English	60	60
PG	MBA,Master Of Business Administration Mba	24	Any Graduate and CAT or CMAT or MAH MBA CET	English	120	120

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	11				22				69			
Recruited	2	0	0	2	1	3	0	4	40	29	0	69
Yet to Recruit	9				18				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	9	4	0	13
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				73
Recruited	48	25	0	73
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				11
Recruited	7	4	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	3	0	4	1	0	10
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	1	0	0	45	31	0	77
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	262	12	0	0	274
	Female	102	3	0	0	105
	Others	0	0	0	0	0
PG	Male	92	0	0	0	92
	Female	43	0	0	0	43
	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	34	34	14	9
	Female	11	13	14	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	85	92	63	57
	Female	42	29	30	19
	Others	0	0	0	0
General	Male	174	140	132	155
	Female	74	64	47	44
	Others	0	0	0	0
Others	Male	37	31	47	23
	Female	11	13	25	6
	Others	0	0	0	0
Total		470	416	372	316

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution has adopted the NEP's vision, which aims to establish a human resource base through high-quality education. The key NEP principles, such as diversity for all curricula and pedagogy with technological innovations in teaching and learning, were raised during a discussion among the faculty members. With the 2019 pattern, SPPU has revised its academic programs to include multidisciplinary and interdisciplinary audit, elective, and honors courses. Every program was developed to provide students with as much flexibility as possible to choose courses from different departments. It can be said that the University is actively attempting to put the NEP's suggestions into practice. It is possible to fully develop students' intellectual, aesthetic, social, physical, emotional, and moral capabilities so they can stop depending on government and private employment and instead prepare themselves for self-employment. The program learning outcomes, which identify the precise knowledge, skills, attitudes, and values, are also identified by the institute at the end.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per SPPU directives, NBNSTIC adopts a choice-based credit system and grading system for all its programs. Presently, the curriculum offers a 2019 course- outcome-based education pattern. A resolution about the ABC is approved by the Academic Council. Presently, institute officially registered in the ABC portal and started implementing the Academic Bank of Credits for our students.</p>
<p>3. Skill development:</p>	<p>The institute's vision is to promote quality, value-based education. The institution's pedagogy is student-centered, and the pedagogies of the faculties are constructivist, inquiry-based, reflective, collaborative, and integrative. The student's learning outcome is evaluated using summative and formative assignments and assessments. As a result, initiatives are always made to inspire learners to be optimistic. The institute also celebrates national festivals such as Republic Day and Independence Day. Organizing and participating in events that encourage students to cultivate good qualities, such as Yoga Day, and Environment Day, and also observing the death and birth anniversary of our national leaders. To give students, the opportunity to consider potential career paths after college, the institution also employs the</p>

	<p>approach of mentoring students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>One of the institute's objectives is to preserve and promote Indian languages. The institute celebrates days like "Marathi Bhasha Din" and "Hindi Diwas" in honor of the adoption of Indian languages. In future, we will adopt regional language for Engineering and Management education after implementation signal from affiliated university.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Institute also works to encourage students to acquire a positive attitude and other qualities that will help them lead good careers, as well as the awareness that learning is a lifelong process. All of the programs offer outcomes-based education that was crafted with both local and global requirements in mind. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The Course Objectives (COs) are also aligned with the PO-PSO philosophy. To implement the spirit of NEP, every course content has been prepared with due regard for macroeconomic and societal needs at large. Learning outcomes at all levels guarantee social responsiveness, ethics, and entrepreneurial abilities in addition to domain-specific skills. It has helped students in contributing proactive contributions to society's economic, environmental, and social well-being.</p>
<p>6. Distance education/online education:</p>	<p>The Covid -19 pandemic has spurred the institute to adopt digital platforms for engaging classes, and holding conferences, and meetings. Some of the institutional efforts toward blended learning have included the use of videos as teaching and learning aids, assignments, and revision for continuous evaluations. The faculties used a variety of technology platforms, including Google Classroom, Zoom, Google-meet, and Microsoft Teams. IIT Powai's Virtual Lab has enabled interaction on practical subjects between teachers and students from different geographical locations through online education. By combining online and offline resources, the institute has also paved the path for the adoption of a hybrid model of education. This might be viewed as the new norm that is also anticipated in the New Education Policy. At NBNSTIC, faculties are encouraged to participate in IIT Spoken, NPTEL etc. courses.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. NBNSTIC Electoral Literacy [EL]-Club is established to sensitize students and staff on their electoral rights. The club ensures the registration of the maximum number of participants as new voters. This club will function based on the rules stipulated by the Election Commission of India and the Government of Maharashtra.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. NBNSTIC has appointed Ms. Himani Shrivastava as the students' coordinator and Mr. Shishupal Yelgatte, Asst. Prof. is working as a coordinating faculty for EL-Club activity to spread awareness about voting and citizen rights. The EL-Club comprises one student representative from each class of Engineering and Management studies. After that Nodal officer will appoint students to work as Campus Ambassadors, Chairman, and Vice Chairman. NBNSTIC EL-Club is established to know citizen rights to grow our nation. Further, the institute will build a supporting system to make aware of voter registration ID's importance in the student and faculty community. It will strengthen the electoral participation of students and staff by performing various activities listed below: • Ballot Bistro: In this activity, students will discuss the electoral procedure, EVM awareness, etc., to increase the voting percentage. • Wall magazine: This club will provide students and faculty members to post articles, poems, drawings, and other compositions to educate and increase awareness and participation in the electoral process. • Debate Competition: Debates and discussions are a great way for the conversation to get going amongst the youth. • Motivators Invite: In this activity, informal interactive meets with non-partisan personalities and youth icons like activists and social entrepreneurs are invited. NBNSTIC EL-Club is representative in character to develop a culture of electoral participation, maximize informed and ethical voting, and follow the principles of 'Every vote count' and 'No Voter to be Left Behind.'</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include</p>	<p>Institute inaugurated NBNSTIC EL-Club on Jan 04, 2023, by Mr. Tejas Gujarathi, CEO of WE</p>

<p>voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Foundation, to sensitize the student and staff community about democratic rights, including casting votes in elections. Further, the club will also celebrate National Voters Day every year on Jan 25 with a Mock pledge in hybrid mode. It will uphold the democratic traditions of our country and the dignity of free, ethical, and peaceful elections to encourage the participation of the underprivileged sections of society, especially transgender, commercial sex workers, disabled persons, senior citizens, and fresh voters to vote in every election fearlessly and without being influenced by consideration of religion, race, community, caste, language or any inducement.</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>NBNSTIC EL-Club has surveyed at the institute level to list out students & faculty count who are registered and not registered for voting. A special registration camp will be arranged to register fresh voters. The club will also conduct mock polling activity to give experience-based learning of the democratic set-up. Further, awareness programs such as essay writing competitions, debates, elocution, inviting motivators for mock parliaments, etc., will also be organized to create more awareness regarding electoral procedures.</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>As per the norms of the Election Commission of India, institutes club representatives will arrange a special registration camp with the support of the District Electoral officer to enroll new voters above 18 years.</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
2168	2205	1975	2128	2640

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 179

File Description	Document
Upload supporting document	View Document
Institutional data in the 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
78	80	98	87	124

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
493.06	401.45	567.83	613.93	680.88

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:

NBN Sinhgad Technical Institute Campus (NBNSTIC) is one of the Institute of Sinhgad Technical Education Society (STES) affiliated to Savitribai Phule Pune University (SPPU), Pune, and approved by AICTE, New Delhi. The college strictly adheres to the curriculum prescribed by SPPU.

The institution methodically plans for the effective implementation of the curriculum. The detailed process is stated below:

- **Term Planning**

The Academic Monitoring Committee (AMC) prepares the academic calendar in line with the academic calendar prescribed by the Savitribai Phule Pune University (SPPU) in detail.

- **Subject Allocation of faculty and Preparation of Timetables**

Before the end of the term, each faculty submits their subject choices to the Head of Department (HOD). The electives are floated to students for selection. As per the preference of subjects, HOD assigns the faculty as per their expertise and communicated well in advance for proper Preparation. The timetable is prepared and displayed on notice boards before the commencement of the new term.

- **Course File Preparation by faculty**

Once the subject is allotted to the faculty, they prepare a teaching plan, course file, and Lab manuals.

The course file consists of three parts: Part A-Before the start of the Semester, Part B-At the End of the Semester/ Mid Semester, and Part C -Extra Activity Planning.

Part A includes Teaching Plan, Course Objectives, COs, PEOs, POs, PSOs, and COs, University Question Papers, and subject notes.

Part B includes Unit Test I: Question Paper, Attendance Record, Result, Sample Answer Sheets.

Part C includes Extra Activity Planning such as Industrial Visits. Lab Innovations, Skill Based Activity.

Train The Trainer(TTT) is one of the institute's program designed to align with course preparation.

- **Academic Monitoring Committee(AMC)/Internal Quality Assurance Committee(IQAC)**

Each faculty monitor daily attendance and Parents of absent students are informed by telephone. AMC continuously checks syllabus completion. Further, the Principal/Director takes a meeting of HOD along with AMC to take academic review, and suitable corrective measures are advised, if necessary.

The IQAC provides feedback about curriculum enrichment.

- **Budget Planning**

The yearly budget is prepared based on consumables and equipments requirements which is submitted to the Principal/Director. After sanctioning from the higher authority, the projected work is completed as per the standard process.

- **The selection process for projects/summer internships program**

HOD and Project Coordinator assigns project guide to final year students as per area of faculty specialization. The students are encouraged to get industry-sponsored projects.

- **Examination Evaluation**

Internal Evaluation is carried out as below: -

Test/Mock oral exams are conducted for students to test subject knowledge. External examiners appointed by the SPPU to assess the students in term work/practical/oral. Additional counseling is done for the students who need extra time to prepare for the examinations.

Students are assessed based on their performance in internal examinations, timely completion of practicals, assignments, tutorials and attendance. Faculties use this complete process of internal performance evaluation to identify and classify learners. Counseling sessions by teacher guardians(TG)/Mentor-mentee are beneficial in overcoming issues.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 72

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 35.45

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1409	931	663	428	510

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 into the Curriculum

Response:

The current curriculum has integrated all the above issues through core, elective, and audit courses.

1. Courses to address Professional Ethics and Human Values:

For almost all engineering programs, these courses are audit courses such as -Intellectual Property Rights, Soft Skills, Ethical Practices for Engineers, Employability Skill Development, Professional Ethics and Etiquettes, Code of Conduct, Ethics and values in IT, and Value Education. From A.Y. 2020-21 onwards, for the MBA program, two audit courses titled "Indian Ethos & Business Ethics" and Ethics & Social Responsibility have been introduced by SPPU.

2. Courses to address Environment and Sustainability:

The curriculum includes various courses that address the Environment, concern for the Environment, and awareness of environmental hazards. For example, in the first year of the engineering program. All engineering programs include a mandatory audit course in the semesters on 'Environmental Studies-I' and 'Environmental Studies-II' (based on the AICTE mandatory guideline). In addition, the university has incorporated compulsory audit courses at the 2nd, 3rd, and 4th-year levels in all programs, e.g., Power Generation Technologies, Sustainability, Green Building, Energy Audit and Management, and Water Supply and Treatment.

Institute has taken the initiative to sensitize and teach citizens' values, rights, duties, and responsibilities through activities mainly organized by National Service Scheme (NSS), Student Development/Welfare Organization (SDO/SWO), Staff/Student Grievance Committee, Anti-ragging committee, and AMC. It organizes expert lectures in the early days of their engineering education. Students are also engaged in the induction program and Audit courses which helps in the holistic development of the students. Throughout the year, NSS conducts activities such as visits to villages, and orphanage places, performs tree plantation, pollution awareness camps, etc., to preserve and sustain national, social, and environmental glory.

Institute creates awareness about human Rights as per constitutional obligation. The preamble of the constitutional duty is displayed in the college corridor. Internal Complaints Committee briefs about women's rights and gender equity through various activities.

NSS, as well as SDO/SWO divisions, make efforts to celebrate Constitution day. They make efforts to celebrate Independence Day, Republic Day, Yoga day, Environment day, Teacher's day, and birth anniversaries of great national heroes, etc., to revive the national spirit, duties, and rights defined by the Constitution. Further, the NSS unit regularly organizes various activities and annual residential camps to sensitize students about social responsibility.

File Description	Document
Upload Additional information	View 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: 57.06

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

Response: 1237

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 71.37

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
470	416	372	316	670

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
570	600	600	678	696

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 62.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	205	193	117	269

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
285	300	300	339	348

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

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

Response: 27.79

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 using ICT tools

Response:

The institutes focus on following student-centric learning processes, which motivate students from passive receivers of information to active participants in their learning process.

A. Experiential learning:

1. Project-based learning

Students are assigned projects and mini projects at various semesters of their academic learning—most of these projects are required to find solutions to actual social and industrial problems. Students participate in live projects sponsored by various industries to acquire practical skills and on-the-job training, which helps students to collaborate theoretical knowledge with practical applications.

2. Hands-on learning:

The Institute has well-equipped laboratories for each department with the required equipment, software and internet facility. The students get hands-on learning from faculty members during the laboratory practical sessions.

3. Industry Internships:

The course curriculum requires students to join internships in the industry for two to six weeks to get practical exposure to the theoretical knowledge acquired in the classroom.

B. Participative learning:

1. Activity Based:

Students are encouraged to participate in various technical and management events like programming contests, Hackathons, project competitions, etc., to nurture creative thinking.

2. Collaborative Learning:

In collaborative learning group of students work jointly to provide practical solutions for complex problems, complete a task/mini project, participate in debates or design a product.

3. Inquiry-based Learning:

Students use different resources beyond the classroom to investigate problems. It helps enhance their logical thinking and understanding by reviewing research papers, surveys, projects, journals, etc.

4. Peer Learning:

Students are engaged in technical and managerial discussions and case studies and work in groups to solve challenging tasks and industry problems under the guidance of peer leaders.

C. Problem-Solving Methodologies:

Students are encouraged to organize various technical events and participate in national-level technical events, which helps them to deal with complex and challenging social and technical problems, different tasks, assignments, or activities. Students work collaboratively to obtain solutions using inter-disciplinary knowledge, e.g., design and implementation of Software/Applications, design & building robots, etc.

Use of ICT tools:

ICT enables the use of digital educational resources and new pedagogical methods, establishing a quick and more active collaboration of students. Almost all the teachers from all the departments use ICT tools for effective teaching-learning processes. During the COVID-19 pandemic, all the classes, including practicals, were conducted online using Microsoft Teams, Zoom meetings, Google meet, Virtual labs, etc. Following are the various ICT tools and techniques used by faculty members and Institute to make teaching more innovative:

1. Digital social learning platforms (YouTube, NPTEL, WhatsApp, etc.)
2. Microsoft Team for Online lectures, sharing subject notes, question banks, and conduction of MCQ tests.
3. Open courseware (OCW) assignment.
4. Use of Virtual labs for conduction of Practical.
5. Sharing Videos Prepared by Faculty members on WhatsApp, YouTube, and Microsoft teams.

ICT tools helped improve the teaching-learning process, the student's academic performance, communication skills, and technical and management skills, making them industry-ready. The use of social networks has provided the possibility of creating work groups where students get exposure to discuss different topics and publish related content.

File Description	Document
Upload Additional information	View 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: 84.14

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
102	101	108	113	131

File Description	Document
Upload supporting document	View Document

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

Response: 17.13

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	17	18	16	14

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

The Institute adopted Savitribai Phule Pune University evaluation reforms and effectively implemented them as per the guidelines issued by the authority from time to time. The internal evaluation mechanism is developed to recognize the capability and talent of a student. Following are the evaluation reforms introduced by institute and the University.

College Examination Officer (CEO):

As per Savitribai Phule Pune University directives, the Institute has appointed a senior and experienced faculty member as College Examination Officer (CEO). The College Examination Committee is headed by the Principal, assisted by CEO and senior faculty members from each department.

Internal evaluation reforms:

- For student internal evaluation, a completely transparent system is set by the Institute, which is aligned with university norms. Institute has an examination cell for the smooth conduction of class tests, internal examinations, University Insemester and Endsemester examinations, and University Oral, Practical, Viva, and Project Presentation examinations. Evaluation criteria are set as per university norms. The Institute appoints additional examiners to conduct various examinations to support the above reforms.
- Term work assessment scheme, unit test & prelim examination pattern, presentation pattern, and mock practical/oral examinations marking scheme are communicated to the students at the beginning of the semester.
- The results of internal exams are declared within a week of the conclusion of the test. The subject teachers share the model answers with the students. The students go through their respective answer books and discuss their queries with the concerned subject teachers.
- In addition to the above reforms, the following parameters are also considered in the evaluation of students - attendance in theory class and practical sessions, understanding by the student, presentation skills of the student, timely submissions of the journal, write-ups, and assignments, performance in tests and tutorials, independent learning through projects and presentations, communication skill and oral examinations, etc.

University evaluation reforms:

- The CEO and Examination Committee schedule and executes the evaluation process with strict monitoring regularly.

- The internal squad of senior faculty members oversees the smooth conduct of University theory examinations.
- The internal/ external assessment mechanism is transparent, and the grievance redressal system is time-bound and efficient.
- Institute has adopted the following mechanisms for redressing the grievances of the students regarding internal and external evaluation both at the Institute and University levels.

Institute-level Grievance Redressal:

- 1.If a student raises any grievance in internal assessment, the concerned faculties discuss all the queries with the students and help them to solve it.
- 2.If the concerned faculty is unable to solve the grievance, it is reported to the grievance redressal committee through the Head of the Department.
- 3.Grievance Redressal Committee and respective department HOD solve such grievances amicably after discussion with concerned faculty and students.
- 4.If the grievance is not addressable at the department level, then the matter is forwarded to the Principal for further guidance and action.

University-level Grievance Redressal:

- 1.The Institute's examination section and college examination officer (CEO) redresses University evaluation grievances.
- 2.These grievances are forwarded to the university examination cell with a application of student, remarks by the Principal and CEO, and supporting documents.
- 3.Under the University evaluation redressal system, students can apply for photocopy, verification, revaluation, name change, etc.
- 4.Results of grievances redressal at the University level are communicated to students through the Institute.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Program and course outcomes for all Programs offered by the institution are stated and displayed on the website and communicated to students, teachers and stakeholders. Program Outcomes (POs) are based on the graduate attributes prescribed by the National Board of Accreditation (NBA). The institute defines Program Specific Outcomes (PSOs) as program-specific skills. The university has clearly defined the

course outcomes (COs) in respective syllabus of the department, which are mapped to the POs and PSOs by a team of senior faculty members of the respective program. These stated Programs and course outcomes are communicated amongst students, faculties and stakeholders in the following ways.

- 1.The vision and mission statements of the institute are displayed at various key positions in the department and on the institute's website.
- 2.POs are printed on the course syllabus and institute brochure and published on the institute's website.
- 3.The vision, mission, and POs are conveyed to the students during the orientation/ induction program.
4. Vision, Mission, and POs are discussed during parents' meetings organized by the department once per year.
5. Faculty members discuss vision, mission, POs, PSOs, and COs with the students at the start of the coursework every semester.
6. Vision, mission, PEOs, POs, and PSOs of the department are discussed during alumni meetings conducted once per year and when the alumni visit the institute.

The institution evaluates program outcomes (POs) and course outcomes (COs) using internal and external assessment tools. Students' performance in unit tests, prelim exams, assignments, seminars, and projects is considered for internal assessment. Students' performance in the insem exam, endsem exam, oral / viva, and practical are considered for external evaluation. Internal and external assessment tools are assigned weights of 20% and 80%, respectively.

Course outcomes (COs) Evaluation Process:

- 1.Marks scored by the students in all the internal and external assessment tools are entered in the database excel sheet.
- 2.Average percentage marks of all students in the previous three years' examinations are set as the target.
- 3.The number of students scoring marks more than the set target is counted. The count is converted into a percentage.
- 4.The average of all the attainment levels using internal tools is calculated.
- 5.Average of all the attainment levels by external tools is calculated.
- 6.20% of the average attainment level by internal tools and 80% of the average attainment level by external tools are added to calculate the CO attainment.
- 7.Average of all COs attainments is calculated to determine the overall CO attainment of the course.

Attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs):

The calculation of the attainment of POs and PSOs is done by using direct and indirect assessment tools. The direct tool is the value of CO attainment calculated using marks scored by the students in internal and external examinations, as stated above. The indirect tools include various feedback collected from the stakeholders such as students, alumni, employers, etc. Weights are given to these feedbacks based on their relevance to PO/PSO. Direct and indirect assessment tools are assigned weights of 80% and 20%, respectively.

Final PO attainment comprises both the Direct method and Indirect method. 80% of the direct and 20% of the indirect attainment levels are added to calculate overall PO/PSO attainment.

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

2.6.2 Pass percentage of Students during last five years

Response: 94.44

2.6.2.1 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
685	606	611	681	626

2.6.2.2 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
750	615	613	745	675

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.82

File Description	Document
Upload database of all students on roll	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: 4.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.025	00	1	1.625	0.08

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 and has initiatives for creation and transfer of knowledge

Response:

The institute has an ecosystem for innovation and development. It has established the Centre For Innovation Incubation & Linkage (CIIL) to encourage faculty and students to explore their innovative ideas. It has also established the Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC), and EDC (Entrepreneurship Development Cell) for nurturing budding entrepreneurs from the institute.

Choice-based credit system

The teaching-learning process at the institute is based on the Choice-based credit system of the SPPU. It encourages the students to undergo problem-based learning that gives them innovative knowledge helpful to the industry and society.

Industrial visits

Industrial visits for the students have been arranged for experiential learning at research organizations and industries like CDAC, Infosys, Katraj Dairy, Varasgao Power plant (Maharashtra Water Resources Department), Mahindra & Mahindra, Mapro and B&R Industrial Automation Pvt Ltd, etc.

MoUs

The institute organizes expert lectures and workshops about recent trends in technologies. Under the MoUs with companies like B&R Industrial Automation Pvt Ltd and Mahindra and Mahindra Pvt Ltd, students are provided with internships, live projects, and guidance on building the required competencies. Students understand the problem of industry and build custom solutions for the industrial problem.

National Conference on Cognitive Computing (NCCC)

The institute has motivated all the students to write and publish at least one research paper based on their final year project work. The institute's annual national conference (NCCC) mainly focuses on students' research from 2019-20. The students and junior faculty members are guided and motivated about publishing research papers in reputed journals, patents, copyrights registration, start-ups, consultancy, and pursuing Ph.D. Knowledge creation and transfer of knowledge are achieved through publications and project competitions.

Student exchange and faculty exchange program

The institute had a student exchange and faculty exchange program under Erasmus Mundus with Aalborg University-Denmark and GISFI (Global ICT Standardization Forum For India). Further, faculty members are encouraged to participate in and conduct different research activities, publish technical books, and present research papers at national and international conferences for knowledge sharing. The institute regularly organizes and encourages all faculty to participate in various Faculty Development Programs (FDP), workshops, and conferences.

Train the Trainer programs

The institute organizes Train the Trainer programs by the senior faculty to the newly joined faculty to transfer the knowledge on the methodology of teaching different courses. It also encourages the faculty to attend the training programs through guest lectures and expert lecture sessions at other institutions for knowledge sharing.

The institute motivates the faculty to pursue higher studies by offering study leaves for coursework completion. The library and laboratory resources are made available to the researchers for experimentation. This well-defined practice has helped the institute bring significant changes in outcomes amongst the students and faculties to present and publish papers in journals and conferences, organize and attend FDPs, STTP, seminars, workshops, start-ups, and file patents.

Outcome:

- Students regularly participate in national and international events like Formula SAE, Rocketry, SUPRA, and inter-college project competitions like PGCON, Aviskar (Inter university Research Project Competition hosted by Savitribai Phule Pune University), and Smart India Hackathon. (SIH)
- Students are doing industry projects from B&R Industrial Automation Pvt Ltd and Mahindra & Mahindra Pvt Ltd.
- Faculty deliver technology-related lectures to employees in Mahindra & Mahindra Pvt Ltd.

File Description	Document
Upload Additional information	View 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: 70

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
17	09	16	24	04

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 0.36

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
05	08	14	26	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 2.07

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
145	114	93	05	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

NSS

The institute has persistently taken a keen interest in increasing awareness about the social responsibilities of students towards neighboring communities. The work area is spread across the Pune district. The institute has witnessed a substantial increase in students' social participation. Under the banner of NSS, our students conducted 7-day camps in rural villages like Vajheghar(BK) and Gorhe (BK). During the camping period, students do the following activities in these villages.

- 1.Cleaning the area and increasing awareness about Swachh Bharat Abhiyaan
- 2.Spreading computer literacy among the village school children
- 3.Conducting street plays on social issues like sustainable development, child marriages, farmers' suicides, and environment protection.
- 4.Free dental and health check-ups for villagers with the help of SKN Hospital
- 5.School building minor renovation and beautification
- 6.Awareness about healthy living through yoga
- 7.Creating CCT (continuous contour trenches) in hilly areas for rainwater harvesting

Sinhgad Karandak

STES provides a national level platform-'Sinhgad Karandak' to introduce the youth to tap opportunities

each year, in technical, social, cultural and sports domain. The institute organizes and encourages its students to participate in Sinhgad Karandak's activities. Further, it also promotes participation in social issues like women empowerment, women's safety, and healthy living.

Purushottam Karandak and Firodiya Karandak

Institute actively encourages students to participate in state level prestigious cultural and theatrical competitions like Firodia Karandak and Purushottam Karandak. The Firodia Karandak and Purushottam Karandak are an annual inter-collegiate Marathi one-act play competition based on social issues where students from across Maharashtra state representing their respective colleges participate.

Group Discussion & Debates

Besides, we conduct Group Discussions & Debates in classes regarding social issues and green practices for development. The faculty members have used the strength of this institute in its ability to ensure the holistic development of students to contribute towards the needy part of society. Students visit orphanages, old-age homes, and special children's rehab centers annually. The help is provided in the form of books, food, and old clothes donations as per the requirements. Students spend quality time with these people, educating them or entertaining them.

Neighborhood community services

Students prepared lifesaving kits, including grains, medicines, and clothes, and distributed them to flood-affected areas in the Bhore district during flood conditions in 2019. Students also participate actively in the Jambhulwadi Lake side cleaning drive in the nearby place.

PRAYAS

'Prayas' Youth Forum and Social Awareness Foundation is a non-profit organization that promotes and supports educational and social development efforts in India. 'Prayas' is registered in SKNCOE, our sister concern institute, under the Societies Registration Act 1860, under the Government of Maharashtra. Many students from our institute participate in 'Prayas' activities.

Social issues

Students also participate in and organize blood donation camps on an annual basis with the help of SKN hospital. The society of the institute is constantly evolving to create 'equal opportunity for men and women from all sections of society. It aims to maintain a modern outlook with contemporary developments by emphasizing moral values, inculcating knowledge, and emulating quality-based education to students. To face national and global challenges, it seeks to pursue excellence towards intellectual resilience, moral upbringing, and vibrant cultural advancement at work. The institute is conscious of its role in campus-community partnership to upkeep its high-held esteem amongst the fraternity by producing dignified candidates towards labor and hard work.

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

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

Response:

The institute, in line with its mission and vision, has positively impacted the quality of standards of the neighboring community. It has accepted the techno-social responsibilities in the holistic development of its students and faculty. The institute encourages its students and faculty to participate in need-based activities under the NSS scheme. The activities range from sensitizing students towards environmental and social issues like cleanliness, gender equality, empathy for the weaker sections of society, mental health, education, computer literacy, tree plantation, blood donation camps, women empowerment, farmers' suicides, and many similar burning issues.

These activities encompass workshops, road shows, awareness programs, and camps in rural areas. The various non-government agencies equally appreciate students' efforts in the form of appreciation letters.

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 58

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	08	18	13	06

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

<p>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.</p> <p>Response: 27</p>	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The institute has the essential infrastructure required for an effective teaching-learning process, co-curricular and extra-curricular activities to fulfill the norms laid by the SPPU, DTE, and AICTE.

The physical infrastructure for UG and PG programs consists of 28 classrooms, 05 tutorial rooms, 51 laboratories, and 05 seminar halls.

- **Classrooms and Seminar Halls**

Adequate ventilation and illumination and are equipped with an audio-video system and ICT tools like PA system, LCD projector, and internet connectivity.

- **Laboratories**

Each department has well-equipped laboratories and a departmental library. Laboratories are equipped with state-of-the-art equipments like Programmable logic controller with control panel, Spectrum Analyzer, Power Scope, open source, and latest software such as Java, Python, Octave, R-Studio, CATIA V6, Mastercam, ANSYS, CREO, etc

- **Computing Equipment**

For Internet access and computing purposes, the institute has a massive network of 466 Computers which is dedicated to academics with 100 Mbps bandwidth.

- **Workshop**

The workshop consists of different facilities for imparting practical skills such as milling, fitting, carpentry, welding, and drilling using CNC, VMC, Centre Lathe, Bench-Grinder Machine, etc.

- **Drawing Hall**

The drawing hall is furnished with chalkboards, drawing boards, stools and drawing visualization models with capacity of 60 students.

- **Central Placement Cell**

A dedicated training and Placement cell at institute level has adequate infrastructure for training and placement activities.

- **Seating arrangement for faculties**

All the departments have furnished individual cubicle seating arrangement with internet facility for all the faculty members.

- **Hostel Facility**

Hostel accommodation for students (boys and girls) is available. The Institute has adequate space to accommodate boys and girls in boys and girls hostel respectively.

- **Fire Extinguisher**

Every floor has fire extinguisher made available to deal with the fire situation.

- **Facilities for Divyangjan students**

The institute take care of Divyangjan students by providing facilities such as a ramp, elevator, wheelchair and washroom.

- **Washroom and Drinking Water Facility**

All departments have separate washrooms with necessary facilities for boys, girls and staff members. A water cooler with water purification system is available at all departments.

- **Medical facility**

Institute has Campus Clinic, separate Boy's and Girl's Common room / Sick room. The Institute is using an ambulance service for medical emergencies offered by SKN Medical College and Hospital.

- **e-Governance Systems**

e-Governance system is used for academic, administration and placements for efficiently organizing, monitoring and analyzing various activities which enables automation in all the processes.

- **Sports and Cultural Centre**

The Institute avails a playground of 16733 Sq. Feet for sports facilities with the necessary equipments for outdoor games like Cricket, Football, Volleyball, Basketball, Lawn Tennis, Athletics, Kabbadi and indoor games like Table Tennis, Chess, Carom, Gym, and Yoga.

Institute also provides sufficient space for cultural events like Sinhgad Karandak.

- **Other Facilities**

The canteen facility, Photocopy centre, Laundry, Bank with ATM, Post office, General Stores, Cafe and Milk Parlor, Fruit Centre, Salon, Power Backup /Generator, Sewage Treatment Plant (STP) and Central Water Pump House are also available in the central campus.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 1.38

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.53	00	1.18	0.01	36.40

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The Central Library is a knowledge hub of the Institute. It is situated in a magnificent six-storied building

covering an area of 5730 sq. m. The NBNSTIC has a floor area of 1783 sq.m. in central library, with a reading hall of 1145 sq.m to accommodate 1000 students. It has access to remote e-resources like Knimbus, Nlist, and Delnet as well as Springer e-journal subscriptions. IEEE database is available through resource sharing module with central library of STES. It also has an access to 'Shodhganga' and Savitribai Phule Pune University's Jaykar Library. It is observed that an average of 109 students and faculty per day are visiting the library. Central library has a dedicated collection of literature books. Newspapers in English and Marathi are made available in the central library. The library offers Open access to its users. Autolib software was used for daily transactions. Presently, KOHA software as LMS consisting of thirteen modules for library operations.

Library Software Module details are as follows:

a. Cataloguing Module: Module is used for creating book database, retrospective conversation using MS-Excel worksheet.

b. Circulation Module: Module helps in all counter transactions as well as Library books, periodicals transaction activities.

c. KOHA Administration Module: In this module library rules are defined, working hour, holidays are also notified and students data can be separated course and year wise.

d. Acquisition Module: Book Purchase orders can be placed through this module.

e. Serial Control Module: Printed periodical and journal entries are done in this module, and it gives reminder for non-receive issue.

f. Report module: Reports are used to generate statistics, member lists, shelving lists, or any list of data in your database

g. WebOPAC: Using this module, users can search books by title, author, call number, etc. A separate terminal is kept in Library for WebOPAC Search. Users can search WebOPAC on their mobile with the following link: -

http://library.sinhgad.edu/cgi-bin/koha/opac-search.pl?id=&q=&limit=branch%3ANBNSTIC&weight_search=1

Strength:

- Fully equipped and spacious central library with rich collection of books and journals
- Digital library with access to national and international e-journals
- Central Library is open 360 days a year, providing a 24×7 reading hall facility with a cafeteria.

Library Rules:

1. Library Membership

- Membership is given to students for a academic year.
- Appointed teachers are members of Library.
- Membership is also given to Non-teaching staff.

2. Students

- Personal belonging and eatables are not allowed
- Books will be issued only on library Borrower cards.
- All Students are allotted two books at a time
- If a student fails to return the books on or before the return date, Rs. 2/- per day per book is fine.
- Reference books, Current issues of journals and Magazines are not issued to students

- If a book is lost by the borrower or damaged, new copy of the same book will be recovered
- If the student loses library borrower cards, Rs. 50 is paid as penalty.
- Maintain silence in the library.

3. Teaching & Non-Teaching Staff

- Every teacher is issued 10 books of her/his subject taught at a time for a semester.
- Non-teaching staff will be issued 02 books at a time.
- Faculties submits new books and Journals requirements to the HoD which is then forwarded to Principal/Director through Library Incharge.

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

4.3 IT Infrastructure

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

Response:

IT infrastructure facilities are created taking into consideration the requirements of all the stakeholders.

- Institute is having Campus agreement with Microsoft since last twelve years, for up-gradation of Windows Operating System and Microsoft Application Software.
- In this electronic communication era, internet communication is very important in the teaching-learning process. To fulfill the norms of AICTE and the University, the institute has a required IT infrastructure. Institute aims at providing futuristic facilities to its students so that they can utilize these resources to reach greater heights. To enable this, the institution updates its IT facilities as per the discussion in the LMC/Budget to provide the best facilities. Our classrooms are equipped with LCD projectors and supported by Wi-Fi connectivity. The entire campus is monitored by CCTV cameras installed at strategic places.
- The institute has a massive network of 415 computers with 100 Mbps fiber optic from TATA Communication and a Wi-Fi facility of 45 Mbps internet connectivity. A centralized firewall "Fortigate" is used for network monitoring, management, and internet security. Three-layer switching LAN is available for the entire campus. L3 D-Link (GIGABIT Switch) 24-port switch is present in the Server room of the institute which is connected to the Main L3 Cisco 24-port switch.

All floors and computer laboratories are connected in Star topology and 100 Mbps bandwidth is shared in LAN. An uninterrupted power supply (UPS) is available in a server room and office.

- Institute has a well-established language lab to enhance the communication skills of students. Two servers are available for the smooth conduction of various activities such as online examinations, webinars, online workshops, virtual labs, hosting proprietary software, etc.
- Enterprise Resource Planning (ERP) is deployed for effective academic planning, execution, monitoring, and analysis. ERP software is used for the automation of academic and administrative processes used in the institute, to maintain and analyze the data related to various processes of the institute. The server-based ERP software facilitates computerized processes for student admission, educational certificate generation, teacher parent's communication, examinations, leave management, attendance and academic monitoring, students' feedback, learning management system (LMS), etc.
- Internet connection are made available to all the faculty members at their respective locations. All the HoDs and IQAC coordinators are provided with computers for administrative work. The institute has a separate centralized as well as individual institute maintenance system to support the IT infrastructure, campus facilities, and equipment. All the IT facilities are periodically updated.

Today's students have risen up communicating and sharing experiences on social media sites like Facebook. Using the power of different networks and engaging content, institutes are using social media to attract students, interact with current students and stay connected with alumni. At the Institute level, two main platforms are available to communicate with students namely Facebook (<http://bitly.ws/xnVQ> & <http://bitly.ws/xnWE>) and YouTube (<https://www.youtube.com/@nssnbnstic1588>). Various activities and event details are posted on social media. Institute is having a biometric machine for taking attendance of faculty and staff members.

File Description	Document
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4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 4.89

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

Response: 443

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

<p>4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>Response: 26.19</p>

<p>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)</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>129.35</td> <td>94.40</td> <td>186.22</td> <td>150.46</td> <td>161.71</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	129.35	94.40	186.22	150.46	161.71
2021-22	2020-21	2019-20	2018-19	2017-18						
129.35	94.40	186.22	150.46	161.71						

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 67.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1680	1627	1416	1317	1429

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 42.61

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
1645	1837	680	265	310

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	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: 61.3

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
415	322	349	475	406

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
685	606	611	681	626

File Description	Document
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Institutional data in the prescribed format	View Document

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 29.91

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
22	08	08	19	07

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	20	85	52	26

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 22

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
06	00	09	06	01

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 21.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	41	35	25

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The institute's alumni association was established in the academic year 2017-18, Reg. No. MH/1123/2017/Pune, and the Registration date is 10/08/2017.

Our vision:

The alumni association of the NBN Sinhgad Technical Institutes Campus seeks to reach, serve and engage

all its alumni and students to foster a lifelong intellectual and emotional connection between the institute and graduates and to provide the institute with goodwill and support. Through establishing a vibrant, sustainable giving community of alumni, the vision is to mobilize and utilize its alumni's power, talents, experience, and leadership.

Objectives:

- To encourage the interaction between Alumni and Institute that can benefit mutually to both.
- To guide the institute's students for higher education, professional development, and being good human beings.
- To promote technical, extra-curricular, and co-curricular activities to increase alumni contribution.
- To mentor students of the institute on various professional careers and support them through various activities.
- To encourage and help students of the institute in cultural, sports, and extra-curricular activities.

Glimpsing the above objectives, the alumni association contributes in different ways to the betterment and development of our institute. Further, students also benefit in various fields, such as expert lectures, training, student placement, career guidance sessions, industrial visits, and mentoring. We conduct alumni meets every year to develop everlasting relations with our alumni. This engagement of alumni, in turn, is giving rise to mutual benefits.

The government has taken a lot of new initiatives, such as Make in India, Skill Development, etc., to cater to these new challenges to ensure that the growth continues unabated. NBN Sinhgad Technical Institutes Campus strongly believes in encouraging young engineering students, graduates, faculty, and staff to think beyond and become entrepreneurs, thus creating employment opportunities. Entrepreneurship Development Cell is established to encourage students and Faculty Members to consider self-employment as a career option. The cell requires Alumni's help to conduct entrepreneurship training through integrated courses. Alumni is working as a mentor to cater to the impact of Project plans as well as Financial Management in project-based learning.

The commercialization of projects developed at the institute in collaboration with Alumni as a result of incubation will greatly benefit the institute as well as society and will contribute to the economic resurgence of our nation.

Institute wants your help and support to develop Technology incubators and Social Incubators. The main goal of the Technology Incubator will find an Entrepreneurial Gap to Create Entrepreneurs through rigorous stimulation of Innovation to focus on development in recent technology. On the other hand, social Incubators will catch social gaps to Integrate Social categories for employment creation in the non-Profit Sector.

Outcomes:

Finally, the institute wants its alumni to reconnect and assist the next generation with their skills and knowledge with the following objectives:

- Encourage aspiring entrepreneurs among students by providing the appropriate guidance and mentoring as needed.
- Create a start-up ecosystem at NBNSTIC through the ED-CELL to help the start-up companies

they can prosper.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The Institute's development objectives are to ensure transparency and that the college's administrative activities are managed for a distinctive workplace culture with a well-established vision and mission.

- **Vision:**

We are committed to producing not only good engineers but good human beings, also.

- **Mission:**

The holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, and excellent academic and physical environment conducive to learning, creativity, and technology transfer. Our mandate is to generate preserve and share knowledge for developing a vibrant society.

- **Governance:**

STES-NBNSTIC has distinctive characteristics, which are satisfied through its mission in that the Institute empowers its students to become technocrats, researchers, administrators, and entrepreneurs. All these are achieved by inculcating professional values and ethics, leadership qualities, social awareness, and responsibilities. The Institute also believes in the holistic development of students and making the education process vibrant.

- **Delegation of the institutional governance:**

The Governance within the Institute consists of a governing body, a Local management committee, and internal quality assurance cell. The Management, Principal, Central Development committee coordinators, and IQAC frame and implement the policies that are in tune with the vision and mission, and governance of the Institute. The Principal holds meetings with department heads to review each department's processes and plans. Further, all the decisions, policies, and planning to improve the quality are discussed in the meetings. The policy statements and action plans are formulated after carefully considering all the stakeholders before implementation. LMC/CDC and governing body review these decisions, policies, and planning twice a year. Ultimately, the Management and Principal ensure that the Institute moves ahead with all planning.

- **Visibility of Institutional Practices :**

Every department prepares teaching plans as per the academic calendar before the commencement of each semester. It guides all curricular, co-curricular, and extracurricular activities, which are in line with the

vision and mission of the Institute. The Institute maintains effective coordination and monitoring with central and institutional committees formed for these activities. Furthermore, the Academic Monitoring Committee (AMC) monitors the enrichment of the teaching and learning process. This results in timely executions as well as identifying areas of improvement that achieve the overall development of the students by imparting dynamic education.

The Institute has taught the practices of decentralization and participative Management with a well-established mutual relationship among all stakeholders. Effective leadership is visible through designing, planning, implementing, and executing Institute quality policies. The Principal conducts meetings with heads to delegate different responsibilities to be performed by faculty members in line with the quality policy. At the end of every semester, meetings are conducted to review the efficacy of the policy. Further, the Management also ensures that opinions and suggestions made by employees are included in decisions that are implemented for institutional development. These reflect the participative Management of the Institute. Even the students are encouraged to organize the events independently with limited involvement of faculty members. The outcome of decentralized and participative Management is a generation of patents and copyrights; few teams are qualified for an inter-university hackathon, organize conferences for the students, and have industry-sponsored projects and publications in reputed research journals. The committee has been instrumental in policy decisions, such as rewarding employees with monetary benefits for various activities.

File Description	Document
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6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The Institute has well defined organizational structure for effective & efficient functioning. The organizational hierarchy consists of a governing body, academic and administrative setup, and various committees.

The Governing body comprises management members, distinguished educationists, nominated industry, the President, STES, Government Officers, AICTE, DTE, SPPU nominees, and faculty members. Further, LMC provides reports to the President (STES). In addition, all organization stakeholders are involved in decision-making and policy-framing procedures. The Management representatives are engaged in designing, planning, and implementing the policy. The Management, Campus Director, and Principal ensure that Institution is progressing with all the planning. This leadership strives to empower society by providing quality education.

A number of the policy decisions that reflect the effective and efficient functioning of the institutional bodies are as follows:

- Accreditation of the Institute
- Higher education promotion
- Encouraging the students to learn a foreign language.
- Establishing a center of excellence
- To encourage employees to improve the qualification
- To inspire faculty members to develop their skillset.

LMC, CDC, and governing body review these decisions, planning, and policies. Further, they also conduct regular meetings to monitor value addition in the academic development and effective implementation of policies. The action plans for such deployments are prepared under the guidance of the Principal and the Heads of the department for the overall development of the students. In addition, Central and Institute committees plan and ensure the timely execution of activities. AMC, IQAC helps monitor the functioning of teaching-learning, student, and institutional development in quality enhancement.

Appointment and service rules procedures also reflect the effective and efficient functioning as stated below:

- Approval of roster for recruitment from affiliated university (SPPU).
- Publishing the advertisement in Newspapers and institute portal.
- Conduction of interviews through panel members constituted by affiliated universities.
- Issuing appointment orders and joining selected faculties.

In line with the above Institute follows a two-level process (Institute & corporate) of recruitment through a committee constituted by Management if the procedure of recruitment through the affiliated university is likely to cause a delay in the appointment of faculties or to fill up the vacancies created due to resignations tendered by existing staff, termination, transfer, or death of the staff.

The strategic plan of the Institution since 1st cycle of NAAC includes:

- Establishing a center of excellence
- Foreign collaboration
- To develop collaboration with industry and other reputed institutes.

The Institute Perspective plan based on New Education Policy includes the following:

1. **Improvement in the Teaching–Learning** Process methodology by leveraging ICT tools, hybrid mode & more skill set improvement-oriented programs such as V-Lab, VAP, Short Training, etc. Faculties & students must be encouraged for more research with funds raised from Government and non-government organizations. Students will be motivated to learn additional foreign languages.
2. **The Institute will enhance more Industry – Institute Interaction processes.** It will tie up with alumni startups, Memorandum of Understandings for better interaction, industrial visits, and internships ultimately focused on improved student placement opportunities. Center of Excellence will be more active in entrepreneurship development.
3. **Extension Programs like the National Service Scheme (NSS) wing of the Institute will help to reach rural connections & more community-based programs & CSR activities.**

4. **The Institute will go for accreditation, Atal, and NIRF rankings for Quality Improvement & Assurance Measures.**

The Institute will encourage the faculties for higher education like Ph. D.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institute has a predefined of welfare measures for Teaching and Non- teaching staff as follows:

Employee Provident Fund (EPF): EPF is a scheme to help people save enough corpus for retirement. The Institute contributes 12% of the basic salary of all employees as a contribution to the EPF.

Gratuity: Gratuity is given by the Institute to employees for the services rendered by him/her during the period of employment. It is usually paid at the time of retirement, however, can be paid earlier provided certain conditions are made as per the Gratuity Act.

Staff quarters: Residential facilities on campus to employees as per the availability and request.

Maternity leaves: Female employees are given six months of maternity leave after completing a two-year probationary period. Extended maternity leave is also given, if required.

Campus clinic: Availability of campus clinic and doctor that provide free health checks for staff and

students.

On Duty Leave, and Earned Leave for Staff

Performance Based Appraisal system for Teaching staff

The Institute has a well-defined performance-based appraisal system for teaching staff. The Institute strictly follows all the essential recruitment and promotional policies as stipulated by affiliated university, AICTE, and DTE. Every employee completes the self-appraisal procedure in the prescribed format laid down by the governing body. Self-appraisal is done based on following points

PART A: Faculty

- Teaching-Learning and Evaluation related activities
- Results of Students
- Attendance of students
- Student Feedback
- Teaching Guardian /Class Teacher
- Guest Lectures were given to outsiders as an Expert
- Participation in:
 - Departmental Activities
 - Institutional Activities
 - Co-curricular Activities
- Qualifications acquired during the reporting period
- FDP/ Continuing Education Programs/Industrial Training etc. attended
- Participation in Seminar/ Workshop /Conference / Seminar
- Courses conducted as Coordinator Consultancy Work / or Externally Funded Industrial Liaison
- Research Projects Research Publications
- Books Published
- Membership in Professional Bodies
- Patents Obtained

- Research Guidance
- Involvement in student Research activities

PART B –HOD

- Integrity and Character
- Reliability / Dependability
- Punctuality
- Relation with Colleagues/stakeholders (Internal / External)
- Control over class and discipline
- Students Feedback
- Initiative to do work
- Involvement in conducting and arranging communication skills/personality development / VAPs
- Efforts are taken to overcome weaknesses in Teaching
- Overall Assessment
- Recommendations, if any

PART C: Principal

- Contribution at institute department level responsibilities
- Integrity of work
- Remarks of Principal

PART D

The Head of the department and Principal review the performance appraisal for all the staff. This is used in deciding regular increments, and promotions and for regularizing the staff after the probation period. All the faculty must qualify for the appraisal. The staff members who do not qualify minimum criteria are communicated by respective Heads of department. Thereafter, the Principal interacts individually with faculty members and tries to figure out their problems and difficulties for excelling in their performance.

The evaluation system for Non-Teaching staff:

The evaluation system for Non-Teaching staff is monitored on the parameters like attendance during the assessment year, quality of work completed, knowledge, supervisory ability, interpersonal relations, initiative, and cooperation. The head of the department assesses the performance and the Principal reviews the remark. After the evaluation concerned staff is directed for further improvement if required. Based on the reviews, the report is submitted to Management for further necessary action.

File Description	Document
Upload Additional information	View 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: 6.85

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
00	00	00	20	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

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

Response: 45.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
149	102	67	76	00

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
71	77	84	85	89

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

Strategies for mobilization and optimal utilization of resources and funds from various sources are: -

- Institute strictly follows the guidelines given by the society (Reference No: STES/FIN/2007-08/50 dated 25/05/2007) to mobilize the funds collected from collaboration with the industries and institutes with prior approval from the Principal and management.

1. Byelaws of Sinhgad Technical Education Society

2. Rules and Regulations laid down by the government from time to time

3. Conduction of Financial Audit is mandatory

- The institute has a well-defined procedure to monitor the utilization of available financial resources for an academic process as well as the development of infrastructure. The Institute budget is prepared each year after compiling requirements concerned recurring and non-recurring expenditures.
- The institute has constituted a separate purchase committee comprising heads of department and administrative staff. The purchase procedure such as calling quotations, preparing comparative statements, and negotiation meetings are followed for effective and efficient management of available financial resources.
- All the financial transactions are monitored by the institute authorities and management. Further, the budget is presented and discussed in LMC/CDC and governing body of the institute. The

resolution regarding budget approval is forwarded to the managing committee LMC/CDC as well as Governing body of the society for final approval. The approved budget for the academic year will be spent under various heads.

- Internal and external auditors are appointed by the institute and management. The books of accounts for each financial year of the institute are audited by the auditors. These audits are carried out in each half of the financial year. Finalization of the account is completed and audited statements are prepared in August/September of each financial year duly signed by the chartered accountant and Principal. These audited reports are submitted to the institute by a chartered accountant. The queries raised in the internal and external audit reports are reviewed by the management, Principal, and accountant. The necessary compliance is carried out toward the fulfillment of the queries raised.
- The Institute also has a well-defined financial policy that ensures optimal utilization of finances received from various sources. The government agencies provide scholarship funds from Samaj-Kalyan and EBC funds from DTE. Whereas, collaboration with NAT-TEST, Mahindra& Mahindra from non-government agencies are helping to realize the institute's vision and mission. The institute strictly follows the guidelines given by the society (Reference No: STES/FIN/2007-08/50 dated 25/05/2007) to mobilize the funds collected from collaboration with the industries and institutes with prior approval from the Principal and management.
- The management has given authority to the Principal for the organization and sanctioning of funds for various co-curricular and extra-curricular activities, technical activities, skill development programs, etc. The institute also has a standardized procedure for sanctioning funds for such activities and also for settlement of advance and passing of bills for payments. In addition, as and when required, the institute makes a provision for advance additional funds.

File Description	Document
Upload Additional information	View 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 is designed to establish and maintain a quality culture at the institutional level. Every college should have a system for internal quality control that can accommodate the many stakeholder needs while having the necessary structure and procedures. The institution's internal

quality assurance system is called the "Internal Quality Assurance Cell (IQAC)." The objective of the IQAC is to organize, direct, and supervise the colleges' activities in quality assurance (QA) and quality enhancement (QE).

Twenty committee members comprise the Institute's Internal Quality Assurance Cell (IQAC), which focuses on monitoring the teaching-learning process and improving Industry collaboration and quality placement.

- **Teaching Learning Process**

IQAC guides teachers in teaching-learning to concentrate on value-based education, which is accomplished rigorously following the SPPU requirements when implementing the academic calendar and the teaching plan. Additionally, it oversees whether academic activities are carried out and routinely evaluates the teaching-learning process. Assignments and internal exam question papers are maintained at a good standard, and the evaluation procedure is open. IQAC has developed and published a standard system for keeping track of the paperwork and supervising the students. Teachers recognized a need to organize programs based on stakeholder demands and needs periodically. When the pandemic was in effect, the hybrid mode of the teaching-learning process was successfully carried out as per university guidelines.

To determine program outcome attainment, all teachers calculate the course outcome attainment for their course(s) and report their results to the department coordinator. During the internal academic audit, the senior faculty members and HOD examine the calculation of the attainment. The required actions are planned and carried out if the attainment values exceed the given target. The concerned department keeps track of attendance and provides counseling to help students improve their overall development. At the beginning of the course, the subject faculty describe the course objectives to the students. Teachers and students are nurtured professionally through NPTEL, spoken tutorials, and course certifications. For examination, preparation time is provided as per SPPU guidelines.

- **Industry Institute Interaction**

Through MOUs, "Centers of Excellence," "Training," and "Technical Forums," IQAC has initiated an industry-institute collaboration to improve the interaction between the Institute and industry. Per the 2019 SPPU University curriculum, completing an internship by students is mandatory.

The central placement cell organizes and conducts various value-added programs based on the requirements of the industries. The employability skills program teaches students to develop all the necessary soft skills, including aptitude, communication skills, personality development, participation in group activities, and verbal and written abilities. Due to this, there are better placement opportunities.

The institution has established a separate Entrepreneurship Development Cell to create technopreneurs. Students also encourage more project-based learning to transform education into a precious human resource force. The Institute also provides resources that enable students and teachers to progress in academic and extracurricular activities. These facilities are regularly used, and a budget for expenses is devised each year.

File Description	Document
Upload Additional information	View 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); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: A. All of the above

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Measures to promote gender equity:

To create awareness of gender equity among students and staff, the Institute has an Equal Opportunity Centre. It provides equal opportunity to students and male and female staff for all activities and processes. It also provides opportunities for the recruitment and appointment of female candidates in various academic and administrative committees.

1. National Service Scheme (NSS)

The co-education institute organizes various programs under NSS to educate students about gender equity. All staff and students plan and execute awareness programs such as women empowerment, Nirbhaya activity (Nirbhaya Kanya Abhiyan), women's safety, etc. Students arrange and attend one residential in a rural area every year. They organize various activities, such as in villages where boys and girls participate.

2. Participation in Co-Curricular & Extra-Curricular Activities:

Institute has taken initiatives to promote gender equity among all students by making them participate in co-curricular and extracurricular activities. STES has organized events like Sinhgad Karandak, Neon, Techtonic, women's day celebrations, and inter-department sports competitions to promote harmony and inclusion. Girls teams of the Institute participate in various inter-collegiate/zonal level tournaments. The Institute provides equal opportunity/participation to boys and girls in drama competitions on multiple platforms.

3. Institutional initiatives to celebrate commemorative days:

The Institute always takes the initiative to celebrate commemorative days, events, and festivals to remember and disseminate their contribution to the overall development of society.

- **Republic Day and Independence Day:** Every year, the Institute celebrates Republic Day and Independence Day with great enthusiasm, where all staff and students gather at the campus level along with office bearers. The program starts with flag hoisting by the President/Secretary of STES, followed by the National anthem and cultural programs.
- **Teacher's Day:** Institute celebrates teacher's day on the 5th of September in remembrance of Shree Dr. Sarvepalli Radhakrishnan.
- **Engineers' Day:** Every year, the 15th of September is celebrated as Engineers day in honor of Bharat Ratna Mokshagundam Visvesvaraya. Institute organizes activities related to social issues and technical advancements.
- **International Yoga Day Celebrations:** Institute celebrates International Yoga day every year on

the 21st of June. Students and staff are motivated to perform Yoga and other physical exercises on this day under yoga trainers. Experts talks are organized to create awareness about Yoga.

- **Dr. Babasaheb Ambedkar Jayanti:** Institute celebrates Dr. B. R. Ambedkar Jayanti by conducting a cordial ceremony in his memory every year on the 14th of April.
- **Chhatrapati Shivaji Maharaj Jayanti** is celebrated on the 19th of February to commemorate our respect toward him.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and

responsibilities of citizens (Within 500 words)

Response:

The institute has taken following efforts/initiatives for providing an inclusive environment to enhance harmony towards cultural, regional, linguistic, communal socioeconomic and sensitization.

1. Each year the institute prepares an academic calendar to keep students, faculty and staff reminded of important dates throughout the academic semester. It reflects the information related to all days which are celebrated at the institute level.
2. To celebrate cultural diversity as well as to promote use of national languages, the annual magazine of the institute "Vivaswan" contains articles in different languages. The institute also celebrates Marathi Bhasha Divas, to inform students about the culture and achievements associated with language.
3. Every year, the NSS unit organizes a week-long residential camp in rural areas. Student performs street plays to make citizens aware of social issues such as farmer suicide, gender equity and women empowerment.
4. To protect the environment and preserve the ecosystem, the institute organizes activities like garbage collection, plastic paper collection, river-side cleaning, etc. These activities make our students aware of the duties of the responsible citizen supporting Swachh Bharat Mission.
5. The institute organizes blood donation camps to motivate students and staff members to donate blood voluntarily as social responsibility. This in return will help blood banks.
6. The institute always contributes at the time of natural disaster by supplying food and clothes donations through the NSS unit to the people of the affected areas.
7. To celebrate women's day, the institute organizes sessions for women employees and students to make them aware of safety, security and health issues.
8. The students of our institute collect garbage and plastic waste during the Swachh-dindi Abhiyan. Also faculty members actively participate in this activity.
9. The Student Development Organization of the institute looks after the protection of rights and supervises the development activities of students.

Institute has taken initiative to sensitize and inculcate values, rights, duties and responsibilities of citizens through activities organized by NSS, SDO, internal complaint committee, anti-ragging committee, staff/student grievance committee, Equal Opportunity Centre, Committee for Divyangjan students and Electoral Literacy Club (ELC).

Students and employees are sensitized about the constitutional obligations related to duties and responsibilities through the activities like tree plantation, Swachh Bharat Abhiyan, computer literacy sessions, yoga physical exercises, etc. NSS unit organizes various activities and annual camps to sensitize

students about social responsibilities. Institute takes remarkable efforts to celebrate Independence Day, Republic Day, yoga day and birth anniversaries of national idols to revive the national spirit, duties and rights defined by the constitution. The institute also creates awareness about human rights, constitution and obligations. The preamble of constitution obligation is displayed in the college corridor. Internal complaints/grievance committee sensitizes about women rights and gender equity to various activities like NSS and SDO. Voting Awareness Campaign is conducted to make students aware about voting rights. Institute takes efforts to inculcate values among students by organizing expert lectures on human rights. FE students are engaged in an induction program which helps in holistic development of the students. NSS conducts activities such as pollution awareness camps and tree plantations in order to preserve social, environmental values. Institute organizes social and techno social visits to old age homes, etc to make students aware of the responsibilities.

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

7.2 Best Practices

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

Response:

As we are committed to our students' Holistic development, we strive to achieve this by practicing various best practices that reflect our credibility for developing a vibrant Society.

BEST PRACTICES 1

1. **Title of the Practice:** Development of Creative Human Resource Force (CHRF)

2. **Objectives of the Practice:**

- To provide young minds an opportunity to showcase their skills and compete with like-minded individuals.
- To help students to develop their personalities with a competitive spirit.
- Built an ecosystem to promote leadership qualities and human values.

3. **The Context:**

The following are the initiatives adopted for CHRF:

- **Student Training Program (STP):** The Institute conducts STP in five modules based on Soft Skill Training. Module I and II provides training on communication skills such as Listening, Reading, Writing, and Speaking. Module – III includes training on technical Skills and refreshing Engineering fundamentals. Whereas, Interview Preparation, Practice of Group Discussion, and

Personal Interview are taught in STP IV. STP V covers Value Addition Program Training from outside experts to add value to the Curriculum vitae (CV).

- **Sinhgad Student Council:** It is an association with a perfect blend of clubs to produce competent students to face the newer challenges of today's globalized world through holistic development. This council provides a platform for students to support, share and excel in potential qualities.
- **Sinhgad Karandak** includes many sports, competitions, and technical and cultural events organized by STES. Our students, in large numbers, participate in multiple events and activities, helping them shape their personalities and academics. The details are given below:
 - **Technical: Tectonic / Spectrum:** Tectonic allows students to gather and participate in various interdisciplinary technology to showcase hardcore technical skills. The focus is to provide a structured competitive environment to students. It helps students with verbal communication skills and confidence to shape their careers.
 - **Cultural: Neon:** NEON is the annual cultural Intercampus and Inter College event organized for students to showcase their talent. Here, students are encouraged to participate in and organize various activities like a Stage play, Fashion show, Dance, Singing, and Drama.
 - **Sports:** The institute encourages students to practice and participate in various indoor and outdoor sports events. Students of our institute also participate in multiple intercollegiate and inter-University sports events.
 - **Value Added Program (VAP):** It is a set of programs delivered to students based on their interest in enhancing employability.
 - **Train The Trainers:** The institute organizes Train the Trainer(TTT) programs by the senior faculty to the newly joined faculty to transfer the knowledge on teaching methodology.

4. The Practice:

- Tectonic events are planned and scheduled by student coordinators, STES/ Institute heads, and faculty members.
- Tectonic event information leaflets were circulated to various institutes for their participation.
- The teacher motivates students to plan department-wise events.
- The concerned coordinators take reviews to observe the progress of the event.
- Participants' enthusiasm is ensured in all scheduled tectonic events.

5. Evidence of Success:

- Students have participated and won awards.
- Students can solve all assigned tasks effectively.

6. Problems encountered, and Resources required:

- Inadequate participation of students from outside Maharashtra state.
- Difficulty in accommodating these activities in scheduled academics.

BEST PRACTICES 2

1. **Title of the Practice:** Knowledge Transformation through Cognitive Approach (KTCA).

2. **Objectives of the Practice:**

- To share recent trends and multidisciplinary knowledge among students.
- To showcase their technical talent in the field of engineering and management.
- To improve the presentation and communication skills of students.

3. The Context:

To provide a common platform for engineering and management students to transform their ideas into wealth and help them to stand economically independent and strong. Taking this goal into consideration, the institute has initiated the following KTCA:

- **National Conference on Cognitive Computing (NCCC) for students:** Technological changes enforce skilled human resources to create more business opportunities. NCCC is vital in showcasing ideas to industry experts, faculties, and researchers. It also helps students to learn written and verbal communication skills. Here, students are divided into small groups based on their domain.
- **Project-Centered Education (PCE):**

The institution practices PCE, a student-centric pedagogy that effectively develops students' skills through project-based learning, mini-projects, and summer internship projects. It helps students to acquire a multidisciplinary knowledge transfer and development through active exploration of real-world challenges and problems.

- **Internship:** The goal is to promote students to the industrial environment to develop skilled human professionals. It will help students understand the administrative, social, and economic of business operations. Because of this, the institute assists students in finding their internship through the Internshala and AICTE portals and various platforms Central Placement Cell provides and individual staff contacts.
- **Language Lab:** Language Lab helps students to practice their listening and oral communication skills. Teachers interact with students regarding listening and observation with students.

4. The Practice:

- Teachers motivate students to select their projects from industry, Smart India Hackathon(SIH) portal, academicians, or Research Scholars.
- Review is taken from time to time to observe their progress.
- Students are asked to showcase their ideas by participating in NCCC Project Competitions.
- Session Experts composed of faculty members and industry personnel scrutinize their performance based on the methodology and findings.
- Selected groups are guided to equip them with the necessary skill sets to create employability.

5. Evidence of Success:

- Noteworthy participation of students in conference and paper publication
- Students can demonstrate competent verbal communication skills during examination and placement.
- Students can understand the significance of Time to Market via project and financial management
- Able to work as a mentor to guide projects.

6. Problems encountered, and Resources required:

- Challenging to get real-time problem statements from the industry.
- The pandemic situation has put restrictions on sponsored projects and Internships.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Sinhgad Technical Education Society (STES) legacy: STES established in 1993 is premier education institutes in Maharashtra. It was founded by visionary Prof. M.N.Navale to promote the noble cause of education. It was established with a well-defined objective to bring about holistic development of students and to create skilled human resources in various fields. Since its establishment in 1993 it has been the society’s mission to continuously improve its initiatives to achieve excellence in the education domain. Today the society has expanded to 13 best campuses, 12 discipline of education, 110 institutes and colleges in Pune and Maharashtra. STES has provided adequate infrastructure to all institutes under its umbrella. With this legacy over 29 years we have enriched the educational set up by offering quality education and dynamic Center Placement Cell (CPC) for students.

Empowerment through Employment - Central Placement Cell (CPC) : CPC established in 2002 ensures placement in reputed industries to all the students of 13 campuses.

Vision

To produce competent technocrats and managers those are good human beings and possess aptitude for research and leadership to serve the society.

Mission

Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant society.

Objectives:

- To develop national and international links with business organizations to be able to create meaningful relationships and opportunities for the placement of the students in the global job markets.
- To develop students who are globally employable and ready hands to industries.
- To strengthen and enhance industry institute partnership by way of campus connect.
- To create maximum opportunities for the placements of eligible students in the job market by establishing rapport with the industry people.
- To impart personality development training to students to face this competitive era.

Action Plan:

- To plan personality development programs.
- To create awareness of the different career options.
- To call experts from industries to keep the students abreast with current technologies.
- To organize campus interviews with the prime industries.
- To organize the visits and arrange the presentations in the different industries to enhance job opportunities.

In view with this students training programs are provided to enhance the employability opportunity as well as to prepare students for higher education. It comprises technical and non-technical skill sets equipped with soft skills. Communication skills, technical fundamentals and aptitude, research methodology and aptitude training, interview preparation and value addition programs. The training and placement process consists of a total five steps. In step one students training program and internal assessment is done. Further placement induction and registration process is completed followed by an employability test in step three. In step four pre placement processes are organized and conducted by recruiters, to provide information about the company. In step five the actual recruitment process is carried out and their selection is informed to students.

For the placement activities in- house ERP software/ GEMS/Calyxpod is used to create and manage student databases for placements. Further employability enhancement activities such as campus connect programs, webinars, corporate training, motivational sessions, alumni sessions are conducted to increase the placement count. In addition to that, industry visits and industry sessions are also organized to aware students of the corporate culture. The institutes also take initiatives to provide placements through internships to enhance the quality of students empowering them with skills that are globally at par. This has resulted in 365 plus visiting campus with an average package of 4.5 LPA and highest is 33.25 LPA. The central training placement team members are continuously working towards providing skilled human resources to the changing demands of the global market. The average placement count has reached 335.

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

5. CONCLUSION

Additional Information :

- **NAT-TEST** : Sinhgad Technical Education Society's NBN Sinhgad Technical Institute Campus has signed MOU with Senmon Kyouiku Publishing Co. Tokyo, Japan, for conducting Japanese Language NAT TEST in the month of February, April, June, August, October & December of every year. Ours is the All India First Centre to conduct Japanese Language TEST in Pune.

The Japanese Language NAT-TEST is an examination that measures the Japanese language ability of students who are not native Japanese speakers. The tests are separated by difficulty (five levels) and general ability is measured in three categories: Grammar/Vocabulary, Listening and Reading Comprehension.

The format of the exam and the types of questions are equivalent to those that appear on the Japanese Language Ability Test (JLPT). The Japanese Language NAT-TEST is designed and administered by Senmon Kyouiku Publishing Co., Ltd.

Administration of the NAT-TEST

The administration of the NAT-TEST is handled entirely by the Administration Committee of Senmon Kyouiku Publishing Co. (Shinjuku-ku, Tokyo, Japan). The tests are operated by the Regional Office of each country. The Committee provides Regional Offices technical assistance and support to operate the NAT-TEST correctly and ensure the integrity of testing.

Concluding Remarks :

- **Institution's Functioning:** The institute has well defined organizational structure for effective functioning. The governance within Institute consists of Governing Body, Local Management Committee and Internal Quality Assurance Cell (IQAC). The Management, IQAC, Principal and Institute level Coordinators, frame and implement the policies which are in tune with vision and mission of the institute.

Institute prepares a well-planned academic calendar in line with affiliated university before the commencement of each semester. The calendar lists down all the curricular, co-curricular and extra-curricular activities. The Institute maintains effective co-ordination and monitoring mechanism with departments and committees formed for these activities.

The institute has inculcated the practice of decentralization and participative management. Principal conducts meeting with the Heads, in order to delegate different responsibilities and roles to be performed by the faculty members in line with the quality policy. Further, the institute welcomes the innovative ideas, concepts and thoughts from the students, employees and involves them in decision making process.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. <i>Number of actual students admitted from the reserved categories year - wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>222</td> <td>212</td> <td>193</td> <td>117</td> <td>297</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>203</td> <td>205</td> <td>193</td> <td>117</td> <td>269</td> </tr> </tbody> </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 border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	222	212	193	117	297	2021-22	2020-21	2019-20	2018-19	2017-18	203	205	193	117	269	2021-22	2020-21	2019-20	2018-19	2017-18					
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2021-22	2020-21	2019-20	2018-19	2017-18																											
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>80</td> <td>98</td> <td>87</td> <td>124</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>17</td> <td>18</td> <td>16</td> <td>14</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	78	80	98	87	124	2021-22	2020-21	2019-20	2018-19	2017-18	15	17	18	16	14										
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78	80	98	87	124																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
15	17	18	16	14																											
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>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</p>																														

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	11	19	25	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	09	16	24	04

4.3.2

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

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

Answer before DVV Verification : 466

Answer after DVV Verification: 443

Remark : Edited as per clarification

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : Edited as per clarification

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations