SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI SHIVAJI INSTITUTE OF ENGINEERING AND MANAGEMENT STUDIES, PARBHANI

SHRI SHIVAJI INSTITUTE OF ENGINEERING AND MANAGEMENT STUDIES,
VASMAT ROAD, PARBHANI-431401
431401
https://ssiems.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shivaji Institute of Engineering and Management Studies is one of the premier Institute in the field of Technical Education was established in year 2010. The institute is located at Parbhani, Maharashtra region.

The institute is approved by All India Council for Technical Education, Government of India and is affiliated to the **Dr. Babasaheb Ambedkar Technological University, Lonere**.

In a short span of time, the institute has grown very fast and achieved a renowned position among the best engineering colleges in the Marathwada region.

The institute has highly qualified and experienced staff, well-equipped laboratories, a digital library, hostel facilities for girls and boys, an indoor sports complex, outdoor sports facilities and a gymnasium.

The institute, with its rich faculty resources, has strived to provide value-added, high-quality education with practical skills to provide all-round professional competence. The institute also provides industrial visits, field trainings, workshops and expert talks in association with various institutes as well as various industry experts by means of MOUs. The institute has organized well-planned co-curricular, extra-curricular and social activities under the National Service Scheme (NSS).

The Institute offers B.Tech. degree courses in four disciplines, i.e.,

- **Computer Science And Engineering**
- **Electrical And Electronics Engineering**
- **Civil Engineering**
- **Mechanical Engineering**

Vision

"Our vision is to become a beacon of hope and empowerment in the backward region, transforming lives through technical education, innovation, and sustainable development."

Mission

- We aspire to provide unparalleled access to quality education in the technical field for socially and economically backward classes, ensuring that no deserving student is left behind due to financial constraints.
- We are committed to fostering the educational and cultural development of the rural population, enriching communities with knowledge and opportunities for growth.
- We aim to set the standard for educational facilities by providing top-tier amenities, including state-of-the-art hostel accommodation, comprehensive physical education programs, and value-based education that nurtures character and integrity.

- Through education, we seek to catalyze social transformation, uplifting the common people and empowering them to shape their own destinies.
- We are dedicated to promoting intellectual, ethical, and cultural values among our students, while equipping them with the technical and professional skills needed to thrive in today's competitive job market, thereby contributing to economic development.
- We envision creating a wide-reaching technical education network that encourages mass participation in education, breaking down barriers and opening doors to a brighter future for all.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Shri Shivaji Institute of Engineering and Management Studies, Parbhani, stands out as a premier technical institution in the district, offering a unique blend of strengths that cater to the educational and holistic development of its students. Centrally located with excellent train connectivity, the institute is easily accessible, making it a convenient choice for students from various regions.

Affordability and Support: The institute offers affordable fees and a robust scholarship facility, ensuring that deserving students from economically backward classes are not hindered by financial constraints. This commitment to inclusivity is a core strength of the institution.

Safe and Supportive Environment: The campus provides a safe environment for girls, with comprehensive CCTV surveillance ensuring security and peace of mind for students and their families. The financially strong management, Marathwada Shikshan Prasarak Mandal, backs the institute, providing stability and resources for continuous development.

Exclusive Educational Offerings: As the only technical college in the district, Shri Shivaji Institute holds a unique position. The campus is environment-friendly, featuring a solar rooftop, rainwater harvesting and abundant greenery, creating a peaceful environment.

Infrastructure and Facilities: The institute boasts large infrastructure, including modern amenities and top-tier hostel accommodations. The presence of several sister institutes enhances collaborative opportunities and resource sharing.

Technological and Cultural Enrichment: With numerous MoUs and an MKCL satellite center, the institute fosters technological advancements and practical learning experiences. The availability of foreign language learning through the FLOA in German, French, and Spanish adds a global dimension to the education offered.

Community Engagement and Development: The National Service Scheme activities in rural areas highlight the institute's commitment to social responsibility and community service. Additionally, in association with the APJ Abdul Kalam Foundation, Rameshwaram, the institute conducts various programs, further enriching students' educational and ethical experiences.

Comprehensive Educational Ecosystem: The combination of these strengths creates a comprehensive educational ecosystem that not only focuses on academic excellence but also on the overall development of students, preparing them for successful careers and responsible citizenship.

The institute thus stands as a beacon of quality technical education and holistic development in the region, dedicated to empowering students and transforming lives.

Institutional Weakness

Fee Structure: The limited fee structure at Shri Shivaji Institute of Engineering and Management Studies, Parbhani, significantly constrains its ability to invest in and develop essential infrastructure. This financial limitation affects the quality of facilities, technological advancements, and the overall campus environment, thereby impacting the educational experience and resources available to students.

Staff stability: Due to mobility towards metropolises, high turnover rates among faculty lead to inconsistencies in teaching quality and disrupt the learning environment. This instability makes it difficult to maintain a cohesive curriculum and to build long-term relationships with industries for research and placement opportunities.

Limited industrial opportunities in the Marathwada region further exacerbate the issue of fewer placements. The scarcity of nearby industrial areas reduces the frequency and diversity of campus recruitment drives. This lack of local industry engagement is a significant barrier to effective job placement and professional growth for graduates.

Marathwada Region: The institute's location adds to its challenges, making it less attractive to prospective students and faculty. The geographical isolation can deter industry experts from visiting for guest lectures or recruitment.

Low admissions: This is another major concern. The combination of limited awareness about technical education in the region results in lower enrollment rates. This diminishes the student count and diversity, impacting the overall vibrancy and intellectual atmosphere of the campus.Additionally, there is a notable trend of student mobility toward metropolises. Many students prefer to move to urban centers for their education, seeking better facilities, broader opportunities, and more dynamic environments. This migration further reduces the local talent pool and challenges the institute's ability to retain bright and motivated students.

These weaknesses collectively hinder Shri Shivaji Institute's mission to provide quality education and robust career opportunities. By tackling these weaknesses head-on, Shri Shivaji Institute can strive to improve its educational offerings and make a more significant impact on the Marathwada region.

Institutional Opportunity

1. **Industrial Collaborations and Internships:** The absence of industrial areas in Marathwada presents a unique opportunity for Shri Shivaji Institute to pioneer partnerships with industries in other regions. By establishing strong collaborations and internship programs with companies in industrial hubs, the institute can facilitate campus recruitment drives, ensuring better job prospects for its graduates. This can be achieved through Memorandums of Understanding (MOUs) with firms willing to offer remote internships or periodic recruitment visits.

2. **Alternative Funding and Grants:** Operating as a self-financed institution, Shri Shivaji Institute has the potential to explore alternative funding sources such as government grants and private sector sponsorships. By actively applying for grants and engaging with alumni networks for donations, the institute can bolster its resources for infrastructure development, faculty hiring, and technological advancements, thereby enhancing the overall educational experience.

3. **Technical Education Awareness Campaigns:** The lack of awareness regarding technical education in the region can be turned into an opportunity for the institute to launch comprehensive awareness campaigns. These campaigns can target high schools and junior colleges, highlighting the benefits and career prospects of technical education. By conducting workshops, seminars, and open house events, the institute can attract a larger and more diverse pool of students.

4. **Communication Skills Enhancement Programs:** Addressing the communication barriers faced by students from rural backgrounds can significantly improve their academic performance. Shri Shivaji Institute can introduce specialized language and technical terminology training programs. Workshops on public speaking, professional communication, and technical writing can equip students with the necessary skills to excel academically and professionally.

5. **Financial Aid for Extracurricular Activities:** The institute can create programs and financial aid packages specifically aimed at supporting students' participation in extracurricular activities. This initiative would ensure that financial hardship does not impede holistic development, allowing students to engage in sports, technical events, and cultural activities.

6. **Networking and External Engagement:** Encouraging and facilitating student participation in events organized by other institutes and Dr. Babasaheb Ambedkar Technical University can broaden their exposure and networking opportunities. The institute can establish a dedicated club for student affairs to coordinate and support students' involvement in external competitions, workshops, and conferences.

Institutional Challenge

Economic and Social Challenges: The Marathwada region's overall economic and social underdevelopment is a major hurdle. The absence of a robust industrial area limits the opportunities for campus recruitment drives. Consequently, students face difficulties in securing employment post-graduation, impacting their career

prospects and the institute's placement statistics.

Financial Constraints: As a self-financing institution, Shri Shivaji Institute operates without substantial government support, relying heavily on student fees and government scholarships. This financial model can strain resources and limit the ability to expand facilities, hire additional faculty, and invest in advanced technology and infrastructure.

Awareness and Interest in Technical Education: There is limited awareness and appreciation for technical education in the region. This lack of awareness results in lower enrollment rates and a smaller pool of students with a strong interest in engineering and technical fields, which can affect the overall academic atmosphere and the institute's reputation.

Communication Barriers: Students often face significant communication challenges, which adversely affect their academic performance. Many students come from rural backgrounds where English language proficiency and exposure to technical terminologies are limited. This communication gap can lead to poor understanding of the curriculum and lower academic achievements.

Participation in Extracurricular Activities: The financial condition of many students is poor, limiting their ability to engage in extracurricular activities, including sports and technical events. These activities are crucial for holistic development and can enhance students' resumes and soft skills. However, the financial constraints prevent students from participating fully, thereby impacting their overall growth and college experience.

Low Engagement in External Events: Students show less participation in sports and technical events organized by other institutes in the region and by Dr. Babasaheb Ambedkar Technical University. This reduced engagement can be attributed to a lack of motivation, financial limitations, and logistical challenges. Such events are essential for exposure, networking, and skill enhancement, and the lack of participation diminishes these opportunities.

Infrastructure and Resource Limitations: Despite the large infrastructure, the institute may face resource constraints due to limited funding. This can affect the quality and availability of laboratory equipment, library resources, and other essential academic facilities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shri Shivaji Institute of Engineering and Management Studies (SSIEMS), affiliated with Dr. Babasaheb Ambedkar Technological University, Lonere offers well-structured undergraduate programs. The faculty at SSIEMS play significant roles in both universities, participating actively as conveners and members of the Board of Studies and engaging in various workshops, seminars and orientation programs conducted by Dr. Babasaheb Ambedkar Technological University,Lonere. Their involvement extends to university-level activities such as paper setting, assessment and implementation, reflecting their integral role in the academic ecosystem.

The institute follows a meticulously documented curriculum delivery and implementation plan, aligned with the

academic calendar of BATU University. This alignment ensures a smooth flow of academic activities, managed through various departmental and institute-level committees. These committees are instrumental in overseeing the academic progress of students and are monitored through a continuous assessment methodology designed to track and enhance student performance.

Despite the limited academic flexibility inherent in being an affiliated institution, the institute enriches its curriculum by offering content beyond the syllabus and value-added courses. These courses aim to impart transferable skills and life skills tailored to address recent technological advancements and stakeholder feedback. This approach ensures that the curriculum remains relevant and responsive to the evolving demands of industry and academia.

The institute also places a strong emphasis on sensitizing students to critical issues such as gender equality, environmental sustainability, human values, and professional ethics. The institute has established various committees dedicated to organizing activities that foster awareness and competence in these areas, promoting the development of creative and divergent thinking among students.

The institute's teaching, learning and evaluation processes are enhanced through structured feedback mechanisms involving all stakeholders. This feedback is systematically analyzed, and corrective measures are implemented to continually improve the academic environment and outcomes.

In summary, the institute through its robust curriculum delivery, continuous assessment and active faculty involvement, strives to provide a comprehensive educational experience. Its efforts to integrate value-added courses and address societal issues prepare students for both professional success and responsible citizenship.

Teaching-learning and Evaluation

Shri Shivaji Institute of Engineering and Management Studies, Parbhani, follows the admission guidelines set by the Director of Technical Education (DTE), Maharashtra State, and adheres to all reservation policies mandated by the competent authority. The institute maintains the prescribed teacher-student ratio and recruits faculty according to the guidelines of the affiliated university, state government and AICTE.

The institute emphasizes student-centric teaching and interactive learning techniques to cater to students from diverse backgrounds and abilities. A structured teaching-learning process is in place to meet the varied requirements of students. The learning levels of students are identified and considered in designing learning materials and evaluation processes. This focus on personalized learning is reflected through self-learning courses, ICT-based materials via the Learning Management System (MOODLE), enrichment courses, and methodologies such as experiential, participative, and collaborative learning.

To engage students in higher-order thinking, the institute incorporates seminars, projects, presentations, industrial visits, project-based learning, and internships into its curriculum. Highly qualified and experienced faculty members are recruited to impart knowledge effectively to students in specific programs.

Continuous Internal Evaluation (CIE) components are planned, disseminated, implemented, and monitored as per the academic calendar. The internal assessment system undergoes regular reforms to ensure robustness and transparency, with clear guidelines communicated to all stakeholders. The institute follows standard procedures for handling examination-related grievances.

Students are educated on Program Outcomes (PO), Program Educational Objectives (PEO), and Program Specific Outcomes (PSO), which are also displayed on the institute's website. The result is a comprehensive educational framework that supports student learning and development.

On average, 85% of the students graduate each year, reflecting the institute's commitment to effective teaching-learning practices and student success.

Research, Innovations and Extension

Shri Shivaji Institute of Engineering and Management Studies (SSIEMS), Parbhani, is highly proactive in fostering research, innovation, and extension activities. Recognizing that research motivates learners to explore knowledge and seek excellence, the institute's research committee provides comprehensive support and guidance to both faculty members and students. This support encompasses access to the latest equipment, advanced software, extensive library facilities, workshops, industrial visits, and expert talks, all contributing to a conducive environment for research at every educational level.

The institute has implemented relevant policies and practices, ensuring the availability of financial and skilled human resources to support research endeavors. Faculty members and students are encouraged to undertake both in-house and collaborative research projects within their expertise areas. Furthermore, students are sensitized to engage in community projects, fostering a research-oriented attitude among the entire academic body. This emphasis on research has led to a noticeable increase in paper publications in conferences and journals, with faculty members gradually engaging in sponsored research proposals and projects.

To further support research activities, SSIEMS provides financial assistance and other benefits to faculty and students, enabling their exposure to the research field. Regularly organized programs promote institute-industry interactions through expert talks, industrial visits, internships, and Memoranda of Understanding (MOUs). The institute places significant emphasis on sensitizing students to social and environmental issues. As part of its commitment to societal and community services, SSIEMS has established a National Service Scheme (NSS) unit that conducts various activities aimed at promoting social responsibility among students. These activities include cleanliness drives, health initiatives and environmental conservation efforts.

SSIEMS's comprehensive approach to fostering research, innovation, and community service not only enhances academic excellence but also instills a sense of social responsibility among students and faculty members. Through its proactive initiatives, the institute successfully cultivates a research-oriented culture and contributes positively to both the academic and local communities.

Infrastructure and Learning Resources

The institute has adequate infrastructural facilities for an effective teaching and learning process. The institute is bound by the norms provided by AICTE and the affiliated university, DBATU Lonere. The institute has a total land area of 11 acres, most of which is constructed with robust structures for academic purposes.

All the departments are fully equipped with the necessary infrastructure to meet requirements, including class rooms, seminar halls, tutorial rooms, laboratories, and sufficient space for conducting all academic activities. The institute has facilities for sports, a gymnasium, an auditoriumand a partially automated library.

There are an adequate number of classrooms with enough lights, ventilation, and ambience. One classroom in each department is equipped with an LCD projector for effective teaching and learning.

The institution has well-equipped laboratories, a language laboratory, a central computing facility, and a central workshop for different departments as per the requirements of the syllabus. The institute has a seminar hall equipped with an LCD projector and sound system.

The institute spends a sufficient amount of money on infrastructure development for continuous improvement every year. The institute has a well-equipped library with more than 12,000 books, including textbooks, reference books, and other books, and a sufficient reading room with furniture. The partially automated library has the facilities of a digital library, OPAC, etc., and has subscriptions to various national and international journals, such as J-Gate, DELNET, etc.

The institute has sufficient computing facilities, with more than 200 computers for staff and students. Computers are equipped with high-speed internet at 50 Mbps. Systems are networked using necessary equipment like routers and Wi-Fi. The computational facility is updated from time to time and as per the demands of the curriculum.

This big infrastructure of the institute has a well-established maintenance system for physical facilities and academic support facilities, providing smooth functioning of various facilities.

Student Support and Progression

The institute is dedicated to facilitating the seamless transition of students into higher education or employment. Despite being a traditional college, a significant portion of our students pursue further education upon completing their degree courses. Our Career and Counseling Cell, along with the Competitive Study Center, ensures comprehensive training and placement support for students. Moreover, we actively assist students in accessing various government scholarship schemes, with over 90 percent of our student body benefiting from these initiatives, including the Economically Backward Concession (EBC) provided by the state government.

Over the past five years, many more of our students have successfully placed in reputed national and multinational companies with higher packages and passed exams such as NET/SLET, GATE, JAM, and others, demonstrating our commitment to academic excellence. In accordance with the Maharashtra Universities Act, 2016, we have established a Students' Council, ensuring student representation in key decision-making bodies such as the Internal Quality Assurance Cell (IQAC) and the College Development Committee (CDC).

Complying with UGC norms, we have established an anti-ragging cell and a Cell for the Prevention of Sexual Harassment of Women, rigorously enforcing measures to prevent any instances of ragging within the college premises. The Students' Council serves as a platform for students to engage in both curricular and extracurricular activities, as well as to address any student-related concerns. Additionally, student representatives are nominated to serve on committees like the CDC and the IQAC.

Our Alumni Association, registered with an executive committee comprising alumni representatives, actively engages in alumni-related affairs. We regularly organize alumni meets, where alumni contribute both financially and academically to the college's growth and development.

Governance, Leadership and Management

Shri Shivaji Institute of Engineering and Management Studies, Parbhani, stands out for its commitment to quality education and inclusive decision-making. At the core of its governance and administration are well-defined policies and procedures, ensuring integrity and effectiveness.

The institute champions decentralization, actively involving staff in both academic and administrative realms. Its planning aligns closely with the institution's vision and mission, with numerous committees and bodies overseeing day-to-day activities.

Employee satisfaction is a priority, as evidenced by comprehensive welfare schemes including the Employee Provident Fund, casual and medical leaves, as well as support for higher education and knowledge enhancement. Faculty are encouraged to participate in various professional development activities like workshops, conferences, and skill enhancement programs, fostering a culture of continuous learning.

As a self-financed entity, the institute meticulously manages its financial resources. Systems and processes are in place for effective utilization, with regular internal and external audits ensuring transparency and accountability.

In its pursuit of academic excellence, the institute has established an Internal Quality Assurance Cell (IQAC). This unit is dedicated to driving continuous improvement, implementing quality reforms to enhance teaching-learning processes, brand visibility, and the integration of ICT for smoother operations across academic and administrative domains.

Shri Shivaji Institute of Engineering and Management Studies exemplifies a holistic approach to education,

fostering an environment where stakeholders are empowered, quality is prioritized, and innovation is embraced.

Institutional Values and Best Practices

Shri Shivaji Institute of Engineering and Management Studies has implemented a variety of initiatives aimed at fostering inclusivity, promoting gender equity, and engaging in community development.

Gender Equity and Safety Measures: The institution conducts gender sensitization programs, installs CCTV cameras for safety, and has dedicated committees to address concerns promptly. It also provides specific facilities catering to personal needs, ensuring a safe and inclusive environment.

Cultural Diversity and Heritage Celebrations: Proactive steps are taken to celebrate national and international commemorative days, festivals, and events, promoting cultural diversity and understanding among students. Assemblies provide a platform for students to share their knowledge and views on different cultures and festivals.

Inclusive Environment: Through lectures, events and celebrations, the institution promotes awareness and appreciation of diverse cultures, regions and languages. Initiatives like village lectures and the celebration of national festivals strengthen communal harmony and promote understanding among diverse communities.

Social Welfare Bank: This initiative aims to uplift the rural community by providing assistance to those in need. Various programs, such as cloth donation, book donation, and essential commodity donation, have been organized, fostering social commitment among students and faculty.

Eco-Friendly Campus Formation: The institution implements eco-friendly practices such as Swachh Bharat initiatives, plastic-free campus policies, and the installation of solar panels. These measures promote biodiversity conservation, sustainable resource use, and renewable energy sources, contributing to a pollution-free environment.

MKCL's iLike and KLiC Courses: The institution serves as an authorized learning center for MKCL's iLike and KLiC Certificate Courses, offering career-oriented courses to students. These courses aim to develop job-ready skills and bridge the gap between college education and careers in various sectors.

Overall, the institution's initiatives focus on creating a welcoming and inclusive environment, promoting gender equity, fostering community engagement and preparing students for future career opportunities. Through these multifaceted approaches, it aims to build a harmonious community committed to equality, social justice, and sustainable development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHIVAJI INSTITUTE OF ENGINEERING AND MANAGEMENT STUDIES, PARBHANI
Address	Shri Shivaji Institute of Engineering and Management Studies, Vasmat Road, Parbhani-431401
City	PARBHANI
State	Maharashtra
Pin	431401
Website	https://ssiems.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Anand Kachru Pathrikar	02452-234109	8788087097	02452-221958	director.ssiems@yahoo.com
IQAC / CIQA coordinator	Shripad Subhashrao Deulkar	02452-223529	9403688433	02452-221958	ssiemsnaac22@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	[View Document](#)

Details of UGC recognition

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

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

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

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	Shri Shivaji Institute of Engineering and Management Studies, Vasmat Road, Parbhani-431401	Urban	11	10911.83

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Mechanical Engineering,	48	HSC	English	60	7
UG	BTech,Civil Engineering,	48	HSC	English	60	12
UG	BTech,Computer Science And Engineering,	48	HSC	English	60	60
UG	BTech,Electrical And Electronics Engineering,	48	HSC	English	30	28

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	5				7				32			
Recruited	1	0	0	1	0	0	0	0	17	5	0	22
Yet to Recruit	4				7				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	5	6	0	11
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				21
Recruited	17	4	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	0	0	2
Yet to Recruit				1

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	18	5	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	505	0	0	0	505
	Female	202	0	0	0	202
	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	94	104	78	51
	Female	39	44	42	35
	Others	0	0	0	0
ST	Male	8	6	3	3
	Female	1	2	2	2
	Others	0	0	0	0
OBC	Male	81	84	58	36
	Female	21	22	25	29
	Others	0	0	0	0
General	Male	335	385	304	218
	Female	91	93	78	83
	Others	0	0	0	0
Others	Male	63	55	47	30
	Female	33	32	28	23
	Others	0	0	0	0
Total		766	827	665	510

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has undertaken comprehensive measures to align with the National Education Policy (NEP). Key initiatives include faculty development programs, technology integration, and infrastructure enhancements. SSIEMS is poised to effectively implement NEP guidelines and foster holistic education. Introduction: Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) recognizes the significance of the National Education Policy (NEP) in shaping the future of education in India. With a commitment to excellence and innovation, SSIEMS has proactively prepared to embrace NEP's

	transformative vision. Faculty Development Programs: Recognizing the pivotal role of educators in implementing NEP objectives, SSIEMS has organized faculty development programs focused on pedagogical innovations, research methodologies, and industry-relevant skills. Continuous training ensures faculty readiness to deliver quality education in accordance with NEP guidelines. Technology Integration: SSIEMS has invested in state-of-the-art technology infrastructure to facilitate blended learning, online assessments, and virtual labs. Leveraging digital tools and learning platforms enhances accessibility, collaboration, and engagement, enriching the learning experience for students and faculty alike. Infrastructure Enhancements: To accommodate the evolving needs of NEP-aligned education, SSIEMS has undertaken infrastructural upgrades, including modernization of classrooms, laboratories, and libraries. The campus environment promotes creativity, exploration, and collaborative learning, fostering holistic development. Conclusion: Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has demonstrated proactive preparedness for the implementation of the National Education Policy (NEP). Through faculty development programs, technology integration, and infrastructure enhancements, SSIEMS is well-positioned to uphold NEP's objectives of fostering creativity, critical thinking, and holistic development among students.
2. Academic bank of credits (ABC):	Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) has embarked on comprehensive measures to integrate the Academic Bank of Credits (ABC) system into its academic framework. Through curriculum adaptation, faculty training, technological infrastructure upgrades, and administrative support, SSIEMS is primed to effectively implement ABC, fostering student mobility, flexibility, and lifelong learning opportunities. Introduction: Recognizing the transformative potential of the Academic Bank of Credits (ABC) system in promoting flexibility, mobility, and learner-centric education, Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has undertaken proactive measures to prepare for its implementation. Curriculum Adaptation: SSIEMS has initiated a

	thorough review of its curriculum to align with the ABC framework, emphasizing credit-based learning outcomes and interdisciplinary course offerings. Flexible credit accumulation and transfer mechanisms facilitate seamless academic progression and cater to diverse learner needs. Faculty Counseling: To ensure effective implementation of ABC, SSIEMS has organized faculty training programs focused on credit-based pedagogy, outcome-based assessment, and student counseling. Faculty members are equipped with the necessary skills and knowledge to support students in navigating the ABC system and achieving their academic goals. Technological Infrastructure Upgrades: SSIEMS has invested in technological infrastructure upgrades to support the implementation of ABC, including student information systems, e-portfolios, and online credit management platforms. Seamless integration of digital tools enhances administrative efficiency and facilitates student access to their academic records. Administrative Support: SSIEMS has established dedicated administrative units to oversee the implementation and management of the ABC system. Clear guidelines, policies, and support services are provided to students and faculty to ensure smooth operation and effective utilization of the ABC framework. Conclusion: Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has demonstrated proactive preparedness for the implementation of the Academic Bank of Credits (ABC) system. Through curriculum adaptation, faculty training, technological infrastructure upgrades, and administrative support, SSIEMS is well-positioned to embrace ABC, empowering students with greater flexibility, mobility, and lifelong learning opportunities.
3. Skill development:	Introduction: SSIEMS recently collaborated with MKCL and FLOA Education for conducting new courses for students to update Knowledge. Recognizing the pivotal role of skill development in shaping students' career readiness and fostering innovation, Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has undertaken proactive measures to prepare its students for success in the evolving professional landscape. Industry Collaborations: SSIEMS has established strategic partnerships with industry leaders to design

	curriculum, offer internships, and conduct skill-oriented workshops. Collaboration with employers ensures alignment with industry demands and provides students with real-world exposure and practical learning opportunities. Hands-on Training Programs: SSIEMS offers hands-on training programs in collaboration with industry partners, focusing on technical skills relevant to various fields of engineering and management. Practical experience through laboratory work, projects, and industry visits enhances students' proficiency and confidence in applying theoretical knowledge. Soft Skills Workshops: In addition to technical competencies, SSIEMS emphasizes the development of soft skills such as communication, teamwork, problem-solving, and leadership. Regular workshops, seminars, and personality development programs equip students with the interpersonal skills necessary for professional success and career advancement. Entrepreneurship Initiatives: SSIEMS encourages entrepreneurial thinking and innovation through dedicated incubation centers, startup competitions, and mentorship programs. By fostering an entrepreneurial mindset, SSIEMS empowers students to identify opportunities, take calculated risks, and contribute to economic growth and societal development. Conclusion: Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has demonstrated proactive preparedness for skill development in alignment with the National Education Policy (NEP). Through industry collaborations, hands-on training programs, soft skills workshops, and entrepreneurship initiatives, SSIEMS equips students with the multidimensional skill set necessary for employability, leadership, and success in the dynamic global landscape.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) has embarked on a comprehensive approach to integrate the Indian Knowledge System (IKS) into its academic framework in alignment with the National Education Policy (NEP). Through teaching in Indian languages SSIEMS is poised to foster a deeper understanding and appreciation of India's rich intellectual traditions among its students. Teaching in Indian Languages: SSIEMS has introduced initiatives to facilitate teaching and learning in Indian languages, ensuring

	accessibility and inclusivity for students from diverse linguistic backgrounds. Multilingual instructional materials and language support services promote effective communication and comprehension, enhancing student engagement and retention. Cultural Immersion Initiatives: SSIEMS organizes cultural immersion initiatives to provide students with firsthand experiences of India's rich cultural heritage. Activities such as heritage walks, traditional arts workshops, and cultural festivals foster a sense of pride and appreciation for India's diverse cultural expressions, contributing to holistic development and cultural sensitivity among students.
5. Focus on Outcome based education (OBE):	Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) has prioritized Outcome-Based Education (OBE) in alignment with the National Education Policy (NEP). Through competency-based assessments, student-centric learning approaches, and continuous feedback mechanisms, SSIEMS is well-equipped to ensure holistic development and employability readiness among its students. Introduction: Recognizing the transformative potential of Outcome-Based Education (OBE) in fostering learner-centric approaches and aligning educational outcomes with industry requirements, Shri Shivaji Institute of Engineering and Management Studies (SSIEMS) in Parbhani has undertaken proactive measures to integrate OBE principles into its academic framework. Competency-Based Assessments: SSIEMS has implemented competency-based assessment strategies to evaluate students' mastery of learning outcomes. Assessments are designed to measure not only knowledge acquisition but also the application of concepts, problem-solving abilities, and practical skills, ensuring a comprehensive evaluation of student proficiency. Student-Centric Learning Approaches: SSIEMS promotes student-centric learning approaches such as project-based learning, experiential learning, and collaborative activities. These approaches empower students to take ownership of their learning journey, engage actively with course content, and develop critical thinking and problem-solving skills. Continuous Feedback Mechanisms: SSIEMS has established mechanisms for continuous feedback and improvement based on stakeholders' input, including

	students, faculty, employers, and industry experts. Feedback loops facilitate ongoing curriculum refinement, pedagogical innovation, and alignment with industry needs, ensuring the relevance and effectiveness of the educational experience.
6. Distance education/online education:	Virtual Learning Platforms: SSIEMS has developed user-friendly virtual learning platforms that facilitate interactive and engaging online instruction. These platforms offer features such as live lectures, video tutorials, discussion forums, and virtual labs, enabling students to collaborate with peers and interact with faculty members in real-time. Interactive Content Development: SSIEMS is committed to developing high-quality interactive content tailored to the needs and preferences of distance learners. Multimedia-rich course materials, e-books, simulations, and gamified learning modules enhance student engagement, comprehension, and retention, fostering a dynamic and stimulating learning environment. Student Support Services: SSIEMS provides comprehensive student support services to ensure a positive and enriching distance learning experience. This includes academic advising, counseling services, technical support, and access to digital libraries and online resources, empowering students to overcome challenges and achieve their educational goals.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club is set up at Shri Shivaji Institute of Engineering and Management Studies, Parbhani.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Electoral Literacy Club (ELC) at Shri Shivaji Institute of Engineering and Management Studies, Parbhani is set up and functional. The student coordinators, Mr. Sidhant Jogdand, Suraj Bidwai, Narendra Dahale, Kshirsagar Sarvadnya, and Geeta Kadam, along with the coordinating faculty members Prof. Vaibhav Surkutwar and Mr. Sandeep Chavan, have been appointed by the college. The ELC is representative in character, involving a diverse group of students and faculty in its activities and governance.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Clubs (ELCs) have implemented several innovative programs and initiatives to promote electoral awareness and participation: 1. Voluntary Contribution in Electoral Processes: ELCs encourage students to actively participate in various electoral processes, including voter registration drives and assisting district election administrations during polls. 2. Voter Registration Drives: ELCs organize voter registration drives not only for students but also for communities where students come from, thereby expanding the reach of electoral literacy. 3. Voter Awareness Campaigns: ELCs conduct extensive voter awareness campaigns to educate people about the importance of voting, electoral procedures, and their rights and responsibilities as voters. 4. Inclusive Participation: ELCs strive to enhance the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, senior citizens, etc., by organizing targeted outreach programs and providing them with necessary support and resources to exercise their voting rights.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes, there have been socially relevant initiatives undertaken by Shri Shivaji Institute of Engineering and Management Studies, Parbhani, in electoral-related issues. Some of these may include: 1. Surveys: Conducting surveys to assess voter awareness, attitudes towards elections, barriers to participation, etc., to inform targeted interventions and awareness campaigns. 2. Awareness Drives: Organizing large-scale awareness campaigns to educate the public about their voting rights, the importance of informed voting, and the electoral process. These initiatives reflect the college's commitment to promoting electoral literacy and fostering a culture of active citizenship and democratic participation among its students and the wider community.
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.	The Electoral Literacy Club (ELC) at Shri Shivaji Institute of Engineering and Management Studies, Parbhani, actively engages in registering eligible students above 18 years as voters. Efforts include organizing voter registration drives, providing assistance with filling out registration forms, and collaborating with the local election commission office. Additionally, the college has institutionalized

	mechanisms to ensure continuous efforts in registering eligible students as voters, aligning with the ELC's mission to promote electoral awareness and participation among the youth.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
766	827	665	510	569

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

2 Teachers

2.1

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

Response: 54

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	31	26	19	32

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
87.38	62.48	46.346	29.34	37.39

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Our institution has a clear and organized system in place to deliver the curriculum as planned.

At the beginning of each semester, the director of the institute conducts a meeting with all the HODs and the academic coordinator, takes a review of the activities to be conducted in the semester, and directs the preparation of the timetable of different activities to be conducted during the semester, such as the academic calendar, academic timetable, and co-curricular activities. In accordance with directions given by the director, the academic coordinator prepares the internal academic calendar of the institute, which is distributed among all the HODs. All the HODs, in turn, conduct the meeting of all the staff of the respective departments to direct the timetable in charge to prepare the timetable. The work load of theory subjects and practicals is distributed among the staff on the basis of their expertise and experience. The staff then prepares the academic file. The academic file includes the course objectives, timetable, teaching plan, syllabus, notes, attendance sheet of the students, previous year question papers, student's previous year result and marks of continuous assessment.

As most of the students who take admission to our college are from rural areas, comprehensible handwritten notes are prepared by the staff to meet the expectations of the students as well as to achieve the COs and POs of the subject.

Online classes provide flexible learning opportunities, enabling students to access course materials and lectures from anywhere. Mid-semester assessments, however, often require traditional paper-based exams to evaluate students' understanding comprehensively.

Attendance Record: Attendance is monitored on a regular basis and maintained. Students's attendance at both theory lectures and practical hours is maintained by every staff member. It is monitored by the Director and Academics Coordinator every month. Personal contact through a telephonic call is done with the parents of irregular students through mentors.

Result Analysis: Unit tests as scheduled by the university calendar are conducted at the due date, except for some local issues such as political and social strikes. The class in charge takes feedback from the staff and the students at regular intervals. If the staff fails to achieve the desired feedback, they are asked to take corrective measures. After mid-semester is done and maintained in the concerned department, the results are discussed and actions for improvement are taken.

In addition to the university-specified teaching hours, extra lectures and tutorials are conducted for the students for selected difficult subjects.

Internet facilities are available through wired and Wi-Fi networks for the access of e-books, e-journals, e-learning resources and NPTEL video lectures.

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

1.2 Academic Flexibility

1.2.1

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

Response: 09

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 22.42

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

years

2022-23	2021-22	2020-21	2019-20	2018-19
241	80	69	208	150

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute adheres to the curriculum set by the affiliated university. While the curriculum includes topics such as gender, environmental sustainability, human values and professional ethics, the institute also offers a range of activities aimed at raising awareness among students about these important crosscutting issues.

The existing curriculum includes a range of courses that cover topics such as gender, environment and sustainability, human values and professional ethics. These courses are available in different programs, including Community Services, Soft Skills, Professional Ethics, Environmental Engineering, Sustainable Development Planning, Human Values, Industrial Management, Business English, Basic Human Rights, Entrepreneurship Development, and Renewable Energy.

Gender:

SSIEMS is a co-educational establishment that places great emphasis on motivating and inspiring both male and female students to engage in a wide range of academic and non-academic pursuits.

The institution has established an Internal Grievance Redressal Committee to ensure the effective implementation of guidelines and to address any instances of sexual harassment. Additionally, the institute provides an online grievance resolution website for students to lodge their complaints. This committee also consistently organizes the following programs:

- International Women's Day
- Seminars on Health and Nutrition
- Seminars on Safety and Security

Environment and Sustainability:

To foster students' understanding of the environment and sustainability, the university's curriculum incorporates courses that aim to raise awareness. In their first year, all students are exposed to environmental studies, which instill knowledge about environmental concerns, the importance of conserving natural resources, and the promotion of sustainable lifestyles and development. Additionally, the institute endeavors to educate students on how to effectively address environmental and sustainability issues through different NSS Activities.

- Tree Plantation.
- Meri mati mera desh program.
- Cleanliness camp organized at Saba village.
- Expert talk on pollution-free India.
- Expert talk on environment conservation.
- Environmental protection and social responsibility camp.

Human Values and Professional Ethics:

To instill human values, students from all disciplines are taught a Basic Human Rights course. The curriculum includes subjects such as environmental engineering, communication skills, business communication and ethics, business ethics and organizational behavior. The students' understanding is reinforced through the use of case studies, projects, and various activities.

In addition to the curriculum the institute organizes, it adds value to the holistic development of students. The institute also organizes pre-placement training activities so that students are well-groomed and professional ethics are inculcated.

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: 58.88

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

Response: 451

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 37.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	122	68	47	93

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	210	210	270	300

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

2.1.2

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

Response: 33.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	42	27	31	42

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	105	105	150

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.53

2.3 Teaching- Learning Process

2.3.1

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

Response:

At our institute, the cornerstone of our educational philosophy is a student-centric approach aimed at empowering learners through engaging and inspiring methodologies. We prioritize the cultivation of critical thinking and creativity, utilizing a variety of strategies to enhance the learning experience. Here's an overview of how we achieve this:

Participative Learning:

We believe that learning is most effective when it is interactive and participative. Our regular classes go beyond traditional lectures, incorporating seminars, quizzes, debates, and brainstorming sessions to encourage active engagement and collaboration among students. Additionally, we provide separate sessions dedicated to the development of both soft skills and technical competencies, ensuring a well-rounded educational experience. To further enhance engagement, we utilize interactive multimedia resources such as videos and animations, which simplify complex technical concepts and make learning more accessible.

Experiential Learning:

We recognize the value of real-world experience in learning. Therefore, we offer various opportunities for experiential learning, including industrial and field visits that provide students with exposure to practical scenarios. Internship opportunities allow students to gain firsthand experience and insights into industry practices, while project-based learning encourages hands-on experimentation and problem-solving skills development.

Problem-Solving Approach:

Problem-solving is a crucial skill that we aim to develop in our students. Our curriculum integrates problem-solving methodologies into assignments and seminars, fostering critical thinking skills. Final year projects, whether industry-sponsored or independent, offer students the opportunity to apply their problem-solving skills in real-world scenarios. Continuous assessment tasks ensure ongoing evaluation and feedback, facilitating skill enhancement and growth.

Participatory Learning:

We believe in providing diverse learning opportunities beyond the classroom. Therefore, we organize regular workshops and seminars to augment classroom learning, providing additional opportunities for skill development. Leveraging platforms like NPTEL expands access to diverse learning resources, while active participation in various technical events fosters collaboration and knowledge exchange among students.

Student Engagement:

Engagement is key to a fulfilling educational experience. To this end, we organize a range of cultural and technical activities to promote holistic development. Additionally, our mentor-mentee programs provide students with guidance and support from experienced mentors, fostering personal and academic growth. Students actively participate in class seminars, assignments, presentations, and competitions, creating opportunities for experiential and participatory learning.

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: 65.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	42	42	42

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

2.4.2

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

Response: 5.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	1	1

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institution follows the mechanism set by the affiliating university and institute has set it as follows

·   The continuous assessment comprises 2 tests each of 10 marks and half hour duration, Mid Sem Exam (MSE) of 20 marks totalling to 40 marks. The tests are conducted by the college on the dates mentioned in the academic calendar. The remaining 60 marks are assessed by the Final examination conducted by the university.

·   Term Work marks distribution process is an important evaluation process in which parameters such as theory & Practical Attendance, Performance of student, teacher's assessment, Class test Marks are considered priority. The students are notified about parameters for their performance evaluation at the start of course.

·   The Continuous Assessment in laboratory course is carried out based on the laboratory experiments along with submission of a journal.

·   The marks of term work, practical and project examination are submitted online to the University.

 At University Level

If any grievances are reported after submission of examination form, the student section takes care to solve the grievances. Institute appoints an internal squad during examination to avoid any type of misconduct. Student section takes care of University evaluation grievances. The grievances if any are forwarded to the University for further Process. The process is as follows: The students can apply for photocopy of answer books then verification and then revaluation. The University examiners re-verify, reassess the answer books and revised marks if any, are notified to the concerned students. Procedure for Submission of Application for Revaluation of Answer Book(s) of Theory Paper(s):

1. A candidate can apply after receipt of photocopy (ies) of those answer book(s).

2. A candidate shall submit an application along with the requisite fees.

3. The application form has to be filled in and signed by the candidate only.

4. A candidate shall attach photocopies to the mark sheet.

5. Students shall submit their application forms along with the fees to the Administrative office of the college concerned.

6. The Principal of the college shall forward all applications for revaluation, along with the fees.

Terms Relating to Revaluation of Answer Book(s) of Theory Paper(s):

1. The revaluation of the answer book(s), however, shall not be permitted in respect of scripts of Practical Examination / Term Work / Internal Assessment / and Viva-Voce, etc.

2. A candidate shall note that the result of the revaluation of his/her answer-book(s) of the theory paper(s) shall be binding.

3. The benefit of the revaluation shall be given to a candidate if the original marks and the marks obtained after revaluation exceed.

At institute Level

1. A candidate has to submit an application regarding grievance to the class test in charge.

2. The class test in charge collects all the applications and submits them to the concerned subject teacher.

3. Subject teachers scrutinize all the applications and obtain the conclusion.

4. After finding a conclusion, a resolution has been made and conveyed to the students by displaying on the notice board.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

At our institution, we prioritize transparency and accountability in our educational practices, particularly in communicating the expected outcomes of our programs to students, parents and stakeholders. Here's how we ensure that program outcomes, program-specific outcomes and course outcomes are effectively communicated and understood:

Design and Approval Process:

Our faculty members collaborate to design program outcomes that reflect the overarching goals and objectives of each program. These outcomes undergo rigorous verification by Heads of Departments (HODs), the Internal Quality Assurance Cell (IQAC) head and ultimately approval by the Director to ensure alignment with institutional standards and objectives.

Communication to Students:

At the beginning of every academic year, teachers verbally communicate the program outcomes to students during orientation sessions and counseling sessions for new admissions. This ensures that students are aware of the expectations and objectives of their chosen programs from the outset.

Display on Institutional Website:

The program outcomes are prominently displayed on our institutional website, providing easy access to students, parents, and other stakeholders. This transparent communication ensures that everyone involved in the educational process is informed about the intended learning outcomes of our programs.

Display in Departments:

Course outcomes are displayed in the laboratories of respective departments using display boards. These boards serve as a constant reminder of the specific learning objectives associated with each course. Additionally, teachers further explain these outcomes during introductory lectures, ensuring that students have a clear understanding of what is expected of them.

Classroom Explanation:

Teachers take the responsibility to explain both program outcomes and course outcomes to students in the classroom. This ensures that students understand the broader objectives of their chosen program as well as the specific learning outcomes associated with each course.

Encouraging and Guiding Learning Outcomes:

We recognize that learning outcomes are not merely statements; they represent the desired knowledge, skills, and competencies that students should acquire. Therefore, we encourage and guide students to

actively engage with these outcomes, incorporating them into their learning journey and striving to achieve them.

Integration into Curricular and Extracurricular Activities:

Program outcomes, course outcomes, and learning outcomes are integral to the planning and execution of both curricular and extracurricular activities. Departments align all activities with the intended outcomes, ensuring that students have ample opportunities to develop the necessary competencies and skills.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Head of department and faculties of respective departments have taken good initiatives in this regard. Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are finalized and the same are displayed on the web site of Institution. There are certain ways to assess whether the programme outcomes have been achieved or not. The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment. The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes and Course Outcomes are as mentioned below:

1. End Semester University Examination: The students of the Institute have given the examinations as per the semester set by the university, through which the institution measures programme outcomes based on the course attainment level fixed by the programme.

2. Internal Assessment: The Continuous Assessment constitutes weightage of the total marks in each subject. The students are given assignments which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, viva etc. are conducted repeatedly in a semester to judge the performance of students on a regular basis.

3. Practical Assessment/ External Assessment: It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files.

4. Industrial Visit: Being a part of interactive learning, such educational visits give students a major exposure to real working environments along with a practical perspective of a theoretical concept relevant to their domain

5. Result Analysis: At the end of each semester, result analysis of each course is carried out the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs, PSOs and COs as specified by the university.

6. Internships and Placements: Students are encouraged to take up internships, projects, fieldwork, etc. The Placement Cell of the college helps and polishes the students according to industry standards and provides ample opportunities for students to get placed in esteemed companies. This helps them to obtain necessary skills and practical experience in their chosen discipline.

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

2.6.3

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

Response: 86.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
163	205	147	67	65

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

2022-23	2021-22	2020-21	2019-20	2018-19
207	210	155	87	89

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.67

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Shri Shivaji Institute of Engineering and Management Studies (SSIEMS), Parbhani, has indeed established an Institution's Innovation Council (IIC) on its campus in accordance with the norms set by the Innovation Cell of the Ministry of Education, Government of India, for the academic year 2022-23. This initiative is part of a broader effort to foster a culture of innovation and entrepreneurship within educational institutions across the country.Six programs conducted in last five years.

Institution's Innovation Council (IIC)

Purpose and Objectives:

- **Promote Innovation:** Encourage students and faculty to engage in innovative projects and entrepreneurial activities.
- **Support Startups:** Provide a supportive environment for the development of startups and new ventures.

- **Collaboration:** Facilitate collaboration between academia, industry, and other stakeholders.
- **Skill Development:** Offer training and development programs to enhance the innovative and entrepreneurial skills of students.
- **Competitions and Events:** Organize various innovation and entrepreneurship-related events, workshops, hackathons, and competitions.

Activities and Benefits

- **1. Idea Generation and Incubation:**

Regular idea generation sessions, brainstorming workshops, and ideation competitions to nurture creative thinking.

Support for incubation of promising ideas through mentorship and resources.

- **2. Workshops and Training Programs:**

Conduct workshops on innovation, intellectual property rights (IPR), design thinking, business model canvas, and more.

Training programs focused on enhancing technical skills, leadership, and business acumen.

- **3. Industry Interaction:**

interactions with industry experts, entrepreneurs, and innovators through guest lectures, panel discussions, and networking events.

Encourage internships and collaborative projects with industry partners.

- **4. Funding and Support:**

information about funding opportunities from various government and private agencies.

Assist in preparing proposals for funding and connecting with potential investors.

- **5. Competitions and Awards:**

Organize and participate in national and international innovation competitions.

Recognize and reward outstanding innovative projects and entrepreneurial initiatives.

Impact

The establishment of the IIC at SSIEMS is expected to significantly enhance the innovation and entrepreneurial ecosystem of the institute. By providing a structured framework and necessary resources, the council aims to:

- Inspire students to take up innovative projects.
- Create an environment conducive to the growth of startups.
- Increase the employability and entrepreneurial potential of graduates.

Contribute to the socio-economic development of the region by fostering innovation-driven enterprises.

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: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	3	0

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: 0.22

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	2	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0

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

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

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The extension activities carried out in the neighborhood community by our institute are as follows:

Blood Donation camp: Blood donation camp is organized on the occasion of birth anniversary of Chatrapati Shivaji Maharaj. Students and staff members enthusiastically take part in this event and donate blood. With each donation, hope surged, knowing that every drop of blood given would make a difference in someone's life.

Yoga Day celebration: The ancient practice of yoga, finding peace, balance, and inner strength amidst the chaos of modern life. To encourage the students and faculty to adopt this approach our institution always celebrates the International Yoga day. With a sense smile and a calm demeanor, the yoga trainer gracefully guided through the intricate postures and breathing exercises.

Tree Plantation: In the face of escalating climate change and deforestation, the need for tree plantation has become more urgent. Tree plantation programme is conducted every year in college campus to maintain the ecosystem and mitigate the problem of pollution. By planting trees, we not only combat climate change and protect ecosystems but also ensure a sustainable future for ourselves and generations to come.

Health Programme: An ancient system of medicine emphasizes the balance of mind, body, and spirit. The institution has also conducted a health programmes by organizing knowledgeable speech by expert. By focusing on restoring harmony and balance within the body, health programs support overall health and leading to improved quality of life.

Cleanliness Programme: Improved cleanliness leads to reduction in illnesses, and benefits both individual and society. This was organized on the occasion of Independence Day. Many students take the

part enthusiastically in cleanliness programme. Cleanliness programs gives a sense of civic responsibility and community pride, as individuals come together to beautify and maintain their surroundings. All campus is cleaned by students under the guidance of faculty members.

These extension activities play a very vital role in the development of student's personality. In extension activities students develop important life skills such as teamwork, communication, and time management. These activities make the students more confident with great leadership qualities. Through these activities there is improvement in student's critical thinking and problem solving ability.

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:

Shri Shivaji Institute of Engineering and Management Studies in Parbhani is not just a hub of academic excellence; it's a beacon of social responsibility and environmental stewardship. Among the numerous ways the institute contributes to the community, two standout initiatives have garnered notable recognition: The annual Blood Donation Camp which is recognised by civil hospital parbhani and tree plantation is recognised by Chief Conservator of forest Territorial Aurangabad.Total three appreciation from government bodies received by institute.

The institute's commitment to altruism and community welfare is exemplified by the fervor with which it organizes the Blood Donation Camp. This noble endeavor coincides with the Birth Anniversary of Chatrapati Sivaji Maharaj, a revered figure in Indian history known for his valor and compassion. The timing is not coincidental but rather a deliberate gesture, symbolizing the institute's homage to a great leader by engaging in an act of service that epitomizes selflessness. Held within the premises of the institute, the Blood Donation Camp is a rallying point for faculty, students, and non-teaching staff alike.

The participation is not merely obligatory but stems from a deep-seated understanding of the significance of blood donation. Faculty members lead by example, demonstrating their unwavering commitment to

the cause. Students, inspired by their mentors' dedication, eagerly step forward to contribute, realizing that their small gesture can potentially save lives. It's a collective endeavor, fueled by empathy and a shared sense of duty towards society. The accolade bestowed upon the institute by the civil hospital in Parbhani is not just a recognition of its organizational prowess but a testament to its humanitarian ethos.

In addition to its humanitarian endeavors, the institute is also deeply invested in environmental conservation. Recognizing the pressing need to combat climate change and preserve the planet for future generations, the institute spearheads an annual Tree Plantation Drive. This initiative is not merely about planting saplings; it's about sowing the seeds of a sustainable future. Every year, the campus is adorned with new additions to its green cover, creating an oasis of tranquility amidst the bustling academic environment.

The significance of this initiative goes beyond aesthetics. The trees not only provide shade and respite from the scorching sun but also serve as a natural carbon sink, mitigating the effects of greenhouse gas emissions. Moreover, they create a conducive environment for learning and growth, fostering a sense of harmony between humanity and nature. The accolade received for the Tree Plantation Drive is a testament to the institute's commitment to environmental stewardship and its proactive approach to sustainability.

In conclusion, Shri Shivaji Institute of Engineering and Management Studies stands as a shining example of an institution that goes beyond the conventional boundaries of academia. Through initiatives like the Blood Donation Camp and the Tree Plantation Drive, it not only enriches the lives of its members but also leaves an indelible mark on the community and the planet. As it continues to inspire and lead by example, its legacy of compassion and environmental consciousness will endure for generations to come.

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 organized forums including NSS/NCC with involvement of community during the last five years.

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	6	4

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

3.5 Collaboration

3.5.1

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

Response: 10

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Provision of adequate infrastructural facilities for teaching and learning has always been a priority area for the Institute. The Institute has a total land area of 11 Acres of land which is constructed with robust structures for academic purposes.

The Institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. All the departments are fully equipped with the necessary infrastructure to meet requirements with class rooms, seminar halls, tutorial rooms, laboratories, and sufficient space for conducting all academic activities as below.

Classrooms:- There are 14 classrooms and tutorial rooms. Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. Out of these 14 rooms ,3 rooms have LCD Projector facility for effective teaching learning process.

Laboratories:- Institution has well equipped 35 laboratories, Computing Facility and central workshop for different departments as per syllabus. The Institute has Laboratories with state of the art infrastructure with required equipment and machinery for the students to carry out Practical courses, projects and research work. All laboratories are operational, and well maintained not only for carrying out curriculum oriented lab practical but also to carry out of box experimentation.

Library Facilities :- Institute has a well equipped Library with 12510 books including textbooks, reference books and other books and sufficient reading room with furniture. The automated library has the facility of Digital Library, OPAC etc. and has subscriptions to various national and international journals, J-Gate, DELNET etc

Seminar Hall: The Institute has a seminar hall equipped with LCD projector and Sound system. This hall is regularly used for conducting different curricular, co-curricular and extra-curricular activities.

Computing Facilities: Institute has sufficient computing facilities with 222 computers for staff and students. Computers are equipped with high speed internet of 50 Mbps speed. Systems are networked using necessary equipments like routers, Wi-Fi. The Computational facility is updated from time to time and as par demand of curriculum.

Software: ERP software is being utilized for efficient management of all processes at the Institution. Accounts Section, and Student Section and various departments utilize ERP software facilities.

The importance of extracurricular activities on Institute campus is well established. The Institute encourages and facilitates the students to participate in various activities to ensure the development of various skills like leadership, team spirit and holistic development. A Sports coordinator along with a team of faculty members looks after the sports activities of the institute.

The college has following Outdoor and Indoor sports and Cultural facilities.

Indoor Sports: Chess, Carom, Badminton etc.

Outdoor Sports: Cricket, Volleyball, Kabaddi etc.

Cultural Activities: Each year institute conducts Annual Social Gathering named YUVABEAT. Various cultural events like singing, dancing, and drama etc. are conducted during Annual Social Gathering for overall development of students..

Each year the institute celebrates yoga day as per instructions for healthy life.

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

4.1.2

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

Response: 24.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.37	0.34	34.97	0	2.46

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Libraries serve as the nucleus of academic institutions, nurturing a culture of learning, research, and innovation. The Library at Shri Shivaji Institute of Engineering and Management Studies, Parbhani, stands as a beacon of knowledge, equipped with a rich array of resources and modern facilities to support the academic endeavours of students, faculty and researchers. With its comprehensive collection of books, journals, digital resources, and state-of-the-art amenities, the library plays a pivotal role in nurturing intellectual growth and academic excellence within the institution.

Library spread in area of 410 SqM with reading room capacity of 150 students. Library is also having night library facility during exam period. Library is covered with CCTV cameras. At the heart of the library's offerings lies its extensive collection of resources with 12510 books. The library boasts a diverse range of syllabus books of disciplines including Mechanical Engineering, Computer science and Engineering, Civil Engineering, Electrical Electronics Engineering, and Applied Sciences. Additionally, the collection includes reference books, handbooks, and national and international journals, providing users with authoritative and up-to-date information to support their academic pursuits.

Recognizing the importance of staying abreast of advancements in specific fields, the library offers specialized National and International printed journals,CDs,DVDs etc catering to disciplines such as Mechanical Engineering, Computer science and Engineering, Civil Engineering, Electrical Electronics Engineering, and Applied Sciences

In alignment with the digital age, the library leverages technology to enhance accessibility and convenience for its users. With memberships to prestigious digital libraries and repositories such as DELNET, J-Gate Plus, NDL National Digital Library, DBATU E-Resources, and AICTE-e-Kumbh, students and faculty gain access to a vast array of digital resources, including academic journals, e-books, research papers, and more. These collaborations not only expand the library's collection but also facilitate

interdisciplinary research and collaboration on a global scale, enriching the academic experience for all stakeholders.

The library is equipped with modern amenities and facilities to cater to the diverse needs of its users. Utilizing a barcode system and library software, the institution ensures efficient management and organization of its vast collection, facilitating easy retrieval and tracking of resources. Additionally, the library offers an Online Public Access Catalogue (OPAC), enabling users to search for resources remotely and access information with ease. Furthermore, the availability of reprographic facilities, digital library, and internet access enhances the research capabilities of users, enabling them to access and disseminate knowledge effectively.

In addition to academic resources, the library also provides access to a wide range of newspapers, including prominent publications such as Times of India, The Indian Express, Dainik Bhaskar, Lokmat Samachar, Sakal, Loksatta, Maharashtra Times, Deshonnati, and Punyanagari, Lokmat etc. This diverse collection of newspapers ensures that users stay informed about current affairs and developments across various domains, further enriching their academic experience.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

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

Renowned for its outstanding IT facilities, our institute boasts a comprehensive network comprising 222 computer systems. Each department is equipped with an ample number of computers in their laboratories, intricately connected via LAN to meet curriculum requirements. Recent upgrades have elevated the standard, with the computer systems transitioning to i3 and i5 configurations. Moreover, investments in new laser printers with scanners have enhanced printing capabilities across the campus.

The LAN infrastructure is fortified with the latest networking equipment including switches, routers, modems, ISPs, and CAT6 transmission media, ensuring seamless interconnection of all devices. This

infrastructure undergoes annual updates to stay abreast of technological advancements. The computer center and laboratories ensure students have access to e-resources and internet browsing, fostering an environment conducive to learning.

Our Communication language laboratory is well-appointed with state-of-the-art language lab software. Demonstrating our commitment to technological evolution, we have upgraded our LAN networking technology to over 1GBPS and transitioned internet lease line connections from Rail Tel cooperation of india limited by Shiv Enterprises with 50Mbps bandwidth. Operating systems are regularly updated to newer versions, with Windows 7, 10, and 11 in use alongside the open-source Ubuntu 32/64 bit, aligned with curriculum requirements.

In line with evolving software trends, the institute procured MS Office is consistently updated to MS office 2010, ensuring students have access to the latest productivity tools. Specialized laboratories like the CAD/CAM laboratory in the Mechanical department cater to specific academic needs.

Keeping a vigilant eye on technological trends, the institute ensures Wi-Fi connectivity spans the entire campus, offering access to essential industry software applications. Regular updates of open-source operating systems streamline computer access for students, supplemented by the latest server technology.

Institution-wide initiatives such as unique email IDs for faculty members and an informative college website streamline communication and dissemination of information. Periodic training programs via webinars elevate programming skills for both students and faculty. Effective communication channels, such as Whats App groups for each class, facilitate seamless interaction between faculty and students, enhancing the learning journey.

In essence, our institute stands as a beacon of technological advancement, constantly evolving to meet the dynamic demands of the digital age while nurturing an environment conducive to holistic learning and growth.

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

4.3.2

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

Response: 4.12

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

Response: 186

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 32.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
36.39	7.03	5.55	15.24	22.27

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
631	683	569	399	409

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 9.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	128	0	35	25

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 20.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	53	30	21	21

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

2022-23	2021-22	2020-21	2019-20	2018-19
211	202	152	111	116

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

5.2.2

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

Response: 0.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

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

5.3.2

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

Response: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	0	3	3

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:

Alumni Engagement

The concept of Alumni association evolved for the needs from both the ends, i.e. academicians and professionals, in the aim of building a bridge between students institute life and career life, so that the fresher graduates are made proactive to face the current challenges of competitive professional world. Both the ends work hand in hand to help each other for achieving the goal.

Formation of Alumni Association: The institution has registered the " Shri Shivaji Institute of Engineering and Management Studies Majhi Vidyarthi Association Parbhani" on **29 th March 2023.**

Name	Designation
Balaji Kailasrao Mundhe	President
Prachi Devidasrao Shinde	Vice-President
Shrikant Balasaheb Khating	Secretary
Shaikh Sohel Fatru	Joint- Secretary
Megha Balkishan Deshmukh	Treasurer
Shivraj Arun Tehare	Member
Harsh Bhagwanrao Deshmukh	Member

Aims and Objectives of Alumni Association:

- To provide a forum for the passed out students of the Institute to meet and discuss the matters of common interest.
- To invite the alumni to visit the campus and take their suggestions for the future improvement of the institute.
- To request the alumni to extend their contributions towards the development of the institute.
- To help the unsettled alumni with the support of alumni.
- To provide platform for research work with the support of alumni those are working at various organizations.
- To organize National and International seminars/conferences/lectures etc. on topics of science and related areas to share the current knowledge among the alumni.
- To conduct meetings regularly at least once in a year.
- To inspire alumni to enhance the leadership of the institute and stay connected.
- To help the authorities to improve the academic and cultural activities of the Institute.
- To arrange and conduct programmes of general and technical nature.
- To support the institute for its various activities.
- To strengthen ties between the institute and alumni and encourage upcoming students also to participate in the various cultural and social activities.
- To do all other such things as the association may consider necessary.

Plan of Action:

- Preparing agenda and conducting meetings of the association.
- Conducting training sessions on industry practices and professional approach by alumni.
- Felicitation to achievers.

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

Response:

Shri Shivaji Institute of Engineering and Management Studies, Parbhani established in the year 2010 , managed by Marathwada Shikshan Prasarak Mandal for imparting quality technical education.

Vision and Mission of Institute:

Vision

Our vision is to become a beacon of hope and empowerment in the backward region, transforming lives through technical education, innovation, and sustainable development.

Mission

- We aspire to provide unparalleled access to quality education in the technical field for socially and economically backward classes, ensuring that no deserving student is left behind due to financial constraints.
- We are committed to fostering the educational and cultural development of the rural population, enriching communities with knowledge and opportunities for growth.
- We aim to set the standard for educational facilities by providing top-tier amenities, including state-of-the-art hostel accommodation, comprehensive physical education programs, and value-based education that nurtures character and integrity.
- Through education, we seek to catalyze social transformation, uplifting the common people and empowering them to shape their own destinies.
- We are dedicated to promoting intellectual, ethical, and cultural values among our students, while equipping them with the technical and professional skills needed to thrive in today's competitive job market, thereby contributing to economic development.
- We envision creating a wide-reaching technical education network that encourages mass participation in education, breaking down barriers and opening doors to a brighter future for all.

- **Governance of the institution is reflective of an effective leadership**
- Shri Shivaji Institute of Engineering and Management Studies, Parbhani has a well-established organization structure.
- For the smooth functioning of all the institute the trust has adopted decentralized approach, the trust regulates the overall functioning of the institute by forming Local Governing Council at institute level who monitors day to day functioning of the institute and coordinate with top management and take necessary decision as and when required.

- **Decentralization and Participative Management**
- The Director of the institute is head of Administrative and academic activities and monitors the overall functioning and has powers for academic, administrative, finance and institute's growth.
- Further Head of Department is authorized for the success of the program in the department. Each department has class teacher, non-teaching staff to coordinate the academic and administrative activities respectively.
- For support function our institute has office superintendent, Account officer, Library, Training & placement, security etc. has designated in-charge who report to Director.
- The institute believes that good governance is essential to run an effective system for enhancing its outcomes.
- The objective of decentralization of the governance and delegating responsibilities to senior faculties and HOD, which helps in the appropriate decision making.
- Structured delegation of authority & responsibilities is entrusted to encourage the Academic Leadership among the faculty. This ensures their acumen in decision-making with regard to organizing academic, administrative, co-curricular and extra-curricular activities.
- Faculty members are entrusted with responsibility as coordinator for organizing seminars, workshops, conferences, FDPs, expert lectures and industrial visits; to have collaboration with industry for academic benefit.
- The faculty members involved in various Committees have direct bearing in the governance of the Institute.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute has a strategic plan for development where the goals and action plans are stated and are aligned with the Institutes Vision and Mission. The plans are developed by a group of people involving Management, Director, HOD and senior faculty members of the institute in consultation with IQAC. The strategic plan was developed for the year 2020-25 by keeping in mind the needs of the students, changing industry scenario, competitive market etc. The strategic plan is also available on the institute website.

The Institute has different policies such as Admission Policy, Training and Placement Policy, Examination Policy, Policy for Weaker and Active students, etc. The policies are developed by a group of people involving Management, Director, HOD and senior faculty members of the institute in

consultation with IQAC.

The Institute has well defined administrative setup, appointment, service rules, and procedures as per the guidelines of AICTE, Dr. Babasaheb Ambedkar Technological University, and Marathwada Shikshan Prasarak Mandal.

In deployment of strategic plan all are involved like Management, Director, teaching and nonteaching staff, and students.

Examples of Deployment of Strategic Plan

- Under APJAKSSLV Dr. A.P.J. Abdul Kalam Space Activity, to encourage research and development in the field of Engineering and Technology is always the priority of our institute, our ten students selected in the world's biggest event of Launching 150 PICO Satellites in one Rocket conducted in last year.

- A project made by four students of SSIEMS Parbhani "Gesture Control System", is selected at National Level Competition conducted by Dr. A.P.J. Abdul Kalam International Foundation at Rameshwaram which is appreciated by ISRO chief Dr. M. Somnath.
- On 92th Birth Anniversary of Bharat Ratna Dr, APJ Abdul Kalam Transforming Tomorrow Tech Xcelerate 2023, Dr, APJ Abdul Kalam's Enduring Vision, Accelerating the convergence of Emerging Technologies National Level STEM and Robotic Competition on 06th October 2023 organized at SSIEMS, Parbhani.
- College got ISO 9001:2015 Certification on 20th January 2024.
- College got appreciation through NEPTL IIT Bombay - https://ssiems.org.in/wp-content/uploads/2024/06/NPTEL-Achivement-2962024.pdf

Appointment, service rules, and procedures are as per Marathwada Shikshan Prasarak Mandal, Dr. Babasaheb Ambedkar Technical University, Lonere and AICTE.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts

   3. Student Admission and Support
   4. Examination

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal system

1. **Teaching Staff**

- Performance of faculty is judged through their academic performance, technical guidance to students, Initiatives and participation in various activities like seminar, workshops, Conferences, FDPs etc.
- In R&D section, faculty is assessed through Research Papers publication, Research projects, Testing and Consultancy, Patent Registered, Books authored, Conferences/Workshops organized, Honors/Awards/Medals received, Up-gradation in Qualification, Involvement in Laboratory development etc.
- Institutional governance responsibilities, Faculty interaction with outside world, Involvement of faculty in Co-curricular & Extracurricular activities and Association activities are also considered.
- For effective evaluation of the faculty, the other parameters considered are students' feedback, academic preparation and moral.

1. **Non-Teaching Staff**

- Assessment of performance is based on the factors such as moral, participation in certification and training programs.
- Contribution towards administrative work, efforts for Laboratory Work/Tutorials and University

related work.
- Involvement of staff in Co-curricular & Extracurricular activities.

The Performance Appraisal system is designed to foster individual development and identify opportunities for additional support wherever required.

Welfare Measures

1. **Teaching Staff**

- Teaching Staff members are encouraged to acquire the latest skills by attending orientation and refresher courses for improving Teaching Learning system.
- The institute regularly conducts FDPs, seminars and conferences in various domains. Experts from the industry and academia are invited to address the recent technology.
- On duty leaves with financial support is provided to teaching staff members to attend the various conferences, workshops, STTPs etc.
- Maternity leave is provided to teaching staff.
- Staff members are covered under the Employees Provident Fund.
- For publishing research papers financial support is provided.

2. **Non-Teaching Staff**

- Staff members are covered under the Employees Provident Fund.
- The institute regularly conducts and encourages to attend Certification and Training Programs sanctioning duty leaves.
- Appreciated for best performances.

Other Welfare measures for staff

- Advances against salary are given to the needy staff.
- Premises provided with Computer, Internet and Wi-Fi facilities.
- R.O. drinking water facility is provided.
- Centralized reprographic (Xerox) facility
- Sports facilities.
- Institute is under the surveillance of CCTV Cameras for security purpose.
- Canteen and mess facility.

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: 4.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	3	1

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 35.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	9	13	21	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	8	8	10

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Shri Shivaji Institute of Engineering and Management Studies Parbhani has implemented robust strategies for mobilization and optimal utilization of resources and funds from various sources, ensuring financial integrity and sustainable development. The institution adheres to a systematic approach for both internal and external financial audits, which guarantees transparency and accountability in all financial operations.

Strategies for Mobilization of Funds

SSIEMS follows strict norms for admissions, in line with AICTE and DTE, Maharashtra higher education regulations. The fee structure is determined by the Fees Regulating Authority of the State Government, ensuring fairness and compliance. All collected fees are deposited in public sector banks, which not only secures the funds but also facilitates their optimal utilization for the institute's development and recurring expenses.

Moreover, the institution actively support to conduct seminars and workshops.

Optimal Utilization of Resources

The institution prepares an annual budget based on detailed estimates from its various departments and functional units. This budget is meticulously reviewed by the finance committee to ensure that allocated funds are used effectively. The primary expenditures include staff salaries, laboratory equipment, consumables, books, journals, printing and stationery, advertisement, telephone charges, general insurance, audit fees, administrative charges, affiliation fees, municipal taxes, postage, courier services, and examination remunerations.

The Head of Institution (HoI) plays a critical role in reviewing the utilization of these resources, auditing income and expenditure to ensure efficient handling and effective mobilization of funds. Additionally, SSIEMS allocates funds for health awareness programs, including sports, yoga, and personality development, promoting the well-being of students and staff.

Furthermore, the institute invests in green infrastructure development and waste management activities, underscoring its commitment to environmental sustainability. Funds are also designated for social service activities, reflecting the institute's dedication to social responsibility.

Financial Audits

SSIEMS has a comprehensive system for both internal and external financial audits to maintain transparency and accountability.

Internal Audit:

The internal audit is conducted by Marathwada Shikshan Prasarak Mandal's audit department. This audit covers various financial aspects, including receipts, payments, salaries, income, expenditure, gratuity, and purchases. The auditors examine entries in Tally and the MSPM's self-developed ERP software. They communicate observations and objections through detailed audit reports, which are reviewed by the Director and the Head of the Accounts Department. Necessary rectification and compliance actions are then initiated based on these reports.

External/Statutory Audit:

The external audit is performed by Chartered Accountant S.M. Sherkar Co., which conducts a comprehensive audit of all financial and accounting activities. This includes receipts from fees, interest earned, and payments to staff, vendors, contractors, and students. Additionally, non-financial records like store records, library records, and employee attendance are also audited. Tax calculations are scrutinized as part of this process, which typically takes one to two weeks to complete.

For procurement of goods exceeding ?1.0 Lakh, SSIEMS follows a tendering process to ensure transparency and competitiveness.

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 (IQAC) at SSIEMS plays a pivotal role in ensuring the institution meets quality standards across various parameters. Let's break down the key aspects of its functioning and the quality initiatives undertaken:

1. **Formulating and Implementing Predefined Processes**: IQAC has established and implemented predefined processes for all activities, contributing to institutional standardization.
2. **Institutionalizing Quality Assurance Strategies**: Efforts have been made to institutionalize quality assurance strategies and processes, ensuring consistency and effectiveness.
3. **Quality Parameters**: Various quality parameters are monitored, including admission quality, placement quality, result analysis, participation in extracurricular activities, attendance monitoring, success rates of students, faculty quality, infrastructure quality, and ICT integration in teaching-learning processes.
4. **Collaboration and Industry Interaction**: The institution promotes industry interaction through MoUs with industries, industry-oriented projects, internships, and guest lectures by professionals.
5. **Academic Committees' Collaboration**: All academic committees work in coordination with IQAC, and decisions are effectively communicated through department heads.
6. **Research Promotion**: IQAC promotes research through sensitization programs and efforts to improve the quality of publications.
7. **Teaching-Learning Process Review**: Regular reviews of teaching-learning processes, methodologies, and learning outcomes are conducted through IQAC and academic departments.
8. **Infrastructure Growth and Digitalization**: Significant growth in infrastructure over the past five years and increased digitalization in academic operations have been noted.
9. **ISO Certification**: The institution is ISO 9001-2015 certified, indicating adherence to international quality standards.
10. **Student Achievements and Events**: Notable achievements include participation in the world's biggest event of launching 150 PICO Satellites and organizing national conferences like "Tech-Xcelerate 2023: Transforming Tomorrow."
11. **Continuous Improvement**: Initiatives focus on identifying and implementing best practices continuously, involving discussions from top management to the bottom level.
12. **Assessment of Teaching-Learning Outcomes**: Various methods, including course end surveys,

course outcome analysis, result analysis, attendance monitoring, mentor evaluations, and special training programs, are employed to assess teaching-learning outcomes.

Overall, the IQAC at SSIEMS plays a crucial role in ensuring continuous improvement and adherence to quality standards across all aspects of the institution's functioning.

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Over the past five years, SSIEMS has implemented gender sensitization programs and established safety committees to promote gender equity and ensure a safe environment. Additionally, it celebrates national and international commemorative days, organizing events and festivals to foster cultural diversity and understanding among students. These measures include installing CCTV cameras for safety, providing gender-specific facilities, and actively engaging students in discussions during assemblies. Through these initiatives, the institution aims to create an inclusive environment that celebrates diversity and promotes gender equity among students and staff. The institution has implemented several proactive measures to promote gender equity, safety, and inclusivity among its students and staff. One of the key initiatives is the implementation of gender sensitization programs aimed at raising awareness and understanding of gender issues. These programs are conducted regularly for both students and staff members, fostering an environment of respect and inclusivity.

Ensuring the safety and security of all students, especially girls, is a top priority for the institution. To achieve this, CCTV cameras have been installed in key areas of the campus and classrooms. Moreover, dedicated committees such as the Anti-Ragging Committee and Students Grievance Committee have been established to promptly address any concerns related to safety or harassment.

In addition to safety measures, the institution provides specific facilities to cater to the personal needs of students. For instance, there is a spacious Reading room exclusively for girls equipped with reading materials. Separate washrooms for boys and staff members further enhance privacy and comfort.

Furthermore, the institution places a strong emphasis on maintaining a balance between modern education and traditional values. This approach fosters a culture of universal peace, harmony, and tolerance within the campus community. By embracing both modernity and tradition, the institution creates an environment where students feel respected and valued regardless of their backgrounds.

In terms of celebrating cultural diversity and heritage, the institution takes proactive steps to promote inclusivity and understanding among students from diverse backgrounds. National and international commemorative days are identified and marked in the academic planner, with events and activities organized to commemorate these occasions. Additionally, major festivals of all religions are celebrated within the campus, fostering a sense of unity and appreciation for different cultures.

During assemblies, students are encouraged to share their views and knowledge related to specific festivals or historical figures. This encourages dialogue and learning, further strengthening the bonds of community and understanding among students.

Through these initiatives, the institution aims to create an inclusive and supportive environment that celebrates diversity and promotes gender equity among its students and staff. By embracing cultural diversity and heritage, students not only gain awareness but also embrace the value of global citizenship, contributing to a more harmonious and interconnected world.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute has undertaken a multifaceted approach over the last five years to cultivate an inclusive environment rooted in tolerance and harmony across various dimensions. Through a range of lectures, events, and celebrations, the institute actively promotes awareness and appreciation of diverse cultures, regions, and languages. Cultural festivals and gatherings serve as platforms for both students and staff to deepen their understanding of and respect for each other's backgrounds.

Notably, initiatives such as village lectures and the celebration of national festivals have played a pivotal role in strengthening communal harmony within the institute's community. These endeavors bring together individuals from diverse communities, fostering mutual understanding, unity, and peaceful coexistence among them.

Moreover, the institute demonstrates a steadfast commitment to uplifting the economically

disadvantaged. By offering educational support and assistance to those in need, it ensures equal opportunities for all students, irrespective of their socioeconomic backgrounds. Events highlighting diverse socioeconomic backgrounds are organized, fostering empathy and solidarity among community members.

In addition to promoting cultural diversity and socioeconomic inclusivity, the institute prioritizes educating students and employees on their constitutional rights, duties, and responsibilities as citizens. Through lectures and educational programs, the principles of gender equality, accessibility, and ethical values are underscored to establish a fair and just environment. Commemorative events and lectures serve to reinforce the significance of upholding these principles in everyday life.

Overall, the institute's initiatives are designed to create a welcoming and inclusive space where individuals from all walks of life feel valued and respected. By promoting understanding, acceptance, and civic engagement, it endeavors to build a harmonious community committed to the principles of equality and social justice.

Furthermore, the institute's commitment to fostering inclusivity is evident through various ongoing initiatives. These efforts encompass a wide range of activities aimed at promoting education, aiding the economically disadvantaged, and fostering communal harmony. For instance, lectures conducted in villages serve to raise awareness about environmental and ethical issues, while initiatives like water quality tests contribute to the well-being of local communities.

Importantly, the institute places a strong emphasis on student development through extension activities and sensitivity to cultural, regional, and socioeconomic diversity.

Furthermore, celebrations honoring eminent personalities and national festivals are instrumental in bringing together individuals from diverse backgrounds, thereby enhancing inclusivity and fostering a sense of unity. Events like Republic Day and Independence Day serve to instill patriotism and a sense of belonging among all members of the college community.

Collectively, these initiatives reflect the institute's unwavering commitment to creating a welcoming and united environment where all individuals are respected and valued, regardless of their background or circumstances. Through ongoing efforts to promote inclusivity and celebrate diversity, the institute aims to foster a culture of understanding, acceptance, and mutual respect among its students and staff.

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:

Best Practice I: Social Welfare Bank

1. **Title of the Practice-** Social Welfare Bank

2. Objectives of the Practice

1. Catalyze new initiatives of community engagement.
2. Contribute to the socio-economic development of the rural community.
3. Appreciate local knowledge and wisdom.
4. Provide assistance to people in need.

3. The Context

SSIEMS has a strong tradition of community service, aiming to uplift the local community, especially in the backward Marathwada region. The institution values community engagement and has established an NSS cell to sustain various extension activities. These initiatives aim to foster social responsibility among students and faculty.

4. The Practice

SSIEMS has orchestrated a range of initiatives aimed at distributing equipment and commodities to the community, including Cloth Donation, Book Donation, and Essential Commodities donation programs. In addition to these regular activities, the college has undertaken various endeavors to educate and support society. These efforts reflect the institution's commitment to fostering social responsibility and uplifting the local community, particularly in the backward Marathwada region. By organizing diverse programs and initiatives, SSIEMS endeavors to make a meaningful impact on the socio-economic development of the region while instilling a sense of empathy and service among its students and faculty.

5. Evidence of Success

The **Social Welfare Bank** initiatives have inculcated a social commitment among the students. The response to the various programs implemented has been encouraging. In terms of participation there has been a marked increase in the participation of faculty and students. This indicates a positive impact on student enthusiasm and interest and makes a good platform for wider participation and involvement in forth coming programs. The smooth transfer of academic and experiential knowledge benefited them mutually. The biggest take away from the program is for the team members and students who were moved to learn that charity is not just a stack of clothes or a wad of notes but that it involves emotions like joy, gratitude and satisfaction.

6. Problems Encountered and Resources Required

Financial support for social work activities is provided by the management, but there are challenges such as time constraints for community participants and busy academic schedules for students

and faculty. Additionally, there's a lack of experience and awareness among community workers.

Best Practice II: Eco-Friendly Campus Formation

1. **Title of the Practice:** Eco-Friendly Campus Formation

2. Objectives of the Practice

1. Raise awareness about biodiversity conservation.
2. Implement measures for the sustainable use of resources.
3. Learn conservation methods from local communities.
4. Promote renewable energy sources, waste management, and recycling.

3. The Context

The college is maintaining pollution free environment premises. Today there is a great need for conservation. The main caused behind these problems is that human beings are consuming natural recourses at a much quicker pace than they can be replenished. We have to educate and make aware students on the issues such as renewable energy sources, waste management and recycling. We decided to work in the areas of power, plant, water and cleanliness.

4. The Practice

SSIEMS is at the forefront of promoting environmental sustainability through a myriad of eco-friendly practices. These initiatives include Swachh Bharat campaigns, which ensure cleanliness and sanitation across the campus, complemented by stringent plastic-free policies. Encouraging bicycle usage not only reduces carbon emissions but also promotes a healthier lifestyle among students and faculty. Moreover, the institution prioritizes pedestrian-friendly infrastructure, fostering a safe and sustainable campus environment.

A notable stride towards renewable energy is the installation of solar panels, signaling a commitment to reducing carbon footprint and embracing clean energy alternatives. Furthermore, SSIEMS conducts comprehensive environmental awareness campaigns, enlightening the campus community about pressing ecological issues and advocating for responsible stewardship of natural resources.

By integrating these practices into its operational framework, SSIEMS demonstrates a holistic approach to environmental conservation, instilling a culture of eco-consciousness among its stakeholders. These efforts not only contribute to mitigating environmental degradation but also empower individuals to become agents of positive change in their communities.

5. Evidence of Success

The following steps are followed for attempting a success in eco-friendly environment

The plantations and their maintenance: There was a separate area for the trees and plants. A special care

is taken for the growth and maintenance of the plants. Initially weeds are removed from the campus and roads are kept spic and span. The plants have been pruned regularly as a part of maintenance.

Solar power plant: The institution has a solar power project based solar equipment's where installed that will reduce emissions. On-grid solar power systems generate power using a solar power system.

6. Problems Encountered and Resources Required

Maintaining plantations necessitates human resources and diligent water management, crucial during periods of water scarcity. Similarly, the upkeep of solar power projects can incur significant costs, with potential technical issues demanding continuous monitoring and resources. These challenges underscore the commitment required for sustainable environmental practices, emphasizing the need for strategic allocation of resources and proactive measures to address potential hurdles.

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:

SSIEMS: Centre for MKCL's iLike and KLiC Courses

SSIEMS is an authorized learning centre (ALC) for iLike and KLiC Certificate Courses. SSIEMS has started MKCL's iLike and KLic Courses in College Campus for the benefit of the students.

About MKCL

Maharashtra Knowledge Corporation Limited (MKCL) was promoted by the Department of Higher and Technical Education (H & TE), Government of Maharashtra (GoM), India and was incorporated under the Companies Act, 1956.

In order to make the capabilities of MKCL available to all the Departments of Government of Maharashtra, governmental coordination of the affairs of the company has been handed over from January 05, 2018 to the General Administration Department (GAD) from Department of Higher &

Technical Education. Subsequently, it was allocated to Directorate of Information Technology under GAD.

About iLike

iLike stands for Incredible Learning Innovations for Knowledge Empowerment. MKCL is offering series of career-oriented courses and over the last two decades lakhs of students have benefited from them for entry into a variety of emerging local and global careers in knowledge-based economy. These courses are designed to respond to emerging technologies, markets, job-roles, and international certification standards. They attempt to imbibe job-role readiness, desired social behavior, self-confidence, and growth mindset necessary for college students to effectively enter the 21st century workspace either as employees or as entrepreneurs. MKCL has mapped these courses to develop students to take up specific industry roles in various sectors of economy. As a result, these courses form a bridge from college to careers. MKCL, as per National Credit Framework (NCrF) 2023, has creditized its courses at various Credit Levels and is offering hundreds of credits under its 'iLike' Brand which stands for "Incredible Learning Innovations for Knowledge Empowerment".

Academic Specifications

1. Learning Hours at MKCL Approved iLIKE Lab: 30 Hours

2. Number of Credit: 01

3. Each credit is of about 30 Hours.

4. The eLearning and continuous assessment of each of the iLike Credit is completed in about 28 hours followed by a 2-hour hands-on assignment-type verifiable evidence-based 'Credit-End Test'.

5. Credit Level as per National Credit Framework (NCrF) 2023: either 4.5 or 5.0 or 5.5, as specified in Credit List.

6. Number of Credit Points to be Transferred to the Academic Bank of Credits (ABC) Portal against Student's ABC ID: either 1 x 4.5 = 4.5; 1 x 5.0 = 5.0; or 1 x 5.5 = 5.5, as specified in Credit List.

7. Medium of Learning: English

8. Prerequisite Skills: To be ascertained by appropriate diagnostic Test provided at the beginning of eLearning content of iLike Credit.

9. Components of Learning as per Section 3.2.5 of National Credit Framework (NCrF): eLearning, Digital Learning, Computer-Lab Work, Skilling, Assignments, Quizzes and Assessments including Formative Assessments

10. Mode of Learning: Lab based, Experiential.

11. Joint Certification by: MKCL & the Educational Institution.

12. Credit Commencement: Fresh batch to commence in each calendar month.

13. Credit Start Date: Normally 16th working day of each calendar month.

14. Online Assessment Pattern for each Credit of 30 Hours (Total 100 Marks)

15. Section 1: Continuous Comprehensive Assessment: 70 marks

16. Section 2: Credit End Test: 30 marks

17. Passing Criterion: Separate passing in Sections 1 and 2 by scoring at least 40% marks in each section.

About KLiC

KLiC stands for Knowledge Lit Career. KLiC series of courses serve as a bridge from college to careers. MKCL, under its KLiC brand, offers employability skills development modules as KLiC Certificate Courses. KLiC Courses are of 120 hours and 60 hours. KLiC Courses of 120 Hours are certified by Yashwantrao Chavan Maharashtra Open University (YCMOU).

The focus of KLiC Courses is on knowledge-based skills for career development in diverse areas of the services sector. There are 32 KLiC Courses available under 10 sectors and those are Accounting, Back Office, Career Readiness, Designing, Digital Arts, Digital Freelancing, Hardware & Networking, Management, New Collar Jobs, and Programming.

KLiC Diploma Courses

Learner will be eligible for KLiC Diploma if s/He completes the 3 Courses (each course should be 120 hr) in time span of 1 Year. The period of 1 years will be calculated from Date of Issuance of ERA Login of 1st Course till the date of Final Exam Attempt of 3rd Course.   Learner can complete KLiC Diploma with combination of any 3 KLiC Courses. Learner can take admission for all the 3 KLiC courses at a time or as per his/her convenience. Learner can do these courses one after another or simultaneously in MKCL's Authorized Learning Center (ALC). Learner has to successfully complete 3 Courses to become eligible for KLiC Diploma within schedule. MKCL will provide the KLiC Diploma Certificate to eligible Learner. Learner will also get the individual Course Certificates along with KLiC Diploma Certificate.

Admission Process of KLiC Certificate Course

Certificate Awarding Body for KLiC Course: Marksheet providing body for Individual KLiC Certificate Courses: Yashwantrao Chavan Maharashtra Open University (YCMOU)

Duration of each KLiC Certificate Course:

120 Hours to be covered in either 1 month (4 weeks) or 2 months (8 weeks)

60 hours to be covered in 1 Month (4 Weeks) - For New Collar Job Track Courses

Batch Commencement:

One batch in each calendar month (January to December)

Date(s) of Application and Fee Payment by Learner:

1st - 30th day of each calendar month

Date of Learner Confirmation by Authorised Learning Centre (ALC):

1st - 30th day of each calendar month

The mark sheet for a KLiC Certificate Course is awarded by the Yashwantrao Chavan Maharashtra Open University. The certificate is awarded by MKCL.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Shri Shivaji Institute of Engineering and Management Studies, Parbhani, is dedicated to enhancing academic activities to deliver quality education that prepares students to succeed in a competitive environment. Our central library is stocked with a vast collection of volumes and titles, and provides access to online journals. Each department boasts the necessary infrastructure for effective teaching and learning processes.

The institute also emphasizes extracurricular engagement, holding cultural and sports activities for both students and faculty members. Training and placement activities are conducted throughout the year, featuring distinguished academic and industry professionals who lead training sessions and seminars. We invite various recruiters to our campus, facilitating placements, and our alumni have achieved success in higher education and professional careers both in India and abroad.

The National Service Scheme (NSS) actively organize social programs such as Women Empowerment initiatives, Tree Plantation drives, Health check-ups, Blood Donation Camps, Swachh Bharat Abhiyan, and No Vehicle Day, among others. NSS camps are held in nearby villages, where a variety of programs are conducted to foster community engagement and social responsibility among our students.

Our institute takes several measures to promote the overall welfare of its students. Through the efforts of the NSS, we encourage student participation in social activities and leadership development. We also conduct extensive training and placement activities to ensure students are well-prepared for their chosen careers. The achievements of our alumni in various fields reflect the high quality of education and training provided at our institute.

Additionally, we place great emphasis on the physical and mental health of our students, providing a safe and supportive environment that fosters their overall development. Our commitment to quality education and holistic student development aims to prepare our students to become responsible and successful citizens of the future.

Shri Shivaji Institute of Engineering and Management Studies, Parbhani, stands as a beacon of academic excellence, dedicated to shaping the leaders of tomorrow through comprehensive education and extensive support systems.

Concluding Remarks :

Firstly, Shri Shivaji Institute of Engineering and Management Studies, Parbhani demonstrates a steadfast commitment to academic excellence and provides a robust foundation for technical and skill-based education through its meticulously designed teaching-learning processes. This commitment is reflected in the availability of well-equipped laboratories, state-of-the-art facilities, and a variety of resources dedicated to producing competent engineers, team leaders, and administrators who are well-prepared to meet the challenges of the modern industry.

Secondly, the Institute's campus is situated in a pollution-free environment, enriched with ample greenery. This serene and eco-friendly setting creates an ideal atmosphere for learning and personal growth, allowing students

to focus on their studies and extracurricular activities without the distractions and health concerns associated with polluted urban areas.

Thirdly, the Institute is actively pursuing its strategic goals through continuous efforts to enhance its interactions with the industry. By signing Memorandums of Understanding (MOUs) with various industrial partners, the Institute is not only fostering closer industry-academia collaboration but also ensuring that its curriculum remains relevant and aligned with the latest industry trends and requirements. These partnerships facilitate valuable opportunities for students, including internships, industrial visits, and guest lectures from industry experts, thereby bridging the gap between theoretical knowledge and practical application.

In conclusion, Shri Shivaji Institute of Engineering and Management Studies, Parbhani, is well-positioned to continue providing a high-quality education to its students. The Institute's unwavering focus on academic excellence, its investment in well-equipped infrastructure, and its proactive approach to strengthening industry interactions underscore its commitment to producing highly skilled and industry-ready graduates. As the Institute continues to build on these strengths, it is poised to make significant contributions to the engineering field. The dedication to fostering learning environment, coupled with strategic industry engagements, ensures that the Institute remains at the forefront of engineering education, preparing students to become responsible, innovative, and successful professionals in their respective fields.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 42 Answer After DVV Verification :09
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>317</td><td>96</td><td>96</td><td>245</td><td>150</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>241</td><td>80</td><td>69</td><td>208</td><td>150</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 451 Answer after DVV Verification: 451
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>210</td><td>210</td><td>210</td><td>210</td><td>210</td></tr></table>

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
210	210	210	270	300

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	54	27	30	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	42	27	31	42

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	45	45	45	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	42	42	42

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	1	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
163	205	147	82	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
163	205	147	67	65

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	3	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	2	2

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** 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** Answer before DVV Verification: _see table below_

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

Answer After DVV Verification :

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

3.4.3	_Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years._ 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	21	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	6	4

Remark : Revised as per the clarification documents.

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

	Answer before DVV Verification : Answer After DVV Verification :10 Remark : Revised as per the clarification documents.
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 : 186 Answer after DVV Verification: 186
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
631	683	569	399	409 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
631	683	569	399	409	

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability*
	
	    1. Soft skills
	    2. Language and communication skills
	    3. Life skills (Yoga, physical fitness, health and hygiene)
	    4. ICT/computing skills
	
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 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** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
345	728	0	40	30	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145	128	0	35	25

Remark : Revised as per the clarification document provided.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	80	45	31	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	53	30	21	21

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
211	202	152	111	116

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
211	202	152	111	116

Remark : Asked documents provided only for 23 students out of 35 randomly chosen students. Revised on pro rata basis.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	0	19	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	0	3	3

| 6.2.2 | *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above |
|---|---|
| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	10	13	21	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	9	13	21	2

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	8	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	8	8	10

Remark : Revised as per the clarification documents. |
| 6.5.2 | **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement** |

	initiatives identified and implemented 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 72 Answer after DVV Verification : 54
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---|
34	37	32	34	38 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
30	31	26	19	32	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95.94	67.01	48.95	33.86	42.95

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87.38	62.48	46.346	29.34	37.39