



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SWAMINARAYAN SIDDHANTA INSTITUTE OF TECHNOLOGY

**AT- KHAPRI (KOTHE), NAGPUR-KATOL HIGHWAY, KALMESHWAR, NAGPUR
441501**

www.ssitngp.com

SSR SUBMITTED DATE: 03-06-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swaminarayan Siddhanta Institute of Technology formerly known as Nuva College of Engineering and Technology, Nagpur, was established in the year 2008 under the aegis of Sarvasiddhanta Education Society. Sarvasiddhanta Education Society was established in the year 2007 under the dynamic leadership of Mr. Sarang Raut, Secretary, with an objective of providing quality education in the field of Engineering and Management. The management team members have degrees in computer science, electronics and electrical engineering, MBA and have worked in USA, India, Canada, Australia, Singapore and Middle East. All the members of the Sarvasiddhanta Education Society are distinguished persons in their own genre.

Swaminarayan Siddhanta Institute of Technology is self-financed institute approved by AICTE, New Delhi, and DTE Government of Maharashtra and affiliated to Rashtrasant Tukadoji Maharaj Nagpur University. The institute offers four undergraduate engineering programs of four year duration namely Mechanical Engineering, Electronics & Telecommunication Engineering, Computer Engineering, and Civil Engineering. Three departments namely Electronics & Telecommunication Engineering, Computer Engineering and Civil Engineering are also offering post-graduate program. The institute also offers post-graduate program, Master of Business Administration in management.

The institute have spacious, green campus spread over 4.70 hectare. Institute has well equipped laboratories, capacious library, internet facilities and various sport facilities.

The institution strive for quality Teaching-Learning process and strong academics which are executed by well qualified faculties. For complete development of students, institute intent to enrich students with updated knowledge by organizing seminars on contents beyond syllabus, value added programs, workshops, expert lectures, industrial visits and training programs etc. The emphasis is also given on personality development, cultural activity and sports.

As a social responsibility, free bus facility for girls and boys student are provided. The management provide scholarship to the economically weaker students for empowering them to achieve academic and career goals by eliminating the economic barrier.

Vision

To emerge as an institute of academic excellence, creating technocrats with professional skills & human values.

Mission

1. To provide, nurture and maintain an environment of high academic excellence.
2. To inculcate research and entrepreneurship skills among the students.
3. To develop the soft skills and professional skills among students which will prepare them to face global

challenges.

4. To imbibe the ethical and moral values among students so as to make them capable of handling societal problems.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Driven by our mission statement of creating technocrats with professional skill and human values.
2. Dedicated faculty with student centric approach
3. Adequate existing infrastructure.
4. Quality infrastructure for sports.
5. Student-centric teaching and learning.
6. Teachers strongly believe in lifelong learning.
7. Training and placement department with professional advisors who have global exposure to support students.
8. Harmonious relationships between members of the college administration, staff, students and parents.
9. Wide range of extracurricular and co-curricular activities offered.
10. Analysis of feedback from various stakeholders to improve teaching-learning processes.
11. Optimal use of resources.
12. Teaching aids for ICT-supported teaching
13. Student friendly supporting/non-teaching staff
14. Consideration and facilities for people with disabilities
15. Gender-friendly premises
16. Environmental friendly premises

Institutional Weakness

1. The Institute is located in a rural area, which poses certain limitations.
2. The Institute needs to collaborate with national, international Industry and Academia.
3. The institute needs to strengthen the Alumni Association.
4. The research oriented activities and number of research publications should be increased.
5. The Institute lacks funding due to delay in scholarship amount, which is a major obstacle to its growth.
6. The Institute needs to increase consultancy projects.
7. Lack of government funding projects.

Institutional Opportunity

1. Make effective use of ERP software in governance, administration, teaching-learning process and evaluation.

2. Collaborating and consulting with institutes and industries of national and international repute.
3. Exploring research collaboration opportunities with research institutions.
4. Increasing the number of FDPs /STTPS, National/International Level conferences and value added courses.
5. Increasing consultancy projects.
6. Strengthening the Incubation Center to create more opportunities for innovation, startups.

Institutional Challenge

1. Keeping pace with rapid changes in higher education.
2. To produce industry ready skilled technocrats.
3. Providing resources for marginalized students.
4. Increase the placement of students.
5. Generating resources for infrastructure and overall improvements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and approved by AICTE, New Delhi. Presently, we offer four undergraduate programs and four postgraduate programs. All courses strictly adhere to the university regulations, curriculum and syllabi, ensuring effective implementation. The Choice-Based Credit System (CBCS) and syllabus framed by the Syllabus Committee, Board of Studies of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, are followed in every course. The institute prepares institute academic calendar following the guidelines given by university academic calendar, it consists of various curricular schedules like dates of first sessional, second sessional examinations and Pre-university test (PUT) for continuous internal assessment and evaluation. Also it contains tentative date of RTMNU end semester examination as per university calendar.

Also, departmental academic calendar is framed on the guidelines given by university and institute academic calendar. Departmental academic calendar and teaching load distribution is conveyed to all the faculty members by head of department after meeting, well before the commencement of academic session. This provides sufficient time to the faculties to prepare well in advance, thereby resulting in well adopted conduction of academics in department.

Our faculty encourages students to take up online courses and add-on courses to enhance their competitiveness in the current scenario. We also motivate our students to participate in various technical, extra-curricular and cultural events, which create a happy learning environment.

Curriculum incorporates cross-cutting issues, such as gender equality, human values, professional ethics, environment, and sustainability in the core courses. Also various programs are arranged by the institute which contributes to sensitizing students to these cross-cutting issues.

To enhance curriculum development and enrichment, the feedback is taken from the various stakeholders like

students, parents, teachers and alumni. The institute believes that the stakeholder's feedback is of immense importance for effective implementation of curriculum and its potential drive for growth of the institute. The summary report of all feedback analysis is submitted to the principal for corrective action and implementation of suggestions by stakeholders. The principal gives appropriate direction to the head of department and look after its implementation.

Teaching-learning and Evaluation

Swaminarayana Siddahanta Institute of Technology follows the rules of directorate of Education, Mumbai for admission process and adhere to the norms of Maharashtra government for admission against reservation category. As the students are from different background institute tries to fill the gap through induction programme and some special bridge courses. Institute uses Information and communication technology to make teaching learning process more interesting, interactive and effective. Faculty shows videos and NPTEL lectures for detailed explanation and visualization of subject. Teacher creates a healthy learning environment for students to participate as an individual or in a group for better understanding of subject. During pandemic, students perform the practical using virtual labs and online lectures including guest lectures and workshops were conducted. Teachers motivate and encourage the students to participate in group learning activities such as group discussion, seminar, Quiz, debate and so on using ICT tools. Industrial visits, In-plant Training and Internship Training in organization are arranged to give hands-on experience to the students. Institute Internal assessment and evaluation policy is transparent and robust. As soon as university academic calendar is published, the institute's Academic coordinator with the help of Head of Department of various department prepares the academic calendar, in the beginning of the session. Checked answer sheets are shown to students and in case of any discrepancy in their marks, is rectified. Marks are displayed on the notice board. During parents' teacher meet marks are also informed to parents. In case of any university exam related issue, student submit the duly signed application to examination committee which is then duly signed by Principal and forwards to the university. The course outcomes are clearly defined as a declarative statement and using active verbs as stated in blooms taxonomy. Every department defined the PEOs and PSOs. The outcomes are measured and assessed after the result of university exams. The assessment of outcomes leads to the determination of targets achieved. Necessary actions are taken if target is not achieved. Institute always makes effort to improve the university results.

Research, Innovations and Extension

The Institute has adequate infrastructure like rich library, e-journals, journals, online resources and magazines etc. for conducting research. The institute encourages its teachers to conduct research and publish research papers in peer reviewed national and international journals. Institute gives special leave and monetary support if their research work is accepted for publication

Institute has created an ecosystem for innovation in the form of Incubation center through which innovative ideas can be converted in working model. To promote and encourage research mindset and entrepreneurship spirit among the students, along with Incubation Center various other cells are established in the institute, those are; Industry-Institute Interaction Cell (IIIC), Entrepreneurship Development Cell (EDC), Institution's Innovation Council (IIC), etc.

Institutes organizes many workshops, including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship to update students and teachers in relevant field.

The students of institute actively participate in extension activities through various forums which develops their understanding regarding social issues, improves their leadership qualities, skill level and their self-confidence. These activities have profound positive impact on the student and society. The college has NSS unit and Women Development Cell “Abhaya” through which college renders social and community services. The various social activities like Tree Plantation program, Swachh Bharat Abhiyan, Joy of giving etc. are conducted every year by the NSS unit of the institute. Several community sensitization social issues are addressed by our NSS unit and Women Development Cell “Abhaya” which include street-play on “Water Conservation”, rally for “Save Girl Child”, rally for “Anti-Tobacco”, “Computer Literacy Drive for Rural Students”, “Empowerment through Engineering” and various other social awareness initiatives are implemented by the institute. Through these extension activities our Institute has received many recognitions and appreciations from various governmental and government recognized bodies.

Infrastructure and Learning Resources

Physical Facilities: The Institute has its own campus consisting of a multi-storey building in 11.64 acres of land. Emphasis is given to every aspect for the overall development of students, which includes academics (classrooms, smart classrooms, laboratories with necessary equipments, workshops and library), sports (both indoor and outdoor), and other facilities like canteens, stages for cultural events, gardens, lawns, transportation facilities and power supply backup (generators). For the allround development of the students, importance is given not only to the academic activities but also to extracurricular activities such as sports and cultural activities. Institute has developed its own playgrounds like basketball, volleyball, cricket, badminton etc. For cultural activities a separate space is available with permanent stage.

Library: Central library of institute has overall 21000+ books which includes academic text books, reference books, general and non-academic like fiction, novels etc. The library is fully automated through integrated library management system (ILMS). Stock maintaining, stock handling, circulations, generating various reports are the important features of ILMS. OPAC facility helps student to search books by author, title or publisher. Barcode facility is also available. College library uses Universal Decimal Classification Scheme (UDC). Library has access of e-books and e-journals having subscription to “DELNET”. In campus from anywhere delnet can be accessed.

IT Infrastructure: Institute always keep updating IT facilities. All computers in various departments are connected with LAN. Hardware and software updated on regular basis. Proper antivirus software is provided to every department. To enhance the quality education, smart classrooms (Wi-Fi enabled facilities) are provided to the students. Campus has Internet through leased line that provides speed of 100 mbps. Priority of institute is to provide Wi-Fi facilities in the campus so that internet can be accessed anywhere on any device, which makes is easy to the students to access required learning e-resources. Required software and antivirus were timely upgraded. For monitoring and to keep watch on the campus activities e-surveillance is applied through CCTV. Multimedia section were available for students and faculties to access e-books, e-journals etc.

Student Support and Progression

Student Support and Progression discusses about the support given by the institution in terms of finance and for the career development of the students. The institution gives financial support to the students from economically weaker sections in the form of Management Scholarship Program. The objective of the Management Scholarship Program is to provide financial help to the economically weaker students for

empowering them to achieve academic and career goals by eliminating the economical barrier. The management scholarship are; Youth Development Scholarship and Women Empowerment Scholarship. Category-wise government scholarships are provided.

Every year, skill development program are conducted like soft skill training, language and communication for overall development. Along with this, life skills development programs like yoga, health and hygiene related programs are also conducted. The placement cell organizes several career guidance programs for competitive examinations and career counselling.

The institution has different committees like anti ragging, grievance redressal, internal complaint, etc. to address the student's issues. We have a ragging free campus. The rules and regulations for anti-ragging is displayed in different spots along with the anti-ragging committee members contact numbers. Anti-ragging squad members used to visit various college spots and monitor students.

An online grievance form is available in the college website for students to report their grievances along with the helpline number. Grievance box is placed in college in required places for collecting student's grievance. The grievance committee redresses regularly. For the students interested in sports, institute have various sports facilities. Students interested in cultural activities like drama, drawing, painting, dance etc. showcase their talent in annual gathering, NSS activities and in other events. SSIT have registered alumni association. Although the formal registration process is completed in the year 2022 but alumni always remain connected to institute and their respective department. But still, we wish strengthen alumni association. Alumni share their industry experience, latest technology used in companies, how to approach companies for placement to their juniors. Many of our alumni donates saplings for making the institute environment green, books in library to make it richer. Also our alumni contributed in building ramps for physically disabled students and various other contributions.

Governance, Leadership and Management

The Vision of the institute is to emerge as an institute of academic excellence creating technocrats with professional skills & human values and the mission is to provide opportunities for the students not only to develop and utilize their potential but also to make them able to face the challenges in the life and achieve the goal.

The Management always motivates faculty members for their participation in improving the effectiveness and efficiency of the institutional processes. Various committees are formed like Anti-ragging, Grievance Redressal Committee, IQAC, SC/ST committees which have the participation of all the staff members. These committees help to maintain and enhance the efficiency of institutional activities. Thus staff members are part of policy making and implementation.

The institute has performance based appraisal system for teaching and non-teaching staff on the basis of their academic, and other extra- curricular activities.

The institute enhance the professional development of their teaching and non-teaching staff by encouraging them to participate in faculty development programmes, training programmes organized by the universities, to attend seminars, workshops, conferences for achieving academic excellence.

The institution conducts internal audit and external audit at the end of every financial year. The financial

planning is exercised well in advance for the financial year and efficient budgeting is done by involving the various departments and administrative section of the institution

The institute has a well-Functional Internal Quality Assurance cell. To ensure efficient functioning of IQAC, coordinator of the IQAC shall interact with various functionaries for effective working of IQAC and oversee implementation of policies. The IQAC coordinator apprise chairperson of IQAC from time to time of the progress. IQAC will meet at least twice in a year and record its planning and suggest improvements required if any in academic and administrative functions. The IQAC promote innovative practices to continually improve the effectiveness regarding academics, administrative performance.

Institutional Values and Best Practices

We at SSIT, strive to create a safe, conducive learning environment for students. Our institute promotes gender equity and cultural awareness through the various celebrations and events. The institute prioritizes gender equity among students and faculty members through its "Abhaya" cell. It is dedicated to raise awareness and sensitizing individuals about the importance of gender equality. Along with celebration of International Women's Day, regular women empowering events are organized by "Abhaya" which helps to instill self-esteem and self-confidence among girl students. Grievance redressal mechanisms and other cells such as anti-ragging, internal complaint committee, discipline committee ensure a safe and inclusive learning environment.

The institute actively celebrates national and international commemorative days, events, and festivals to promote social harmony and cultural awareness. These celebrations create a sense of togetherness and highlight the significance of freedom, democracy, peace, and India's rich heritage.

The institute make use of alternate resources of energy and implements energy conservation measures. The institution recognizes the significance of proper waste management to mitigate environmental pollution. The institute implements strategies to effectively handle both degradable and non-degradable waste to reduce waste generation and promote recycling. The institute implements initiatives to reduce water consumption, optimize water usage and promote rainwater harvesting. The institution committed to promote a green campus environment by integrating sustainable practices into its daily operations. The institute focuses on removing physical barriers and creating an inclusive atmosphere that accommodates the needs of people with disabilities.

To create green, clean, serene and pollution free environment institute takes various initiatives. To analyze, pollution level, our energy usage patterns and identify opportunities for energy efficiency the institute has conducted energy and environment audits and act according to the suggestions given in the audits. The institute is actively engaged in beyond the campus environmental promotion activities to raise awareness about environmental issues and encourage sustainable practices.

The Institute is committed to its vision of academic excellence, while ensuring the holistic development of its students. It strives to instill technical skills, ethical values and social responsibility in students and prepare them to face global challenges with confidence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAMINARAYAN SIDDHANTA INSTITUTE OF TECHNOLOGY
Address	At- Khapri (Kothe), Nagpur-Katol Highway, Kalmeshwar, Nagpur
City	Kalmeshwar
State	Maharashtra
Pin	441501
Website	www.ssitngp.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pooja Thakre	0712-2291020	8668615287	-	principal@ssitngp.com
IQAC / CIQA coordinator	Vivek Gawali	-	7507046855	-	deb.dey84@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 minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	21-07-2022	12	Valid for months

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	At- Khapri (Kothe), Nagpur-Katol Highway, Kalmeshwar, Nagpur	Rural	11.63	20226

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,Electronics And Telecommunication Engineering	48	HSC	English	30	29
UG	BTech,Civil Engineering	48	HSC	English	30	30
UG	BTech,Mechanical Engineering	48	HSC	English	30	30
UG	BTech,Computer Engineering	48	HSC	English	60	58
PG	Mtech,Electronics And Telecommunication Engineering	24	UG	English	12	0
PG	Mtech,Civil Engineering	24	UG	English	24	13
PG	Mtech,Computer Engineering	24	UG	English	12	2
PG	MBA,Master Of Business Administration	24	UG	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				44			
Recruited	0	0	0	0	0	0	0	0	24	20	0	44
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				16
Recruited	13	3	0	16
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				5
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	32	0	0	32
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	326	0	0	0	326
	Female	106	0	0	0	106
	Others	0	0	0	0	0
PG	Male	71	0	0	0	71
	Female	94	0	0	0	94
	Others	0	0	0	0	0
Diploma	Male	21	0	0	0	21
	Female	16	0	0	0	16
	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	11	9	9	17
	Female	5	8	7	3
	Others	0	0	0	0
ST	Male	1	0	1	9
	Female	3	0	2	6
	Others	0	0	0	0
OBC	Male	8	2	0	14
	Female	3	3	2	3
	Others	0	0	0	0
General	Male	65	8	17	37
	Female	50	2	8	12
	Others	0	0	0	0
Others	Male	0	0	0	2
	Female	1	0	1	1
	Others	0	0	0	0
Total		147	32	47	104

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>A process of adopting key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity has been initiated. The Institute is affiliated to RTM Nagpur University, if the programs which are designed to include Multidisciplinary/Interdisciplinary courses as electives, the institute will offer these electives to students as per university guidelines. All the courses offered by institute are Choice Based Credit System (CBCS). Few of them also include value based and environment based subjects like Universal Human Values, Environmental Science, Organizational</p>
--	--

	Behavior, Effective Technical Communication, Professional practice Law and Ethics, Professional Ethics, Industrial Economics and Entrepreneurship Development, Industrial Economics and Management, Indian culture & constitution etc.
2. Academic bank of credits (ABC):	Since the implementation ABD at university level, we have registered for ABC through NAD and initiated the registration process of students in ABC.
3. Skill development:	Our institute has an established Entrepreneurship Development Cell, Institutes Innovation Council and Training and Placement cell which actively participates to strengthen technical and soft skills of the students. Also the institute has Campus Recruitment Training (CRT) program for student to strengthen the current trends and skills required in industry and skill courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Many events relating to the Indian Knowledge System have been organized in our institution. In order to keep our students aware of glorious traditions of our culturally rich country, we celebrate many important traditional days, festivals, etc. To better comprehend Indian cultures' traditions we celebrate important cultural days depicting the importance of day, we encourage students to take part in these activities. This helps in instilling cultural awareness in students. To ensure that our students are able to communicate properly with everyone they encounter, we have communication skill course along with language laboratory.
5. Focus on Outcome based education (OBE):	Our institution, being affiliated with RTM Nagpur University, follows the university guidelines as and when directed in variety of approaches in teaching-learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work. Technology enabled learning, internship and apprenticeship and research work is already suggested and Institute is implementing it wherever possible. All the programs are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. The Institute has implemented outcome-based education with clearly stated Program Outcomes, Program Specific Outcomes and course outcomes from 2021-22 onwards. All courses are designed with outcomes centered on cognitive

	<p>abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation.</p>
<p>6. Distance education/online education:</p>	<p>The SSIT is prepared, especially during COVID-19 pandemic situations for teaching learning process through different online modes. The institute used a variety of online tools and ICT tools for teaching-learning process during the COVID epidemic, such as, Google meet, Google Class rooms and Zoom meet, etc. During the lockdown period, the faculty members also prepared themselves by attending workshops and receiving training on a variety of online platforms for online teaching and learning. Post pandemic, the online learning experience has been adopted by the faculty and students due to its flexibility, adaptability and convenience. Every year, faculty members and students are encouraged to take online courses such as NPTEL, MOOCs, etc. The whole college campus is Wi-Fi enabled and hence no hindrance in online education. Since the distance education has not been initiated for the engineering courses offered by the affiliating university and as such the institute has no such provision.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In our institute Electoral Literacy Club (ELC) is established on December, 2022. An Electoral Literacy Club is a platform to engage students through interesting activities like various expert lecture, poster competition, etc. and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Swaminarayan Siddhant Institute of Technology has the Electoral Literacy Club functional with the office bearer. The ELC consist of a coordinator along with four faculties and four students as member respectively.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC, from its establishment constantly striving to make students aware about importance of electoral process through various activities. The ELC organizes expert lecture, poster competition to generate interest and awareness among the faculty and students about electoral procedures and related topics. In future, ELC of institute will increase the scope its activities to assisting district election administration and enhancing the participation of underprivilege sections of society by emphasizing them the importance of electoral processes participation.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) in future plans to take socially relevant initiatives related to electoral issues, such as organizing awareness drives and creating content and publications that showcase the ELC's contribution to promote democratic values and participation in electoral processes.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC conducted survey regarding number of students registered as voter, if not what are the difficulties they are facing in registration process. The ELC encourages newly admitted students for enrollment in voter registration process and getting form filled.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
438	235	170	188	263
File Description		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: 56

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	24	31	42

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
68.25	27.49	25.05	37.33	111
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:

Swaminarayan Siddhanta Institute of Technology is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and follows the curriculum designed by Board of Studies/Academic Council of RTMNU, Nagpur University.

The institute has a well-developed structure for effective implementation of the curriculum and it follows the academic schedule prescribed by the University. Also the institute prepares institute academic calendar following the guidelines given by University academic calendar.

Departmental academic calendar is framed by departmental incharge in consultation with head of department on the guidelines given by university and institute academic calendar. Departmental academic calendar and teaching load distribution is conveyed to all the faculty members by head of department after meeting, well before the commencement of academic session. This provides sufficient time to the faculties to prepare well in advance, thereby resulting in well adopted conduction of academics in department. Each faculty prepares subject/teaching file for conduction of theory and practical courses. The teaching plan is prepared at the starting of the semester by referring university curriculum and it is strictly implemented.

All the department intends to enrich students with updated knowledge by organizing seminars on contents beyond syllabus, value added programs, workshops, expert lectures, industrial visits and training programs etc.

Monitoring of course delivery and syllabus completion is done through the syllabus completion report and feedback carried out in the semester and on that basis action is taken for further improvement in teaching, if required.

The institute conducts remedial classes for slow learners which are identified after the result of first sessional examination for their academic improvement and also extra classes are conducted for lateral entry students to cover-up the losses due to late admission.

The Dean Academics in co-ordination with Head of departments ensures the completion of academic activities effectively adhering to academic calendar.

Continuous Internal Evaluation (CIE):

Institute academic calendar consists of various curricular schedules like dates of first sessional, second sessional examinations and Pre university test (PUT) for continuous internal assessment and evaluation. Also it contains tentative date of RTMNU end semester examination as per university calendar.

The detailed examination schedule is announced in advance by examination incharges of the departments after getting approval from head of department and principal.

The question papers for the internal assessment tests (first sessional, second sessional examinations and Pre university test) are prepared by concerned faculties and are approved by the head of the department and moderator.

The answer scripts are handed over to the concerned faculty members for valuation, the evaluated answer scripts are shown to the students and returned to the examination in charge. In addition to the internal assessment test (first sessional, second sessional examinations and Pre university test), assignments are also part of continuous internal evaluation (CIE). The assignments are given to the students time to time by subject teacher and solutions are submitted by students within 3 to 5 days. The practical are conducted as per time table and continuously evaluated throughout the session.

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: 26

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

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: 58.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
187	117	81	179	187

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:

All the departments have courses in their curriculum which integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. Also various programs are arranged by the institute which contributes to sensitizing students to these cross-cutting issues.

The cross cutting issues are as follows.

Gender equality:

The institute encourages boys and girls to participate in sports and cultural activities for enhancing the gender equality. The college has functional Women Development Cell “ABHAYA” headed by women faculty member who look into the problems of girl students regarding academics and personal problems. The cell organizes various programs for girl students such as Women’s Day, health and hygiene awareness. Internal complaint committee has been established for counseling of girl students and act on received grievances, if any. Girl’s common room is available in the institute with all amenities.

Environment and Sustainability:

By considering depleting energy sources and pollution, the institute organizes various social events such as tree plantation, energy and water conservation, initiatives. The institute campus is enriched with a lush green environment. The different varieties of trees are planted within the campus. The commitment of the institute to maintain sustainable environment and improvement is evident through its "GREEN SSIT" policy. Our “GREEN SSIT” committee along with staff and students strive to create a campus environment that is clean, green and plastics free. This initiative is a reflection of the desire to cultivate a

culture of environmental responsibility and ethics among the staff and students.

Human Values:

A necessary part of curriculum is to inculcate good human values among the students. Our institute always believes to make each student to be a good human being and good engineer. The college has Anti Ragging Cell to ensure ragging free campus. Internal complaints committee and discipline committee headed by senior faculty member are formed to take care of human values. To cultivate good human values among the students the institute celebrates the birth anniversaries and other ceremonies related to great personalities, social reformers and national heroes. Apart from this, the institute is also celebrates the “Ganesh Festival” by worshipping the “Lord Ganesh” in the college, every year. Such activities are strengthening the spiritual and human values among the students.

Professional Ethics:

The Institute gives immense importance to professional ethics along with academics in order to develop a professional culture among the students. Professional ethics encompasses personal and corporate standards of behavior expected by professionals. The various courses related to professional ethics are included as a part of the curriculum of the university. Along with this, institute organizes various personality development programs to increase the employability of students. Industrial visits and internships programs are in accordance with the guidelines given by university. Also experts from corporate sector are invited to share their views through which student can understand the corporate standards, culture and practices in the professional world. The outcome of these activities resulted into positive change in the behavior, attitude and communication with peers and teachers.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 29.45

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

Response: 129

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 27.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
147	32	47	106	42

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
198	168	312	312	372

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: 22.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	22	22	57	23

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	84	156	156	186

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:** 19.04**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:**

Institute uses Information and communication technology to make teaching learning process more interesting, interactive and effective. The institute always try to use and implement latest technology for teaching learning and motivates teachers to use modern teaching methods. Institute has dedicated smart classroom for all department. The smart classrooms are fully equipped with multimedia teaching aids like LCD projector, computer/ laptop enabled with internet. Seminar, Webinar, Expert talk and workshop are

conducted regularly using ICT tools. Grooming sessions like personality development, improve communication skills, Mock Interviews are conducted using ICT facilities to prepare the students for Interviews.

Faculty prepares the teaching plan at the beginning of the session and is monitored by the faculty as well as by the HoD through the session. The class room teaching includes regular green board teaching and through PPT's, slides using LCD projector. Faculty shows videos and NPTEL lectures for detailed explanation and visualization of subject. Teacher creates a healthy learning environment for students to participate as an individual or in a group for better understanding of subject.

Institute inculcate following learning strategies for modern pedagogy which are in alignment with student-centric learning:

1. Experiential Learning:

Faculty relates the concepts and basic ideas to students with experiences, understandings and real-life situations. Teacher uses multiple representations, examples and explanations. Faculty uses recent technology to prepare students to meet future challenges.

Technical Education is incomplete without practical knowledge. Right from first year students are given exposure of experimental learning. During pandemic, students perform the practical using virtual labs.

2. Participative Learning:

Institute belief in overall development of a student by providing them exposure at various levels through organizing various curricular, co-curricular and extracurricular activities. Teachers motivate and encourage the students to participate in group learning activities such as group discussion, seminar, Quiz, debate and so on using ICT tools. Industrial visits, In-plant Training and Internship Training in organization are arranged to give hands-on experience to the students. Teacher adapts effective classroom discussions, doubt clearing sessions, and learning tasks that promote higher-order thinking skills. Teacher structures and facilitates ongoing formal and informal discussions based on a student's ideas and views.

3. Problem Solving Methods:

Students are trained to identify the problems, search for the best possible solution, make the decision and act accordingly. To develop the problem-solving skills and to strengthen the practical knowledge and logical thinking of students, we are following case studies with innovative way and also encourage our students to make some Mini projects from second year onwards. Apart from regular teaching learning process tutorial classes, remedial classes are conducted to inculcate problem solving skills. The students are divided into small groups so that personal attention can be given as every student's role will be important. Subject wise and unit wise assignments are given regularly to increase involvement with subject and its understanding. Assignments are mostly based on university question papers. Also, we encourage students to undergo some case studies to learn how the problems are tackled and resolved.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

<p>2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>Response: 42.43</p>														
<p>2.4.1.1 Number of sanctioned posts year wise during the last five years</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>48</td> <td>57</td> <td>86</td> <td>102</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	44	48	57	86	102
2021-22	2020-21	2019-20	2018-19	2017-18										
44	48	57	86	102										
<p>File Description</p>		<p>Document</p>												
<p>Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)</p>		<p>View Document</p>												
<p>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)</p> <p>Response: 6.99</p>														
<p>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</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	02	02	02	02	02
2021-22	2020-21	2019-20	2018-19	2017-18										
02	02	02	02	02										

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

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

Response:

Institute is affiliated to RastrasantTudkoji Maharaj Nagpur University, Nagpur and hence follows the rules and regulations regarding the internal assessment and performance parameter of student by university. Institute Internal assessment and evaluation policy is transparent and robust. As soon as university academic calendar is published, the institute's Academic co-ordinator with the help of Head of Department of various department prepares the academic calendar, in the beginning of the session. The Institute academic calendar is uploaded on the website and displayed on the notice board. According to academic calendar there are 2 sessional exams and one pre-university test. Sessional exams are scheduled at the end of first and second month of the semester and PUT after completion of syllabus. Exams are conducted in class room with two invigilators. Checked answer sheets are shown to students and in case of any discrepancy in their marks, is rectified. Marks are displayed on the notice board. During parents teacher meet marks are also informed to parents. After first sessional examination, slow learners are identified and remedial classes are conducted to improve the performance. Subject teacher gives the assignments, mostly assignment questions are based on university question paper. Assignments grades are also displayed on notice board.

Practical Internal assessment is done on the basis of performance of experiments in lab, timely submission of journals and viva-voce. The schedule of internal practical assessment is displayed on the notice board well in advance.

Grievances related to university examination:

Institute conducts the university examination as per the ordinance of university. Principal forms the College examination committee which is approved by university. Chief Examination officer ensures the smooth and proper conduction of examination. In case of any university exam related issue, student submit the duly signed application to exam committee which is then duly signed by Principal and forwards to the university. If issue is related to valuation, student applies for the duplicate copy of valued answer sheet and

then applies for revaluation through Principal to the university. The result of revaluation is declared within 30 days after submission of the application.

In case of grievance related to submission of exam form, query related to hall ticket like spelling mistake in name, mistake in course name or program name, missing subject name, change in photograph can be immediately resolved by CEO or Principal by communicating to the university.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The course outcomes are well defined using blooms taxonomy verb of all the programmes and of all courses of the institute. Some are already defined by the university while some are defined by the institute. The course outcomes are clearly defined as a declarative statement and using active verbs as stated in blooms taxonomy. Every department defined the PEOs and PSOs. The students are expected to achieve the learning outcomes as a result of each course of every programme. Along with vision and mission of the institute as well as of the department the POs, PSOs, PEOs and COs are informed to the students during the Student Induction Programme, first day of each semester and also informed to all the stakeholders of the programme. The vision, mission, POs, PSOs, PEOs and COs of all the department are displayed on the website.

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:

During the start of the session the faculty incharge prepares the COs of the subject along with the subject file. Later on mapping and attainment is done. The outcomes are measured and assessed after the result of university exams. The assessment of outcomes leads to the determination of targets achieved. The attainment of outcomes is done by using direct and indirect tools. The subject faculty maps the COs with POs and giving them numeric weightage whether, it is strongly mapped, partially mapped or slightly mapped. The attainment of the course is measured by the teacher incharge of that subject. The direct

attainment consists of 20% of Internal assessment and 80% of external tools i.e end semester exam. The direct attainment based on continuous assessment throughout the semester which consist of two sessional test, one pre-university test, various assignments, practical performance. Some course outcomes are attained through project, case studies, quiz, group discussion and seminars. The internal assessment questionnaire is designed to ascertain student performance levels. Each question is associated with a specific course outcome, and achievement levels are measured based on the grades achieved. Apart from this the course outcomes are also assessed in end semester theory and practical examinations. The Indirect attainment is based on Course end survey. The total CO attainment is calculated by taking 80% of direct attainment and 20% of Indirect attainment. The POs are attained indirectly through extension activities, outreach programs, collaborations and extracurricular activities.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 85.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	64	47	55	58

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	72	53	67	80

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:	
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)

2021-22	2020-21	2019-20	2018-19	2017-18
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:

SSIT has created an ecosystem for innovation in the form of Incubation center through which innovative ideas which can be converted in working model is implemented. The various activities promoting research and entrepreneurship are carried out in the college through the Incubation center. In this, students and faculties are encouraged for problem identification and it's simple solutions, also to design various mini and major projects to give scope to their innovation skills. Institute assist faculties and students to publish their research paper. SSIT students have designed and presented papers, innovative projects. In designing the projects faculty members guided the students of UG and PG. The project exhibition are held on yearly basis.

Incubation Centre: Incubation center is established to develop and provide a platform for the creative aspirants, where innovative ideas and concepts will be incubated and realized. Incubation center have important role to promote and encourage research mindset and innovation spirit among the students. The vision behind the formation of incubation cell is to endorse the innovative and executable ideas and concepts from students and faculties into reality. To promote and encourage research mindset and entrepreneurship spirit among the students, along with Incubation Center various other cells are established in the institute, those are; 1. Industry-Institute Interaction Cell (IIIC) 2. Entrepreneurship Development Cell (EDC) and 3. Institution's Innovation Council (IIC), etc.

1. Industry-Institute Interaction Cell (IIIC): The Industry-Institute Interaction Cell (IIIC) bridges the gap between industry and academia in such a way that it brings the opportunity to know the industries research needs through the interaction. This cell helps students to understand the current necessities of industry and work on that.

2. Entrepreneurship Development Cell (EDC): The ED cell of the college conducts various awareness programs on entrepreneurship such as seminars, workshops, industrial visits and interaction with entrepreneurs etc. These programs are aimed at making the student community more enthusiastic towards entrepreneurial activity. The main objectives of EDC is to create awareness on entrepreneurship among the students through various training programs and to help them acquire necessary managerial skills to run an enterprise effectively.

3. Institution's Innovation Council (IIC): The main aim of IIC is to encourage, inspire young students by supporting them to work with new ideas and transform them into models while they are informative stages. Institution's Innovation Council (IIC) organizes various programs, expert lectures and workshops relating to research methodology, IPR, entrepreneurship and innovation.

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: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	3	3	3

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: 0.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	3	6	5

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: 0.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	1	3	2

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 students' perspectives are broadened by participating in extension programs which gives them exposure to new experiences, cultures and socio-economic diversity. The students learn to appreciate diversity and understand the importance of inclusivity along with this they become aware of various social issues. This exposure cultivates tolerance, cultural sensitivity and holistic development.

SSIT student actively participate in various extension activities through various forums of the institute.

National Service Scheme (NSS)

The NSS unit of SSIT, Nagpur, organized distinctive societal exercises. The various social activities like Tree Plantation program, Swachh Bharat Abhiyan, Joy of giving etc. are conducted by the NSS unit of the institute. The college has motivated NSS unit, monitored by NSS program officer and departmental staff. The students from all the departments actively participate in various programs organized through National Service Scheme (NSS).

Tree Plantation program: For the survival of all living things, trees are essential resources. Numerous species of animals, birds, insects, fungi, and other living things can find food and refuge in trees. The stability of our entire ecosystem is thus guaranteed by them, to put it another way. Our NSS unit organizes the 'Tree plantation' programs. NSS program coordinator, college staff, and NSS volunteers take efforts for the program.

Swachhta Abhiyan: The NSS volunteers participate in making mindfulness among public, advising them the significance of cleanliness. The students participate in various activities to keep clean environment in the vicinity. The volunteers cleaned the whole campus wearing gloves and collected all the litter in big bags for transfer. The volunteers were educated to clean their hand with soap at the conclusion. Refreshments were disseminated to volunteers.

The Joy of giving activity organized by NSS unit every year. The aim of this activity was to help under privileged people of the society by giving them useful things which they needs. The NSS volunteers distributed their non-torn wearable clothes, foot wares, woolens also books, grains and other items were distributed.

Blanket Distribution: National Service Scheme (NSS) unit of SSIT and NGO named Rising Infinitely for Social Empowerment has collectively celebrated foundation day of college by distributing blankets among the physically handicap children residing at Atmadeepam Society.

Several community sensitization social issues are addressed by our NSS unit and Women Development Cell “Abhaya” which include street-play on “Water Conservation, rally for “Save Girl Child”, rally for “Anti-Tobacco”, “Computer Literacy Drive for Rural Students”, “Empowerment through Engineering” and various other social awareness initiatives are implemented by the institute.

Thus the students of SSIT actively participate in extension activities which develops their understanding regarding social issues, improves their leadership qualities, skill level and their self-confidence. These activities have profound positive impact on the students and society.

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

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

Response:

The students of SSIT actively participate in extension activities through various forums which develops their understanding regarding social issues, improves their leadership qualities, skill level and their self-confidence. These activities have profound positive impact on the student and society.

Several Community sensitization social issues are addressed by our NSS unit and Women Development Cell “Abhaya” which include street-play on “Water Conservation, rally for “Save Girl Child”, rally for “Anti-Tobacco”, “Computer Literacy Drive for Rural Students”, “Empowerment through Engineering” and various others social awareness initiatives are initiated by the institute.

Through these extension activities our college has received recognitions and appreciation from various governmental and government recognized bodies.

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: 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	2	5	8

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: 13

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:

It is known that proper infrastructure and pleasant environment is very important for better education. Institution is providing excellent infrastructure and physical facilities for teaching learning process. The Institute has its own campus in 11.643 acres of land and constructed multistoried building, well gardening and landscaping. Keeping in consideration, overall development of students in all aspects, it may be academic, sports or cultural activities, these facilities are provided.

For healthy teaching – learning environment there are sufficient number of classrooms and tutorial rooms available in the institute with proper lights, fan, and ventilation. Further the classrooms are also equipped with black board, stage and sufficient number of desk-benches. ICT enabled classrooms are there with LCD projector and interactive board having Wi-Fi facilities. Language lab is equipped with computers and software as well. There is also separate computer section for students, conference room for meeting equipped with projector and internet facility. Institute has well equipped laboratories having area as per AICTE norms.

Institute also has workshops and additional workshop as per norms for performing workshop activities like welding, smithy, carpentry, fitter etc. All workshops are fully equipped with required instruments. Separate drawing hall is available for the students.

The institute has required number of seminar halls equipped with LCD projectors, computer workstations and wireless internet facilities for events.

Institute has its library having area as per norms. with collection of 21000+ books and fully automated, with reading room capacity as per norms.

For backup of electricity, diesel generator is available in campus, which provides continuous supply of power.

Institute is also providing sports and cultural facilities for overall development of students and staff. Institute has its own playgrounds for outdoor games like basketball, volleyball, cricket, football and indoor games like carrom, chess, table tennis, badminton. Thus, the institute looks for physical fitness of the students by providing such sports facilities.

The student forum of the institute is arranging cultural activities like annual gathering “NUVOTSAV”, “SWARANG” in which various cultural events like dance, singing, fashion show, drama etc. are

performed. The institute has a indoor stage with all the facilities to conduct cultural activities.

Institute also celebrate events on occasion like Ganeshotsav, Shiv Jayanti, Gandhi Jayanti etc.

Institute takes initiative for arranging meditation and yoga camp regularly so that students and staffs can relax mentally in in a healthy environment.

Overall, institute provides sufficient infrastructure, and physical facilities to the students, where students can do excel in curricular, cocurricular and extracurricular activities.

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: 12.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.54	0.08	0	0.03	32.69

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

4.2 Library as a Learning Resource

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

*faculty and students***Response:**

The heart of any institution is its central library and library shows the richness of any institute. Institute has its library, having area as per AICTE norms and sufficient reading room seating capacity.

- The library has overall 21000+ books which includes academic text books, reference books, general and non-academic like fiction, novels and autobiography of great personalities.
- Library is fully automated using library software, “SYNCHRONIK” as a Library Management Software (LMS). Features of this software includes stock maintaining, stock handling, circulations (Issue, re-issue and return of books), generating various reports, graphical reports, cataloguing etc.
- One of its major feature is OPAC : Online Public Access Catalogue that helps users (i.e. students and teachers) to find availability of book in library, place of book, status of book (i.e. whether it is issued or available in library for issue. By using OPAC students get flexibility to search books by author, title and publisher.
- Barcode Facility: Barcode facility makes transaction of books very easy, time saving, and also it helps to search book as class number is printed on barcode, which gives unique position to each and every book on shelves.
- The major and important part of any library is its classification scheme used, which makes arrangement of books easy and systematic on shelves. The college library uses Universal Decimal Classification Scheme (UDC).
- Library has access of e-books and e-journals having subscription to “DELNET”. In campus from anywhere delnet can be accessed.
- Library has collection of CD’s with books, journals and magazine and other informative like discovery CDs.
- Multimedia section is available having computers with internet facility for students and staffs to access online material i.e. e-books, e-journals and other open educational repositories like Shodhganga, NPTEL Video lectures, NDLI, Swayam, journals like Indian Academy of Science, Indian Journal of Science & Technology, DOAJ (Directory of Open Access Journals).
- Newspaper, magazine, employment news is available in library for both staff and students.
- A daily visitor register is maintained for staffs and students who visit library .
- There is a project report section in library for the project copy submitted by students. These Project reports are very much helpful to the students for making their projects by taking reference of projects reports available in library.
- The timing for library is from 9:45 am to 5.00 pm from Monday to Saturday, excluding declared holidays.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The Institute provides each and every department its own computer and printers with UPS facility. The institute has a dedicated 1 : 1 lease line and Wi-Fi facilities throughout the campus. All computers in various departments are connected with LAN. The hardware and software are updated on regular basics. Proper antivirus software is provided to every department. To enhance the quality education, smart classrooms (Wi-Fi enabled facilities) are provided to the students. Use of projector in classrooms are very helpful to faculties as well as students. All the staff are provided with computers for their work with internet connectivity. The institute has sufficient number of printers for staff and students as well..

Institute's strategies for updating IT facilities are:

- Campus has Internet through leased line that provides speed of 100 mbps.
- Institute provides Wi-Fi facility in the campus, so that internet facility can be accessed anywhere in the campus by using any device, which makes it easy to access required learning e-resources.
- All the computers in every department are connected to internet through Wi-Fi or leased line network.
- Required software and antivirus are timely upgraded.
- For monitoring and to keep watch on the campus activities e-surveillance is applied through CCTV.
- Separate multimedia section is available in library for students and faculties to access e-books, e-journals etc.
- One main server is available which connects all departments together by intranet, so data and printing facility can be shared.
- For staff attendance biometric facility is available.
- All departments provided with Laser Printers.
- For uninterrupted supply of power, backup facility with UPS is available.

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: 4.61

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

Response: 95

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

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: 76.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
40.90	21.61	15.50	34.28	92.27

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: 69.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
355	211	106	104	125

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: 18.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	49	29	45	63

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: 23.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	10	9	8	19

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	53	29	35	55

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

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

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: 6.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	0	04	11	09

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 association is established for maintaining and nurture relationships with alumni to build a strong professional network.

The Alumni association strives to strengthen the bonds between our alumni, faculty and students by providing opportunities to share knowledge and experience, facilitating the exchange of quality ideas and perspectives. It act as a bridge and creates an unbreakable bond between the alumni and the college. In addition, alumni provide networking opportunities that can connect recent graduates with experienced professionals and help them in their careers.

SSIT have registered alumni association headed by its president, Mr. Kamlesh Raut, Administrative office.

Although the formal registration process is completed in the year 2022 but alumni always remain connected to institute and their respective department.

The main objective of Alumni Association is;

1. To maintain a sense of connection with the alma mater and among the alumni by staying in connected with them.
2. To inspire alumni to take on responsibility for enhancing college education.
3. To encourage, foster and promote close relations among the alumni themselves and students.
4. To enhance and enrich the experiences of students through interaction with alumni.
5. To provide financial and non-financial support like conducting seminars and workshops which are helpful to their juniors.
6. To honor and celebrate the achievements of alumni.

The Following are the activities carried out with the help of Alumni.

Interactive Sessions: The alumni assist, organize and deliver interactive sessions to motivate current students about the employability and educational opportunities in abroad.

Curriculum Enrichment: The feedback from alumni is important in curricular gap identification and development of value added course module.

Administration: Alumni are the members of IQAC and contribute to the development of a quality system that is responsive to current academic, professional and industry trends and needs.

Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise and to assist the students in securing suitable jobs.

Endowments: The alumni association can also play a significant role in contributing financially and in various other ways for the development of Institute. Many of our alumni donates saplings for making the institute environment green, books in library to make it richer. Also our alumni contributed in building ramps for physically disabled students and various other contributions.

Through their financial donations, mentorship, career support, volunteerism, and professional expertise, alumni play a crucial role in shaping the educational experiences of current and future students, maintaining institutional excellence and fostering a strong sense of community. Overall, alumni contributions are vital for the growth and success of college.

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:

The institution is recognized by All India Council for Technical Education, approved by Government of Maharashtra and affiliated to Rashtrasant Tukadoji Maharaj Nagpur University. The Governance of the institution is strictly in accordance with the Vision and Mission.

Vision:

To emerge as an institute of academic excellence and creating technocrats with professional skills & human values.

Mission:

1. To provide, nurture and maintain an environment of high academic excellence.
2. To inculcate research & entrepreneurship skills among students.
3. To develop the soft skills and professional skills among the students which will prepare them to face global challenges.
4. To imbibe the ethical & moral values among the students so as to make them capable of handling societal problems.

To achieve the vision, the institute follows a well-defined and planned teaching learning process followed by the Workshops/value added courses to provide the quality education. Also various Guest Lectures/Expert talk and seminars are conducted in the college for the academic and professional advancement of students. For exposure of recent trends and needs of industry the Institute always encourage the students for industry based projects. Along with this industrial visits and Internships are provided to the students for the practical exposure of subject.

Governance, Leadership and Management:

The Management actively takes part in the monitoring the institution. The Local Management Committee body has been constituted as per AICTE norms. Budgetary provisions are sanctioned by the committee. This committee conducts meeting twice a year and whenever necessary, in which review the activities like recruitment of staff, variation in intake capacity, new courses and implementation of career advancement scheme are discussed and approval to the same is given after discussion in the meeting.

Decentralization and Participation in the institutional governance:

The institution promotes decentralization and participation of various stakeholders like management, faculties, non-teaching staffs, students, parents and alumni are involved in various committees in keeping

with their roles. The process of decentralization and participation of all stakeholders is implemented through various committees concern with academic and administrative functioning of the Institute. The institute functions with perfect decentralized administration that has complete transparency in the decision making process. The policy making, implementation and monitoring is done by various committees like IQAC Cell, Internal Complaint cell, Grievance Redressal committee, Anti-Ragging committee, T&P Cell, NSS Cell etc.

The decentralization and participative management culture is achieved in SSIT in various ways.

The management participates in budget allocation, utilization & purchase along with infrastructural improvement & also provide financial support to economically backward students. The principal encompasses in overall policy decision, planning implementation & monitoring for quality improvement. The head of department plan and monitor execution of course work along with curricular, co-curricular & extracurricular activities of the department and also takes corrective actions on result analysis, feedback analysis, etc. The senior faculty members handle different departmental and institutional portfolio along with other members. Thus, internal as well as external stakeholders are involved for any modification in teaching learning and administrative process or any other similar process.

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 well framed organizational structure for decision making processes and their effectiveness. The governing body is the apex body which decides academic and administrative policies. The administration of the Institute is managed by the following bodies.

Governing body: The governing body is the apex governing committee of the institute. The governing body comprises elected representatives of teaching and non-teaching staff, chairman, secretary and a representative of management and experts from various fields.

The Principal: The Principal of the college heads both the academic as well as the administrative sections and is overall In-charge of the college. The principal encompasses in overall policy decision, planning implementation & monitoring for quality improvement. The Principal looks after the day to day operations of the Institute. He plans and supervises the execution of annual academic plans, co-curricular and extra-curricular activities, in consultation with the staff of the college. He strives for the overall development of the college.

Internal Quality Assurance Cell (IQAC): The IQAC constitutes of management representative, senior faculty members, heads of department, alumni, current students and experts from various fields. To ensure efficient functioning of IQAC, coordinator of the IQAC shall interact with various functionaries for effective working of IQAC and oversee implementation of policies. The IQAC coordinator apprise chairperson of IQAC from time to time of the progress. IQAC meets atleast twice in a year and record its planning and suggest improvements required if any in academic and administrative functions. The IQAC acts as a central agency of the institution for coordinating quality-related activities, including adoption and dissemination of best practices. IQAC promote innovative practices to continually improve the effectiveness regarding to academics, administrative performance.

Head of Departments: The Heads of Departments ensure that the plans communicated to them by the Principal are implemented systematically and effectively. The head of department plan and monitor execution of course work along with curricular, co-curricular & extracurricular activities of the department and also takes corrective actions on result analysis, feedback analysis, etc.

Office Section: Administrative officer oversees the functioning of the office's supporting staff and the management of several parts and apprise the principal.

Service rules and procedures:

The Institution has Human Resource policy for the college. This policy has been framed in keeping with the rules and norms laid down by Statutory Authorities including AICTE, UGC, Government of Maharashtra, Affiliating University and Directorate of Technical Education. The Institute follows the Service rules, procedures, recruitment, and promotional policies as per the AICTE /DTE/ RTMNU guidelines.

Perspective plan for development:

The Institute has a five-year perspective plan. While making perspective plan, guidance and suggestions from various stakeholders are taken into consideration. The various committees and authorities of the institute work together for successful execution of the plan. This result in growth and development of the institute.

Next five year perspective plan is as given below.

1. To acquire NAAC Accreditation
2. To affiliate with DBATU.
3. To start research centers in PG courses.
4. To collaborate with renowned institutions and industries.
5. To obtain autonomy.

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

6.3 Faculty Empowerment Strategies

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

Response:

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

Few welfare measures for the teaching and non-teaching staff are listed below:

1. Duty leave

The institute supports staffs for attending seminars, conferences and workshops in various college.

2. Maternity leave

The institute provide maternity leave to eligible lady faculty.

3. Drinking R.O. Water

The institute provide Pure and safe drinking R.O. water for all teaching and non-teaching staff.

4. Transport facility

Both teaching and non-teaching staffs have access to the transportation facility.

5. Xerox facility

The institute provide xerox facility for all teaching and non-teaching staff.

6. Wi-Fi campus

Performance Appraisal System:

The institute has performance based appraisal system for teaching and non-teaching staff on the basis of their academic, and other extra- curricular activities.

1) Self-appraisal system for teaching staffs:

Every year each faculty member complete the self-appraisal process in the manner specified by the university. The following criteria are used to evaluate oneself:

1. Engaging theory lectures
2. Engaging practical
3. Students feedback of respective session
4. Professional endeavor
5. Research and development
6. Functional performance

The form filled by the faculty Member is checked and verified by the heads of the department, followed by the IQAC coordinator and then Principal.

2) Performance appraisal system for non-teaching staff:

The various parameters for staff members are evaluated under different categories i.e. character and habits, departmental abilities, capacity to do hard work, discipline, reliability, relations/co-operation with superiors, subordinates, colleagues, students and public, efficient organization of documents and technical abilities. The overall evaluation is based on the cumulative grade by the reporting officer, followed by the IQAC Coordinator and then Principal.

The performance appraisal system has significantly helped in the evaluation of the performance of staff to analyze their strengths and weakness.

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: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 27.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	25	10	3	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	5	4	4

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

6.4 Financial Management and Resource Mobilization

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

Response:

The institution conducts internal audit and external audit at the end of every financial year to make assured financial compliances. The financial planning is exercised well in advance for the financial year and efficient budgeting is done by involving the various departments and administrative section of the institution. Internal audit are carried out by internal audit committee and external financial audits are regularly done by chartered accountants.

Before the commencement of academic year, the principal submit a planning and budget of institute, by considering the recommendations made by the heads of all the department, to the management. The institute budget includes recurring expenses and non-recurring expenses such as salary, electricity, internet, maintenance, stationery, other consumable charges and other development expenses. The accounts department observes the expenses as per the budget allocated by the management.

The internal and external auditing process is given below:

The internal audit of accounts is carried out by internal audit committee. The committee member checks fee receipts and payment vouchers and necessary supporting documents. The final report is submitted to the management through principal.

The external audit is conducted at the end of financial year. The audit is carried out by chartered accountant (CA).

During the internal audit committee raise objections, if any, related to finance and stock related records, giving an opportunity to the accounts to address and rectify the same. Queries in the audit will be reported to the account section and compliance is effected within a months' time. He also give necessary guidance for improvement in account maintenance. These measures ensure no further discrepancies in the records that can be objected by the external auditors.

The main sources of income is tuition fees paid by students and funds provided by Sarvasiddhanta Education Society, Nagpur. The external audited income and expense statements of last five year available.

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 Institute established Internal Quality Assurance Cell on December, 2019. The IQAC constitutes of management representative, senior faculty remembers, heads of department, alumni, current students and experts from various fields. To ensure efficient functioning of IQAC, coordinator of the IQAC shall interact with various functionaries for effective working of IQAC and oversee implementation of policies. The IQAC coordinator apprise chairperson of IQAC from time to time of the progress. IQAC will meet at least twice in a year and record its planning and suggest improvements required if any in academic and administrative functions. The IQAC acts as a central agency of the institution for coordinating quality-related activities, including adoption and dissemination of best practices. IQAC promote innovative practices to continually improve the effectiveness regarding to academics, administrative performance.

Quality Assurance Strategies and Processes:

- Assessing the quality parameters and providing required suggestions for the improvement.
- Implementation of e-governance in all operations of Institute.
- Conducting seminars / workshops, FDPs on emerging technologies for faculty.
- Conducting expert lectures from eminent personalities from Industry-Academia.
- Arranging regular training programs/workshops for students and supporting staff.

Contribution of IQAC for institutionalizing the quality assurance strategies and processes:

- 1.Regular academic monitoring of all the classes
- 2.Weekly compliance of teaching plan by heads
- 3.Monthly performance Review
- 4.Implementation of Academic Audit
- 5.Effective implementation of Mentor-Mentee scheme
- 6.Initiatives for effective teaching-learning such as student centric teaching-learning methods.
- 7.Encouragement and effective implementation of ICT tools in teaching process.

Teaching Learning Process:

The teaching and learning processes are continuously reviewed by IQAC. The institute has a well-developed structure for effective implementation of the curriculum and it follows the academic schedule prescribed by the University. Also the institute prepares Institute academic calendar following the

guidelines given by University academic calendar. Departmental academic calendar is framed by departmental In-charge in consultation with head of department on the guidelines given by university and institute academic calendar. Departmental academic calendar and teaching load distribution is conveyed to all the faculty members by head of department after meeting, well before the commencement of academic session. This provides sufficient time to the faculties to prepare well in advance, thereby resulting in well adopted conduction of academics in department. Each department's timetable coordinator creates the schedule in accordance with the regulations of the relevant statutory bodies regarding the number of credit hours for each topic before.

Each faculty prepares subject/teaching file for conduction of theory and practical courses. The teaching plan is prepared at the starting of the semester by referring university curriculum and it is strictly implemented.

We support the use of student-centered approaches to increase student engagement in experiential learning, participatory learning, and problem-solving methodologies.

1. Practical experience
2. Participatory education
3. Techniques for Solving Issues
4. Workshops, seminars, and guest lectures
5. Project Cell and the Digital Library
6. Case studies and project work
7. Field and industrial Visit/Tour.
8. Encouraging students to enroll for Massive open online courses (MOOCs) and get certification.

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: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Swaminarayan Siddhanta Institute of Technology, Nagpur takes various initiatives for promoting gender equity among students and faculties. The institute is having women development cell “ABHAYA” which is established with a vision to sensitize the students and staffs towards the need for gender equality. Institute frequently organizes events under “ABHAYA” cell to establish a healthy sense of self-esteem and confidence among girl students. International Women’s Day is celebrated regularly under “ABHAYA” cell. The students are educated on the behavioral norms regularly. Institute has Grievance Redressal Cell, Internal Complaint Committee (ICC) and Anti-Ragging cells to provide a platform for them to voice their concerns & resolve issues of students. ICC also includes an NGO working for women’s empowerment.

Anti-Ragging Cell also includes an NGO personnel and local police authority. The meetings for these cells are conducted twice every semester. During the meetings, we make students aware about sexual harassment, gender discrimination and the Grievance Redressal mechanism. The posters advocating gender sensitivity are also displayed at prominent places all over the campus.

For the safety and security of women in campus emergency/helpline numbers are displayed throughout campus building and college website. CCTV cameras are installed across the campus to provide surveillance. Security guards are always present in the campus.

For the economically weaker students the college is providing “Women Empowerment Scholarship” to achieve academic and career goals. The Girl’s common room is available in the institute where girl students can relax and have privacy. The Girls Common Room is equipped with sanitary napkin vending machine. An attendant is always there for any kind of assistance. A doctor is appointed for the case of medical emergency and a visit is scheduled once every month for health related issues. Also Boy’s common room and First-Aid room with necessary facilities are available in the institute premises.

Swaminarayan Siddhanta Institute of Technology celebrates National and International commemorative days, events and festivals to emphasis on importance of related events, festival and personalities.

Institute celebrates important days like World Environment day, International Yoga day, Constitution day, International Women’s day to create awareness among students about various issues related to environment, health, gender, social, etc.

On Independence Day and Republic day flag unfurling is done and message is delivered to motivate the students. The institute also celebrates Ganeshotsav, Chhatrapati Shivaji Maharaj Jayanti and National Youth day on birth anniversary of Swami Vivekanand to create a sense of pride, togetherness and responsibility. In order to keep our students aware of glorious traditions of our culturally rich country, we celebrate many important traditional days.

In conclusion, Swaminarayan Siddhanta Institute of Technology have taken a comprehensive approach to promote gender equity and inclusivity by providing a safe and inclusive learning environment, setting up various cells to support the welfare of students alongwith celebrating various commemorative days, events, festivals to promote social harmony and cultural awareness.

File Description	Document
Provide Link for Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives

4. Beyond the campus environmental promotion activities

Response: A. All of the above

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

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

Response:

India is known for its unity in diversity. The confluence of several civilizations has affected and enriched Indian culture. To create cordial relationships and preserve the cultural, regional, linguistic, communal socioeconomic and other diversity, institute celebrates various traditional festivals and days at campus. These festivals and events bring everyone in the campus together since they are all celebrated under one roof to symbolize social harmony, togetherness and patriotism. All the members of the institute including the principal, teaching staff, non-teaching staff, students and management adopt and work to instill national ideals. Independence Day and Republic Day are organized and celebrated by the institute each year.

The institution takes great satisfaction in hosting events in honor of our national heroes. Being educational institute, we honor Dr. Sarvapalli Radhakrishnan's memory by celebrating Teacher's day and on the birth anniversary of M. Visvesvaraya, the institute celebrates Engineer's day each year.

The college have very active women development cell "ABHAYA" which observes International Women's day to recognize the accomplishments of women. "ABHAYA" organizes various programs for women and girl students to empower them on the issues like women's rights, gender equality, women's health and hygiene. Also it empowers, girl students and women faculties by providing information about various governmental schemes for women. International Yoga day is celebrated in institute every year to promote healthy lifestyle, mindfulness and harmony among both students and staff.

The institute celebrates World Environment day. The college has "Green SSIT" initiative to promote

environment friendly campus and green practices inside and outside the campus. This initiative is a reflection of the desire to cultivate a culture of environmental responsibility and ethics among the staff and students.

The college celebrates “Ganeshotsav” festival every year. Chhatrapati Shivaji Maharaj Jayanti is celebrated to acknowledge the great legacy of Maratha Empire and Dr. Bhimrao Ambedkar jayanti also celebrated in the institute to symbolize the fight he fought for social justice and human rights of people.

Swami Vivekanand Jayanti is celebrated as National Youth day to disseminate the ideas and philosophy of Swami Vivekanand about how he lived, preached, and the way he worked.

The institute celebrates Constitution day on 26th November every year. On this occasion, programs are organized to make students aware of constitutional obligations such as values, rights, duties and responsibilities of citizens.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

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

Response:

Best practice-1: **GREEN SSIT**

1. Title of the Practice:

GREEN SSIT

2. Objective of the Practice:

1. To create healthy environment for learning.
2. To create awareness amongst students regarding importance of our surrounding environment and its protection.
3. To find the innovative ideas to minimize the future threats to the environment.

3. The Context:

The GREEN SSIT initiative seeks to understand the challenges and opportunities of the coming transition, and take up one should play in managing this change.

The SSIT will continue strengthening its role as a unique policy reference on social protection, equality and social dialogue, while linking them to thematic issues on climate change, low-carbon and resource

efficient innovative strategies.

4. The Practice:

GREEN SSIT

The commitment of the institute to maintain sustainable environment and improvement is evident through its "GREEN SSIT" policy. Our "GREEN SSIT" committee along with staff and students strive to create a campus environment that is clean, green, and free of plastics. This initiative is a reflection of the desire to cultivate a culture of environmental responsibility and ethics among the staff and students.

Mission

To instill environmental awareness among students and actively engage them in efforts to improve quality of environment.

The institution is dedicated to uphold its clean and green campus policy when administering its campus. The college has "GREEN SSIT Committee" which looks towards having a clean and green campus.

Following measures have been taken by the institute to improve environment:

- Use of Solar Energy
- E-waste and solid waste management system
- Use of LED lights
- Landscaping of trees
- Pedestrian friendly path
- 'No Smoking, No Tobacco' in Campus area
- Silence zones in the college
- Plastic free campus
- Rainwater Harvesting
- Display Boards to Promote Environmental Sensibility on College Campus
- Restricted Entry of vehicles

5. Evidence of Success

Due to GREEN SSIT initiative the waste management of the college has improved. The solid wastes are collected in the bins as degradable and non degradable wastes and then Gram Panchayat collect these wastes regularly. E-Wastes are taken care of by Nagraj e-Waste recycling. Energy utilization has improved as solar panels and LED lights are installed in the campus. Carbon production is considerably low in the college campus as vehicles are not allowed beyond designated parking areas and No Tobacco and No Smoking initiatives by the institute. Also due to rainwater harvesting underground water level is improved. As part of "No Plastic" initiative the college is making use of minimum reusable plastics and non reusable plastics are completely banned in the campus.

6. Problems Encountered and Resources Required:

The gardener is required to look after the plants and maintenance of greenery. If he is not present then garden will not be green and properly maintained. In garden there must be proper source of water. To do so

harvest water is used to water the plants and trees. To protect the garden from animal wall fencing is done around the college campus. To keep the plants away from pests, pesticides should be used. We try to use organic pesticides. Disposal of e-Waste is a problem which is overcome by doing an agreement with Nagraj e-Waste for disposal of e-Wastes.

Best practice-2: **MANAGEMENT SCHOLARSHIP**

1. Title of the Practice:

MANAGEMENT SCHOLARSHIP

2. Objective of the Practice:

The objective of the Management Scholarship Program is to provide financial help to the economically weaker students for empowering them to achieve academic and career goals by eliminating the economical barrier.

3. The Context:

The management scholarship initiative seeks to provide scholarship to all students who are from financially weaker sections so as to provide education to them at a reasonable financial cost. Under the management scholarship scheme student's merit list is developed and based on merit list applications are invited and after scrutinizing applications Principal approves the applications and then scholarship amounts are waved off, as per applications and scrutiny process.

4. The Practice:

The waivers scheme is as follows:

A. Youth Development Scholarship

Under the Youth Development Scholarship scheme students who come under OPEN, OBC and Minority category will get scholarship. The students must possess minimum 60% in their qualifying exams and must appear for the interview so as to be able to apply for the scheme. Based on merit list the scholarship will be given to the candidates.

B. Women Empowerment Scholarship

Under the Women Empowerment Scholarship scheme girl students who come under OPEN, OBC and Minority category will get scholarship. The students must possess minimum 60% in their qualifying exams and must appear for the interview so as to be able to apply for the scheme. Based on merit list the scholarship will be given to the candidates.

5. Evidence of Success

From the year 2017-18 to 2021-22 total of 146 students have been benefitted through management scholarship program. Under Youth Development Scholarship Scheme a total of 118 students have been benefitted and under Women Empowerment Scholarship Scheme a total of 28 students have been

benefitted.

6. Problems Encountered and Resources Required:

When it comes to the process of selection of candidate for scholarship there are plenty of challenges every step of the way. To select the needy students first applications are collected then a merit list prepared and then from the merit list students are invited for interviews and after all these the students are selected for the scholarship.

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:

The Institute is established with an aim to provide engineering education with a difference.

VISION: To emerge as an institute of academic excellence and creating technocrats with professional skills & human Values.

MISSION:

1. To provide, nurture and maintain an environment of high academic excellence.
2. To inculcate research and entrepreneurship skills for aspiring students.
3. To develop the soft skills and professional skills among students which will prepare them to face global challenges.
4. To imbibe the ethical and moral values among students so as to make them capable of handling social problems.

Institutional priorities:

1. To achieve excellence in academics.
2. Faculty empowerment and development
3. Imparting quality education to economically backward students from rural areas.
4. To inculcate ethical values, social and professional responsibility among the students.
5. To provide an exposure to the students for developing competencies and to prepare them for

forthcoming challenges.

Problems:

Due to fast changing technology and inventions the life of students is running at a much faster rate. Learning is not only for urban students, it is for rural as well. With the ever increasing pace for learning we tend to forget that “Together we can evolve”. SSIT understood this gap and initiated learning for rural students. The institute has established its distinctive approach towards its broad vision. Providing guidance, training skill development through various activities conducted by the different departments for the rural students. The institute organizes special training program for rural area students such as:

1. Computer literacy program:

The institute takes an initiative to provide computer literacy to the nearby community students. The objective of this activity is to impart knowledge about basics of computers and its applications like paint, word, excel and use of internet for easing day to day life. In the year 2017-18 “Computer Literacy Drive” for the students of Sant Nagaji Maharaj Secondary School, Dorli (Bhingare) was conducted. In the year 2018-19 “Computer Literacy Drive” for the students of Tribal Ashram School, Khapri was carried out.

2. Activities in nearby community:

The NSS unit of the institute organizes various extension activities in the nearby villages. The objective of the NSS scheme is to develop the personality of the students through community services. It also imbibe the social responsibility and human values among the students. The activities conducted by NSS unit are Tree Plantation, Rallies, Joy of Giving, Computer Literacy Drives and Gender Equity Programs among others.

3. Supporting facilities for students from economically weaker section by SSIT are:

1. Free bus facility is provided for the students.
2. Management scholarship to the students from rural background apart from Government scholarship to enable them to take professional education. The management scholarship initiative seeks to provide scholarship to all students who are from financially weaker sections so as to provide education to them at a reasonable financial cost. Under the management scholarship scheme student’s merit list is developed and based on merit list applications are invited and after scrutinizing applications principal approves the applications and then fee amounts are waived off, as per applications and scrutiny process.

Outcome:

With the innovative plans of the institute, students in rural areas are found to acquire interest in learning new technologies. The self confidence and speaking skills were found to be improved. The provision of financial aid to the economically weaker students, helped them to achieve academic and career goals by eliminating the economical barrier.

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

5. CONCLUSION

Additional Information :

The institute is run by management represented by variety of industry personnel. The Management has a long-term vision for the institution and aims to achieve all-round development and growth. The institute has well defined vision, mission by considering all the stakeholders of the society. Being an affiliated institute of Rashtrasant Tukadoji Maharaj Nagpur University, it strictly follows and implements guidelines given by RTMNU, Nagpur.

The institute have impressive infrastructural facilities, green, serene premises and pollution free environment. The Institute has adequate facilities of class rooms, laboratories, workshops, seminar halls and tutorial rooms. Also institute have facilities like Smart Class Rooms, Wi-Fi enabled Laboratories and Class rooms. The laboratories and workshop have modern equipment, machineries, computer hardware and software. The institute have well qualified and competent faculty with efficient supporting staff to have smooth administration. We at Swaminarayan Siddhanta Institute of Technology (SSIT), strive to bring out and nurture the talents and skills of students with quality technical education, motivate them to be self-disciplined and develop their competence to face the challenges of globalization.

For comprehensive development of students, along with regular classroom teaching, we organize seminars on contents beyond syllabus, value added courses, workshops, expert lectures, industrial visits and training programs etc. The emphasis is also given on personality development, cultural activity and sports. To prepare students for their placements, special programs such as CRT, GD/PI sessions, Mock Interviews are conducted.

The institute provide various sports facilities to the students which include indoor games like carom, badminton, chess, table-tennis, etc. and outdoor sport facilities such as cricket, volleyball, basketball, kabaddi etc.

The “GREEN SSIT” initiative of institute is a reflection of the desire to cultivate a culture of environmental responsibility and ethics among the staff and students. The institute takes care of gender equality and also inculcates ethical values and social responsibilities among faculties and students by conducting various activities.

Concluding Remarks :

Swaminarayan Siddhanta Institute of Technology is committed to provide all necessities in curricular and co-curricular areas of technical education to our students and guide them with technical knowledge, soft skills, physical education and ethics to enable them become engineering professionals of high standards and good citizen of India.

The Institute believes that excellence is a continuous process. The institute has planned its roadmap to take up the challenges that lies ahead. It is aiming for imparting quality education. It is for this purpose institute wants to go for NAAC accreditation. The Institute is looking forward to the NAAC peer team visit not only to showcase our academic performance but also to receive suggestions in order to attune the system.