# SELF STUDY REPORT

### FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## SHRI VILE PARLE KELAVANI MANDAL'S INSTITUTE OF TECHNOLOGY, DHULE

SURVEY NO 499, PLOT NO 2, BEHIND GURUDWARA, MUMBAI AGRA
NATIONAL HIGHWAY, DHULE
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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

## January 2024

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**Shri Vile Parle Kelavani Mandal** is a Public Charitable Trust registered under the Society's Registration Act and Bombay Public Trust Act. From its humble beginnings in 1934, when it took over the Rashtriya Shala, a school established in 1921 in the wake of the National Movement, the Mandal today has grown into a big educational complex imparting high-level education to more than 35,000 students. Over the past 80 years, the Mandal has developed a large educational complex in Vile Parle, in Suburban Mumbai, and has spread its wings to cities like Bangalore, Hyderabad, Chandigarh, Ahmedabad, Navi Mumbai, Shirpur and Dhule.

**Shri Vile Parle Kelavani Mandal's Institute of Technology, Dhule** was established by SVKM Trust in **2017**. The Institute has gained a strategic advantage for being on the junction of three National Highways viz. NH-3, NH-6, and NH-211. It aims to impart quality education to students from various states of the nation. For the current academic year, **1432 students are taking education combining 01 PG (MCA) program and 05 UG programs** namely, **Civil Engineering, Computer Engineering, Electrical Engineering, Information Technology, and Mechanical Engineering**. The institute is affiliated to **Dr. Babasaheb Ambedkar Technological University, Lonere** since its establishment.

The college campus area is spread over 33 acres of land on the outskirts of Dhule, Apart from engineering institution, SVKM's Dhule campus is also housing colleges such as SVKM's Institute of Pharmacy, SVKM School and SVKM's NMIMS School of Commerce, Dhule.

**Vision**

**To be a socially sensitive engineering institute of excellence adding value to the nation.**

Considering the requirements of students from rural areas, institution is nurturing students to make them socially responsible in parallel to imparting excellent technical skills.

Alumni of the institution have developed startups in nearby locations to cater to the needs of society and are contributing to societal development.

**Mission**

**1. To provide resources of excellence with a focus on nurturing and developing the society.**

**2. To strive to be an institute of global recognition.**

By providing world-class facilities for the teaching-learning process, the institute is ensuring a conducive learning environment. Every year curricular, co-curricular, and extension activities are being conducted across all programs for students.

Stakeholders are contributing to enhancing student placement ratio, industry-academia linkages through

functional MoUs with reputed organizations and industries. Emphasis on overall development initiatives is heading institute toward a globally competent organization.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. Visionary management and workforce, dedicated to the welfare of a multitude of communities in the surrounding.

2. Appropriate delegation of authorities and responsibilities through effective decentralization.

3. Qualified, experienced, and recognized faculty members with multidisciplinary backgrounds.

4. Systematically planned, green, and pollution-free campus with state-of-the-art infrastructure with solar rooftop, rainwater harvesting & STP.

5. Lush green campus spread over 35 acres away from the city with a pleasant environment.

6. Significant industry–institute interaction through MOUs, collaborative activities, and training programs.

7. Promotion of Research and development culture and consultancy initiatives among students and faculty

8. Excellent academic performance at the university level

9. Well-equipped laboratories with branded equipment

10. Smart classrooms and digital library resources with a wide range of reference books, textbooks, journals, magazines, online resources, etc.

11. Indigenous Training & Placement cell

12. Faculty development initiatives to augment the skills and knowledge of the faculty members

**Institutional Weakness**

1. Location of the institute in the underdeveloped industrial zone

2. A significant number of students belonging to rural background

3. Lack of research funding from various agencies

4. Lack of international collaborations

5. Interdisciplinary research practices need to be improved.

**Institutional Opportunity**

1. Establishment of research center.

2. To enhance collaboration with leading research institutions and industries for research projects

3. Achieve autonomy

4. Collaboration with foreign universities for student and faculty exchange.

5. Several faculty members completing Ph.D.

6. Establishment of incubation center.

**Institutional Challenge**

1. To get NIRF ranking

2. Attracting good students with higher merits

3. Commercialization of patents filed by faculty members & students

4. Inculcating R & D culture among students

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

SVKM's Institute of Technology, Dhule is affiliated with the DBATU Lonere. Hence, it must follow the academic calendar released by the university. For uniformity in the academic activities of the institution, the Principal calls a meeting with all Department Heads and the Academic Coordinator. In the meeting, all jointly plan various activities throughout the semester, and accordingly, the institute's academic coordinator prepares the academic calendar for the institution.

Based on the institute's academic calendar, all departments prepare their academic calendar. The motto behind the preparation of this is to organize the department activities in a well-defined manner as well as to know prior academic responsibilities to students as well as to faculties, such as project, mini-project, and seminar schedules.

To match the global standards and to achieve academic flexibility in the technical domain, the institute encourages the students to enroll in various massive open online platforms and acquire knowledge, to boost confidence among them, it also encourages them to appear for the certification of courses such as NPTEL, Spoken Tutorial and COURSERA. Altogether, the institute has conducted around 105 certificate courses to enhance the skills of the students.

The institute organizes various events for students to incalcate universal values to make them more responsible. DBATU has designed the curriculum in such a manner that students need to understand cross-cutting issues relevant to professional ethics, gender, human values, Environment, and sustainability. To impart technical skills, students are motivated through project work, fieldwork, internships, etc.

The institute believes in the continuous improvement of the system. Therefore, regularly, feedback forms are circulated to the various stakeholders, such as students, parents, alumni, employers and employees. After receiving input from the stakeholders through the feedback system, forms are analyzed and sent to higher authorities for corrective measures.

## Teaching-learning and Evaluation

The Institute continuously develops novel approaches to instruction, learning, and assessment. Projects, seminars, research paper presentations, summer internships, case studies, industrial visits, simulated technical analysis, newspapers, and technical journal subscriptions are some examples of instructional approaches. Assistance is given to students from vernacular backgrounds to help them become more fluent in spoken and written English. The institute's teachers mix conventional teaching techniques with the use of cutting-edge teaching tools like smart boards, which are put in every classroom. To guarantee a 24/7 learning environment, ICT is deployed. In addition to creating lesson plans, teachers keep a record of what was done in the classroom. Students' opinions are sought through a feedback system to ensure that instruction is student-centered.

The Internal Quality Assurance Cell (IQAC) performs quality checks and runs initiatives to raise teaching standards for slow learners, remedial sessions are set up, while advanced students are urged to participate and sign up for various competitions. The cell also encourages faculty members to take part in the orientation and refresher sessions to improve the quality of teaching-learning.

The Institute has a continuous evaluation system prescribed by Dr. Babasaheb Ambedkar Technological University, (DBATU) Loner, Maharashtra. In a semester system, internal assessment is given 40% of the weight and the end-of-semester exam 60%. The CA-1, CA-2, Mid-Semester Examination, unit exam, assignments, expert lectures, attendance, internship evaluation, and attendance for personality development seminars are just a few of the components that make up the internal assessment

## Research, Innovations and Extension

The institution's commitment to research, innovation, community impact, and collaboration is evident in its numerous achievements over the past five years:

Research and Innovation

- The institution has **120 Journal publications**, **1089 conference and book chapter publications**, and 16 **Grants** from governmental/non-governmental organizations.
- The research has resulted in **12 granted patents**, **14 filed patent applications**, along with **3 granted copyrights**.
- Institute has **Institution Innovation Council**, conducted **62 Seminar-Workshops,** and successfully launched **6 start-ups**.

Community Impact

- Students participate in extension activities through the **NSS**, various **clubs**, and **societies**.
- The institution's **NSS wing, Social Welfare Club,** and **Nature Club** undertake projects for community improvement.
- The institution conducts street awareness drives and organizes activities like **blood donation camps**, **environmental awareness programs**, **women's empowerment sessions**, **national integrity events**, and **health check-up events**.

Recognitions

- The institution has received numerous awards for its extension activities.
- It received recognition and appreciation from the **Shri Sathya Sai Seva Organisation** for Tree Plantation, **Dr. Babasaheb Ambedkar Rural & Urban Development Project Morane**, **Jeevan Jyoti Blood Donation Centre,** and **Dhule Municipal Corporation** for conducting a cleanliness drive.

Collaborations

- The institution has conducted **45 extension and outreach programs** through organized forums including NSS/NCC, involving community service.
- It has established **26 functional MoUs/linkages** with institutions /industries in India and abroad for various collaborative efforts and holistic development.

These accomplishments underscore the institution's dedication to extending its impact beyond academia and into the wider community.

**Infrastructure and Learning Resources**

The Institute has state-of-the-art infrastructure and well-equipped laboratories, which include air-conditioned classrooms, laboratories, a library, etc. as per the AICTE norms. The institute has **smart classrooms/Tutorial Rooms/Seminar Halls**. The Institute facilitates the differently abled students with facilities, such as **wheelchairs, Ramps, Elevators, and disabled washroom space**. The institution has adequate facilities for sports, games (indoor and outdoor), **a gymnasium, a yoga center**, etc., and cultural activities. The college organizes the intercollegiate festival 'Splash' every year.

The Institute library is facilitated with 20 computers, reprography & Wifi network connection. The library has a fully computerized database & circulation system. There are about **9638 books**, around **24,339 e-books**, Printed journals and magazines (National and international), and 2 online databases.

Technology is changing rapidly and to keep pace with this change, at SVKM's IOT Dhule, IT infrastructure facilities are updated regularly. Initially, internet bandwidth was 34 Mbps by BSNL then updated to 200 Mbps of MAXTECH and now it updated to **350 Mbps** Infinite broad net solution. The entire campus is installed with Cisco Access Points to make **Wi-Fi enabled**. To access the internet through Wi-Fi, the login ID and password are provided to staff and students.

For the upkeep and use of physical, academic, and support facilities, there are defined procedures and practices. A total average of around 32.60% expenditure is incurred on maintenance of infrastructure (excluding salary

component) for the last 5 years. Routine (Cleaning) and Preventive (Carpenters, Masons, Electricians, and Plumbers) maintenance is supervised by the Project Office.

## Student Support and Progression

SVKM's Institute of Technology, Dhule has been founded with the vision of instilling the right values, among the students. Institute has made keen efforts to create a conducive atmosphere for its students to ensure their enrichment not just as technocrats, but also as enriched individuals who can contribute to society. Students are given the benefit of various government and non-government scholarships to nourish to encourage them to work towards academic excellence. Several **workshops, seminars, industry training, and visits** are organized to keep the students updated with the current developments in various domains to bridge the gap between curriculum and industrial developments. Students aspiring for higher studies are helped through various initiatives such as career counseling seminars, workshops, and availability of study material. A committed team of trainers helps the students to improve their computing and language skills. The institute also focuses on imparting life skills such as hygiene and yoga among the students. Students are motivated to participate in various cultural and sports activities at state and national levels. Regular interaction of ongoing students with alumni helps to keep the students abreast about industry requirements and expectations from an engineering graduate.

The institute has focused on the redressal of student concerns through the efficient functioning of various committees such as **Anti ragging committee, grievance redressal committee, and committee for SC/ST**. The institute makes due efforts for placement of students in renowned organizations such as **Microsoft, TCS, Infosys, Wipro, and JSW** with lucrative salary packages. Overall, approximately **65 companies** visit the institute every year for campus placements.

## Governance, Leadership and Management

SVKM's Institute of Technology, Dhule has aspired to become a world-class institute through e-governance, visionary leadership, and judicious management. The organogram of SVKM's IOT reflects upon **decentralized administration, well-crafted policies, procedures**, and resolutions which are diligently executed to ensure fruitful outcomes. At the core of the structure is the **SAP system** that provides integrated solutions and support for student life-cycle management, student financials, and procurement processes. The perspective plan of the institute is a realistic, yet ambitious assessment of the institute's present progress and future aspirations.

The management of the institute has a positive outlook when it comes to staff welfare. The faculty members are entitled to financial support from the institute to participate in international conferences as well as **Faculty Development Programs (FDPs).** The institute generously contributes towards the honorarium/remuneration of resource person(s) invited for seminars, expert talks, and workshops. The annual performance of the faculty is evaluated with a distinguished appraisal system through statistical indices to quantify their contribution towards the institute's development. Each faculty member is provided with a desktop PC and internet connection to smoothen their academic and administrative work. Well-furnished faculty quarters are provided at a reasonable cost to ensure the well-being of the faculty and their family altogether.

The institute regularly conducts internal and **external financial audits**. Our core body, SVKM, regularly monitors the need for major projects across all departments and **allocates funds** accordingly for technical and staff development. SVKM's IOT Dhule encompasses five branches in the campus sprawled across 33 acres of

land with optimal balance between construction and natural greenery. The efficacious functioning of IQAC ensures an effective teaching-learning process as well as progressive **Project Based Learning (PBL),** thereby winning several awards and accolades for the institute.

## Institutional Values and Best Practices

The institute promotes **gender equity and equality** through a discrimination-free environment to ensure a gender-inclusive approach. It incessantly advocates waste management and cleanliness through variegated initiatives. It has implemented r**ainwater harvesting** to address limited water issues. The green-campus initiative is encouraged through the restricted entry of automobiles, a ban on plastics, paperless offices, bike/car-pooling, etc. The institute provides **disabled-friendly facilities** viz wheelchairs, ramps, and lifts. It also promotes green-environmental initiatives through **cleanliness drives, tree-plantations**, and **nature club activities** to maintain a clean-green campus. The institute conducts **environmental audits** to maximize energy efficiency through various initiatives. It also prioritizes inclusivity emphasizing human values and ethics to promote empathy, respect, and a culture of responsibility.

## Best Practices:

## Best Practice 1:

**Project-based Learning** as the best practice assists the institute in building an innovative and problem-solving approach. This initiative inculcates the culture of transdisciplinary and thus encourages students to participate in various competitions.

## Best Practice 2:

Along with PBL, **placement** is an important parameter for students and institutes alike. Therefore, the data of recruiters is collected from stakeholders of the institute. This initiative makes them more accountable and sensible about the institute.

## Institutional Distinctiveness:

Institute effectively integrates technology to nurture an academically conducive environment for effective Teaching and learning. It fruitfully facilitates students for MOOCs to keep them abreast of recent trends. It additionally provides environmental comfort to transform academics into more intellectual through its diversified teaching-learning andrologies. Owing to its student-centric approach, infrastructure distinctiveness, academic enrichment, and easy-direct access to technology; the institute has become a niche for all its stakeholders.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | SHRI VILE PARLE KELAVANI MANDAL'S INSTITUTE OF TECHNOLOGY, DHULE |
| Address | Survey No 499, Plot No 2, Behind Gurudwara, Mumbai Agra National Highway, Dhule |
| City | Dhule |
| State | Maharashtra |
| Pin | 424001 |
| Website | [www.svkm-iot.ac.in](http://www.svkm-iot.ac.in) |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Nilesh Pitambarrao Salunke | 02562-350620 | 9881136769 | - | iotdhule@svkm.ac.in |
| Associate Professor | Bhushan Shivram Chaudhari | 02562-297801 | 9823016070 | - | bhushan.chaudhari@svkm.ac.in |

| Status of the Institution | |
|---|---|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | Yes<br>6. Minority Certificate_compressed.pdf |
| If Yes, Specify minority status | |
| Religious | NA |
| Linguistic | Gujarati |
| Any Other | NA |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Maharashtra | Dr. Babasaheb Ambedkar Technological University | View Document |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Instit ution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | View Document | 26-06-2023 | 12 | AICTE EoA attached |

| 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 | Survey No 499, Plot No 2, Behind Gurudwara, Mumbai Agra National Highway, Dhule | Urban | 2.6 | 15163 |

## 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,Ug | 48 | Higher Secondary School | English | 60 | 54 |
| UG | BTech,Ug | 48 | Higher Secondary School | English | 60 | 60 |
| UG | BTech,Ug | 48 | Higher Secondary School | English | 120 | 117 |
| UG | BTech,Ug | 48 | Higher Secondary School | English | 60 | 57 |
| UG | BTech,Ug | 48 | Higher Secondary School | English | 60 | 60 |
| PG | MCA,Pg | 24 | Graduation | English | 120 | 71 |

**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 | 6 | | | | 11 | | | | 55 | | | |
| Recruited | 2 | 0 | 0 | 2 | 7 | 0 | 0 | 7 | 45 | 10 | 0 | 55 |
| Yet to Recruit | 4 | | | | 4 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 8 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 8 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 9 |
| Recruited | 9 | 0 | 0 | 9 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 16 | 2 | 0 | 18 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 0 | 0 | 7 | 0 | 0 | 11 | 0 | 0 | 20 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 10 | 0 | 52 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 216 | 0 | 0 | 0 | 216 |
| | Female | 132 | 0 | 0 | 0 | 132 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 32 | 0 | 0 | 0 | 32 |
| | Female | 39 | 0 | 0 | 0 | 39 |
| | 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 | 10 | 8 | 5 | 4 |
| | Female | 7 | 2 | 1 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 5 | 0 | 2 | 3 |
| | Female | 0 | 1 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 99 | 107 | 67 | 73 |
| | Female | 70 | 37 | 30 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 42 | 50 | 39 | 21 |
| | Female | 20 | 29 | 18 | 10 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 19 | 14 | 15 | 20 |
| | Female | 19 | 15 | 8 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 291 | 263 | 186 | 175 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. • The institute is planning to offer a compulsory course on Universal Human Values (UHV) as per AICTE guidelines w.e.f. AY 2023 – 24, as per guidelines of DBATU. • Yoga & Meditation to be included as credit courses in future. • Python programming is being taught to the students of Third Year engineering of all branches. • Since its inception, institute is imparting important values such as, teamwork, environmental awareness, ethics etc. in the students through group activities such as projects, participation in Hackathon, SAE BAJA events, ACM Chapter events, Kavach Cyber Security Hackathon, project competitions such as Avishkar etc. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. • Institute offers courses related to humanities and science such as Communication Skills (BTHM104), Soft Skills Development (BTHM306), Basic Human Rights (BTHM304), Constitution of India (BTITHM406), as per DBATU curriculum. • These courses are integrated at various level such as First Year, Second Year and in various branches such as Civil Engineering, Computer Engineering, Information Technology, Electrical Engineering and Mechanical Engineering. c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education?. Explain. • Institute offers courses related to Economics & Management (BTHM505A), Development Engineering (BTHM605A). Energy Conservation and Management (BTMOE605C), Energy and Environment Engineering (BTES105) at various levels and departments. • Projects are carried out by students in various areas related to services to community, environment such as Real-Time Surveillance System Using AI, Air Monitoring System (Comp. & Electrical Dept.), NLP tool for deaf and mute people (IT Dept.), Energy conservation in SVKM IOT Building (Civil Dept.), Energy Audit of Process Industry (Mech. Dept.) etc. d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables |
|---|---|

| | |
|---|---|
| | multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. • Currently the institute is affiliated to DBATU Lonere. • Institute follows curriculum provided by the university. • Institute will follow the guidelines of DBATU regarding multiple entry and exits as and when available. e) What are the institutional plans to engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges? • Institute promotes multidisciplinary teams for projects to solve pressing issues of society, such as, Air Monitoring System (Comp. & Electrical Dept.). f) Describe any good practice/s of the institution to promote Multidisciplinary /interdisciplinary approach in view of NEP 2020. • Institute promotes Project Based Learning through multidisciplinary approach, through projects such as Smart Energy Meter (Comp. & Electrical Dept). |
| 2. Academic bank of credits (ABC): | a) Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020. • The institute has registered ABC IDs of all admitted students and submitted to the university. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. • Yes. The institute has registered ABC IDs of all admitted students and submitted to the university. Till date, 1250 students of the institute have registered ABC ID. • Institute will follow the guidelines of DBATU regarding multiple entry and exits as and when available. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. • NA d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbooks, reading material selections, assignments, and assessments etc. • The Institute is affiliated to DBATU Lonere. Hence, the curriculum framework approved by the university is followed. • Course coordinators use standard reference books, design assignments and question papers as per OBE guidelines including COs and Bloom's Taxonomy, and conduct Open-Ended Assignment. e) Describe any good practice/s of the |

| | |
|---|---|
| | institution pertaining to the implementation of Academic bank of Credits (ABC) in the institution in view of NEP 2020. • The institute has registered ABC IDs of all admitted students and submitted them to the university. All 1428 students of the institute have registered ABC ID. • The Institute will follow the guidelines of DBATU regarding multiple entry and exit as well as Credit Transfer, as and when available. |
| 3. Skill development: | a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. • Institute conducts mandatory courses on Communication Skills Laboratory (BTHM109L), Soft Skills Development (BTHM306), Employability and Skills Development (BTHM605B) for various years and branches. • Institute conducts Campus Credential sessions for Second and Third Year students every year to impart programming, aptitude and interview skills. • To inculcate human values, the institute offers an Integrated Personality Development Course (IPDC) for students for 2 hours per week. b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. • The Institute conducts Campus Credential sessions for Third Year students annually to impart programming, aptitude, and interview skills. • The Institute conducts Spoken Tutorial courses in association with IIT Bombay such as Scilab (IT Dept.), OpenFOAM, and Python Programming (Mech. Dept. & Comp. Dept.). • The institute also has signed an MoU with Spoken Tutorial, IIT Bombay project for student training on various open source platforms and technologies. c) How the institution is providing Value-based education to inculcate positivity amongst the learner that includes the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills, etc. • Value-based education is given to students through courses such as Basic Human Rights (BTHM304), and Constitution of India (BTITHM406). • The institute conducts Yoga and meditation sessions for students. • Life skills such as Life Long learning, project |

management, and finance, ethics, and teamwork are imparted through project work, sports competitions, co–curricular activities, and cultural events. d) Enlist the institution's efforts to: i. Design a credit structure to ensure that all students take at least one vocational course before graduating. • The Institute is affiliated with DBATU. Hence, the Credit structure prescribed by the university is followed. However, python programming and aptitude course is conducted for all third-year students of all branches. ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. • Institute organizes various seminars and workshops, engaging the services and skills of industry experts. iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners. iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. v. Skilling courses are planned to be offered to students through online and/or distance mode. e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. • Python programming, aptitude course, and interview skills course is conducted for all third-year students of all branches.

| | |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture, etc.,) into the curriculum using both offline and online courses. • The institute is affiliated with DBATU. Presently there is no course being taught in the Indian Language. b) What are the institution's plans to train its faculties to provide classroom delivery in bilingual mode (English and vernacular)? Provide the details. • Faculty are working on Textbook Translation and Review in Indian Languages as per AICTE guidelines. • As and when DBATU guidelines are received, faculty will be given training in classroom delivery in bilingual mode. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. • NPTEL and Spoken Tutorial online learning platforms are available for students to learn courses in multiple Indian languages. d) Describe the efforts of the institution to preserve and promote the following: i. Indian |

| | |
|---|---|
| | languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) ii. Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions. • Cultural programs on Indian traditions are organized every year by the institute. e) Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. • Presently no course is being taught in Indian languages. |
| 5. Focus on Outcome based education (OBE): | i. Describe the institutional initiatives to transform its curriculum towards Outcome-based Education (OBE)? • Curriculum is prescribed by DBATU which includes COs. • The institute conducts several Content Beyond Syllabus activities to bridge the gap in the university curriculum, wherever observed. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. • Course coordinator design question papers based on CO and Bloom's Taxonomy. • Course coordinator prepares session plan considering CO – PO mapping and various levels of Bloom's Taxonomy. iii. Describe any good practice/s of the institution pertaining to the Outcome-based education (OBE) in view of NEP 2020. • CO – PO attainment is calculated by the course coordinator through direct and indirect assessment methods. • Open-ended assignments are conducted for individual courses as an assessment tool. |
| 6. Distance education/online education: | a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. • The institute has adequate infrastructure to offer vocational course through ODL mode. b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards blended learning. • All classrooms are equipped with Smartboards, teaching–learning software and a Public Address system. • Institute provides opportunities for learning the courses in classrooms as well as through MS - Teams, NPTEL, Coursera, Spoken Tutorials etc. c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. • As per DBATU curriculum, 8th-semester subjects are conducted through NPTEL. • The Institute conducts Spoken Tutorial courses in association with IIT Bombay such as Scilab (IT |

| | Dept.), OpenFOAM, Python Programming (Mech. Dept. & Comp. Dept.). • Students also enroll for courses offered through Coursera. |
|---|---|

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, SVKMs IOT-ELECTORAL LITERACY CLUB is working effectively since 12th February, 2019. It works on objectives as defined below: • To promote awareness of 'Right to Vote' among students, faculty members and community at large. • To enable critical thinking on issues related to election rights, democracies and its processes. • To educate the future voters about enrolment, and other electoral processes like EVM/VVPAT. • To develop a culture of electoral participation and maximize the ethical voting and follow the principle 'Every vote counts' and 'No voters to be left behind'. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, a working council is in place with a student member (coordinator) and Full-time coordinating faculty. Yes, ELC is representative with active involvement and coordination with local governing bodies. It actively conducts awareness/other activities to update and motivate students about the right to vote. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The new Voter ID Registration Camp on 15th Dec. 2022 was conducted successfully with zeal and zest. Representative of Election Commission, Dhule visited the institute and sensitized students for Virtual- ID registration. He also motivated and guided students regarding the roles and responsibilities of responsible citizens of India. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Yes, the Voter Awareness Camp was conducted on 15th Feb. 2019, where in 48 students benefitted. Also, a Teacher registration camp was organized for the Maharashtra Graduate And Teacher Constituency Election. |
| 5. Extent of students above 18 years who are yet to be | Almost all the students of the institute above 18 yrs. |

| 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. | are enrolled in the electoral roll. New Voter ID Registration Camp for newly admitted First-year students was conducted on 3rd Nov, 2023. |
|---|---|

# Extended Profile

## 1 Students

### 1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1250    | 1213    | 1094    | 763     | 460     |

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

## 2 Teachers

### 2.1

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

**Response: 103**

| 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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 63      | 63      | 60      | 45      | 30      |

## 3 Institution

### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 946.58  | 927.67  | 747.25  | 1585.96 | 5267.21 |

| 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:**

Shri Vile Parle Kelavani Mandal's Institute of Technology, Dhule being an affiliated institute to Dr. Babasaheb Ambedkar Technological University, Lonere, receives the academic schedule for each semester based on which the academic calendar is prepared for the whole institution. After obtaining the university academic calendar, the Principal of the institution conducts a meeting of all department heads, and the academic coordinator of the institute creates the academic calendar for the institute.

The department academic coordinator then creates the department's academic calendar as per the institute's academic calendar after all department heads call a meeting of their entire faculty to discuss workload distribution while taking into account the elective subject requests from students. The department head also distributes work among the faculties for several departmental committees. Students' choices for optional subjects (if any) are gathered during the registration process, which is overseen by local guardians and class teachers. The department timetable in charge prepares the timetable of their respective department by taking reference of the academic calendar and load distribution report.

Each faculty prepares academic plans and teaching plans for their respective subjects, labs, and projects according to the departmental academic calendar and timetable. Monthly attendance reports are regularly displayed on the department's notice board. At the end of semester, the list of defaulter students is displayed. The respective local guardian takes proper follow-up of all the defaulter students.

The Institute's exam section on behalf of Dr. Babasaheb Ambedkar Technological University, Lonere; conducts continuous assessments in the time frame of one semester by conducting one mid-semester exam and two Continuous assessment (CA) exams. First CA is conducted after the completion of 40% of the syllabus, mid-semester exam is conducted on 60% and the second CA is conducted on the remaining 40% of the syllabus at the end of the semester. Meanwhile, after CA-I, weak students are identified by subject teachers, and extra classes are conducted for such students for effective curriculum delivery. Submission of term work and oral practical exams are conducted in accordance with the timetable specified in the academic calendar and the rules of Dr. Babasaheb Ambedkar Technological University, Lonere.

After evaluation of each continuous assessment, the attainment is calculated by each course coordinator and it is verified by module coordinator for course outcome-program outcome mapping. The content beyond the syllabus is also imparted to the students through Industry Institute linked activities by Technical societies with student associations of each department like EESA, ITSA, CESA, MESA, etc. These Technical Clubs in association with the industries provide students with hands-on training tailored to industry requirements, equipping them with industry readiness. For certain classes, we use novel

approaches to education by having students participation in activities including role play, industrial visits, student seminars, case studies, projects, and webinars. Field trips and community service projects would replace traditional classroom instruction for subjects like human values, ethics, environmental studies, and social responsibilities.

To guarantee that every student meets the course and programme outcomes, the institution develops initiatives for improved curriculum delivery each year.

| 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:** 105

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses*

*of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 73.97

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1201    | 1160    | 360     | 749     | 66      |

| 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:**

Cross-cutting societal issues are integrated into our institution's curriculum, including gender equality, environmental awareness, professional ethics, human values, and moral principles.There is a one-week Induction programme centred on human values and ethics as part of the first year curriculum. Students who complete courses such as "Development Engineering," "Basic Human Rights," and "Communication Skills" will be able to recognise the importance of morality and ethics in their personal, social, and professional life. These courses provide a free setting where students can develop their ethical and moral consciousness. It is a reaction to a persistent and urgent need for them to integrate value education with decision-making skills in their social, professional, and personal life. The college honours national and international holidays, including Teacher's Day, International Yoga Day, Republic Day, Women's Day, and Independence Day. These experiences aid in the moral, ethical, and social development of the students.

The institute has a Nature Club, a WEGC (Women Empowerment & Grievance Cell) team, an NSS (National Service Scheme) team, and a YEA (Youth Enrichment Academy) club. Students participate in a variety of initiatives and concerns that are important to their studies, such as professional ethics, issues with gender and human values, and environmental sustainability. The activities are prepared by the coordinators of the aforementioned clubs. The Physical Instructor oversees the Nature Club, which is open to all first- to last-year students. Through workshops, field trips, rallies, and campaigns on and off campus, this club raises awareness of issues relating to the environment and its sustainability in terms of

renewable energy, plastic awareness, cleanliness and hygiene, a green environment, and tree planting.

The college's National Service Scheme Unit encourages students to adopt a nearby village, learn about its issues, and attempt to solve them. Some of these solutions include giving the villagers solar lamps, educating them about various technology-based irrigation and agricultural techniques, self-employment programs, animal health safety, and human health awareness by holding medical camps and environment awareness camps. The college's NSS unit makes sure that students are aware of the importance of blood donation and helps those in need by collecting the requisite blood units from the students. Over 200 college members give the college honor for their blood donations.

Members of the YEA club range in year from first to last. Through numerous events like day celebrations, cultural events, sporting competitions, daily yoga classes under the Fit India mission, as well as visits, rallies, and campaigns inside and outside of the campus, this club helps students become more socially aware.

The Women Empowerment & Grievance Cell addresses gender issues, empowering female students through motivational programs, health and hygiene education initiatives, and skill-building initiatives. In a variety of programs designed just for girls, students are encouraged to showcase their technical and extracurricular abilities. In the female dormitory, there are programs for female students that were started by the female teachers and continued by the female ambassadors.

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

**1.3.2**

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

**Response:** 61.12

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

Response: 764

| 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:** 72.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 291 | 263 | 187 | 175 | 168 |

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

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

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

**2.1.2**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 70 | 70 | 70 | 70 | 70 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 70 | 70 | 70 | 70 | 70 |

| 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:** 19.84

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The institute believes in student-centric learning methods and outcome-based education. To enhance the effectiveness of the teaching and learning process, the institute employs the following student-centric methods:

**Experiential Learning:** The faculty members of the institute have made significant efforts in arranging various site visits, **industrial visits**, hands-on sessions, case studies, group projects, mini projects, laboratory practical sessions, and **industrial internships** for the students to enhance the culture of experiential learning. We have conducted industrial visits at thermal power plant, process industries, air conditioning plant, IT industries, construction companies, and electric substations.

**Participative Learning:** The **student chapters and associations** of various departments like SAE, ISHRAE, MESA, CESA, ACES, ITSA, EESA, IIC, IEEE, and ISTE have made efforts to arrange events like project competitions, expert sessions, field visits, group discussions, and quizzes to enhance the culture of participative learning. Students have participated in **state and national-level competitions** like KPIT Sparkle, Avishkar, Smart India Hackathon, SAEINDIA E Baja, NEKC, TEGKC, Aero modeling, ECO-Kart series, etc. They have also won prizes in these competitions. Through the participation of the students in such events, they become familiar with teamwork and some recent technologies. It would help to bridge the gap between academics and industry. The institute has also organized an **international virtual conference** for student and faculty participation and to create a research culture.

**Problem-Solving Methodology:** The classrooms have **ICT-enabled tools** such as smart boards, the Internet, Wi-Fi, and PA systems. Faculty members used ICT in the classrooms to create a successful learning and teaching environment. Faculty uses **Swayam/NPTEL vide**os, animations, PowerPoint presentations, virtual lab sessions, spoken tutorials, Coursera course materials, digital library contents, language labs, licensed CAD and analysis software, e-books, and e-journals to make the teaching and learning process more effective. Students are also motivated to complete the certified courses like NPTEL, Coursera, etc., and to do the consultancy work.

The institute has legal access to the **Microsoft Team application**. During the COVID-19 pandemic, the faculty members have recorded theory lectures and laboratory experiments using appropriate hardware and software tools. Recorded lectures and practical's are uploaded, streamed in the MS team, and shared on YouTube and social media. Additionally, the teachers delivered and assessed the course material in online mode.

To make the system more student-centric, faculties have made significant efforts in arranging various online **webinars, expert talks, workshops**, and training programs for entrepreneurs, industrial persons, and other eminent personalities for the students on recent technical, entrepreneurship, mental health, and IPR topics.

The institute serves as a **remote center of IIT Bombay** for the delivery of workshops under the MHRD-sponsored NMEICT program. Institute faculties have completed the **NITTT courses**, which help to enhance the teacher's quality and outcome-based education.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 63 | 63 | 60 | 45 | 30 |

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

**2.4.2**

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

**Response:** 27.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 20 | 18 | 13 | 12 | 8 |

| 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 awareded 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:**

- As per Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere, rule institute has implemented the pattern **60:40** from AY 2017-18 in the credit-based semester grading system.
- The continuous assessment (CA) tests are conducted 3 times in the semester having a weightage of 40% for the course and the remaining 60% being the end-semester examination.
- The nature of continuous assessment tests and Mid-semester examination (MSE) is preferably written exams. Question papers are set using **Bloom's Taxonomy**.
- The internal tests are conducted as per the academic calendar of the university.
- The nature of the internal test is declared well in advance before the start of the semester
- In addition to this, the faculty member has the discretion to conduct class tests, quizzes, or any other such activities, such as presentations, which he/she deems fit for the class & and grade it
- The first continuous assessment **(CA-I)** is based on 20% of the syllabus then Mid Semester Exam **(MSE)** on the next 50% of the syllabus and the last internal exam which is the continuous assessment II **(CA-II)** on a fourth and fifth unit of the syllabus.
- Practicals are evaluated using **rubrics**.
- MSE is conducted at the institute level as per the schedule given by the university. For this, an Examination coordinator is appointed. The exam coordinator plans and coordinates MSE with the help of **senior supervisors** and prepares **time-table**, appoints **supervisors**, assigns exam blocks, prepares student list, and collects all exam-related material also evaluation is done in the stipulated time.
- The result of the exams along with the **marking scheme** is declared within a week to maintain transparency and uniformity in the assessment of the internal tests.
- The evaluated answer sheets are shown to the students and **student's queries are resolved** by respective subject teachers.
- Each department has an **examination coordinator**, who is an interface between the students &

the examination section. Exam coordinator plans and coordinates internal tests.

- During the examination, invigilators comprised of junior supervisors, senior supervisors & the controller of Examination are responsible for the smooth conduction of exam. The junior supervisors and senior supervisors ensure a smooth query resolution process.
- To prevent unfair means a flying squad comprising of gents and lady faculties is constituted who take frequent rounds during examination.
- If any student misses an internal test due to some serious issue then he/she can appear for **a re-exam** with prior permission.
- **Grievances** regarding internal exams are handled by the department grievance committee and grievances related to external exams such as non-generation of hall tickets, subject disappearing, or result delays are communicated to the university through the controller of examination.
- **Revaluation**: The grievances concerning the evaluation of answer papers of external examination of the university are invited within the stipulated time after the declaration of University results. Students can apply for reevaluation or photocopy.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

**Program Outcomes** (POs) as approved by **All India Council of Technical Education and Dr. Babasaheb Ambedkar Technical University**, motivate **undergraduate engineering program** students to think about what they should learn and how they should apply their knowledge in the time allotted for graduation. The POs are not specific to any single program. On the college website, a total of twelve POs have been prescribed. All POs are designed as per the needs of modern engineering practice and require a very good knowledge of mathematics, physics and basic engineering sciences

**Program Specific Outcomes (PSOs)** are program specific and written by the Head of the department in co-ordination with all the faculty members of the respective department. It describes what graduates of a particular undergraduate engineering program should be able to do once they have completed their curriculum.

**Course Outcomes(CO)** are the statements that outline the **knowledge** and/or **skills** a student is expected to learn in this course. These statements should be **meaningful, observable,** and **measurable**. They mention the specific type and level of new learning students will achieve and can reliably demonstrate by the end of a course.

All courses are divided into **modules**. One module coordinator is appointed for each group from the faculty team of the same department and course coordinators are appointed for each course. Course outcomes are either predefined by the university or defined by the course coordinator and further verified by the **module coordinator**. It is desirable that all COs attain their **target value**, and all the course coordinators use various direct and indirect measures as assessment methods to check the **attainment level** of each CO.

It is the standard practice of the institute to display all POs, PSOs, and COs, for all departments on its websites for teacher or student reference. It is also made mandatory for all teaching staff to refer POs, PSOs, and COs while teaching any particular course, so that, students get to know about them in a better manner. This practice also helps students to improve their understanding of the course.

| 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:**

The **attainment process** for **programme outcomes** (POs) and **programme-specific outcomes** (PSOs) of individual courses in the four-year engineering degree program requires measuring tools. Respective faculty member prepares **course outcomes** using the concept of engineering subject. Then, the **relevancy** of COs is highlighted concerning defined POs & PSOs by assigning marks between 0 to 3 where 0 means no **correlation** and 3 means high correlation.

There are two types of assessments: **direct and indirect methods**, to evaluate whether the PSO and PO are attained. **Direct assessment** includes examinations of students, conducted throughout the semester. It is carried out in the form of continuous assessment tests, university examinations, assignments, unit tests, practical work assessments, etc. **Indirect assessment** is based on a course exit survey. A **threshold** is set for CO, PO, and PSO and attainment is calculated concerning that target value.

For CO attainment, it is calculated how many students have scored more than the target value which is already set by the **course coordinator** in the internal exam and university exams. **Attainment levels** are defined into three levels based on the above percentage

For PO attainment, multiplier factors are defined based on CO attainment This **multiplier factor** is multiplied by the value assigned in the **CO-PO relevance** table, and the final attainment of each PO is calculated

PO attainment (Direct) is calculated for both the internal assessment test and university exams for each subject. In the case of indirect attainment, it is calculated only based on the course exit survey which is taken by the course coordinator at the end of the course.

Finally, an **articulation matrix** is formed, in which all subjects (from Sem I to Sem VIII) are incorporated with their PO and PSO attainment values (direct/ indirect). Calculation of program attainment is done with the combination of direct attainment and indirect attainment.

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

**2.6.3**

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

**Response:** 98.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 289 | 317 | 260 | 0 | 0 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 302 | 320 | 261 | 0 | 0 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

| 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:** 35.37

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.92 | 0.12 | 4.35 | 13.38 | 3.60 |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The successful innovation-centric ecosystem in SVKM's Institute of Technology, Dhule, includes the formation and functioning of the Research & Development (R&D) committee, Institute Innovation Council (IIC), Innovation Incubation & Startup Policy (IISP), Entrepreneurship & IPR Cell.

- The **'National Innovation and Startup Policy 2019'** is a guiding framework to envision an education system oriented toward start-ups and entrepreneurship opportunities for students and faculties.
- The R&D committee is a key player in setting up an innovation ecosystem that **includes 03 Ph.D. research guides, 16 doctorate faculty, and 30 PhD pursuing faculty**. The findings of this committee ensure that passionate young individuals are encouraged as well as supported for innovative projects and startups.
- To support the initiative taken by IIC & IISP cells and increase awareness in students the institute

conducts various **Training Workshops, Conferences, Seminars on IPR, and Startups**.

- To strengthen the skills of individuals various I**ndustrial and Field Visits and technical Presentations** were arranged, also provided mechanisms for submissions of major - minor research proposals by the individuals.
- Institutional well-equipped digital library includes **>30 hard-copy journal subscriptions**, an e-resource database, and **plagiarism check software** for research grooming.
- DBATU, Lonere University syllabus includes the course **"Essence of Indian Traditional Knowledge",** by using the foundation of this course an **awareness program on IKS** was conducted.
- The institute provides various add-on courses like Coursera and Spoken Tutorial through online platforms.
- As a part of academia and industry collaboration, the institute has entered into a **Memorandum of Understanding (MoU) with various industries and organizations**, The MoU was majorly focused on **collaborative activities** like Seminars, Workshops, Skill Development, Entrepreneurship, Training, R&D Consultancy, also to provides **technical support to inventors** in various domains of patenting, technology mapping/ valuation, and IP litigation (e.g. BLI Consultancy Pvt. Ltd.)
- As per the institute's research policy, faculties receive **financial aid/ incentives** for their research contributions as journal publications. Strikingly, publications having Impact Factor (IF) 5 and above get felicitated with Rs. 1 lakh, for IF 3-5 with Rs. 50,000/- & for 1-3 with Rs. 25,000. Also, **registration and travel support** for national & and international conferences/seminars, FDPs & and SDPs are provided.

**Outcomes:**

- By availing research-oriented ecosystem available in the institute, faculties have published **more than 120 UGC-notified** publications and **1089 conference and book chapter publications**.
- Institutional research has also registered **12 granted, 11 published, and 3 filled Patents and 3 granted Copyrights.**
- To date, **6 Startups** have been successfully launched by the students.
- Each department has its **student associations** which hold various active student chapters.
- To highlight some of them, **ACES students under SIH developing a gamification app** for the Ministry of Youth Welfare & Sports, New Delhi. Also, they have developed an **"Object detection technique for real-time surveillance",** which has earned Rs. 1,30,000/- prizes from various innovation and startup competitions.
- MESA students under the SAEINDIA student chapter, have participated in the Aero-design, e-bike-making, and EBAJA competitions. **EKART project was nominated in the best innovation award category** and achieved AIR 1 with more than 1 lakh cash prizes.

| 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:** 62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 22 | 15 | 5 | 2 |

| 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:** 1.17

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 54 | 29 | 11 | 18 | 8 |

| 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:** 10.57

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 381 | 113 | 566 | 26 | 3 |

| 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:**

Students are motivated to participate in extension activities that help the institution's vision, mission, goals, and statements come true. Individual holistic development is the purpose for which students are encouraged to participate in extension activities through organizations such as NSS, Clubs, and Societies.

The SVKM's Institute of Technology has an operational **Social Welfare Club, NSS wing, and Nature Club** that performs community service by conducting street awareness drives to educate people on literacy and cleanliness and organizing activities such as blood donation camps, Environmental awareness, women's empowerment, national integrity, blood donation drives, and health check-up events. Students have a strong sense of responsibility and think that they must give back to society and the environment from which they came.

In addition to NSS and Nature Club, the institute has taken initiatives to educate students about social issues through initiatives such as Environmental Awareness, Personal Health and Hygiene, Diet Awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic Eradication, No Vehicle Day, and arranging visits to orphanages. All of the aforementioned events had a positive impact on the students, assisting them in developing their leadership skills, community connections, and self-confidence. It also increased students' awareness and fostered their latent personalities. With the initiative of engagement of students in extension activities, students are motivated to serve society. As a result of this our student Akash More, B.Tech Civil 2022 selected for the **CM Fellowship program** in the Department of Planning, Government of Maharashtra.

The **Unnat Bharat Abhiyan (UBA)** objective is to empower higher education institutions to work with rural Indians to identify development concerns and find appropriate solutions to accelerate sustainable progress. Unnat Bharat Abhiyan (UBA) students mapped and assessed irrigation infrastructure, as well as conducted village surveys. Unnat Bharat Abhiyan (UBA of GOI), which has adopted five nearby villages for a survey to help them discover solutions to their difficulties, encourages students to identify solutions to issues encountered by rural populations. The institute has a UBA center and has funding from the MHRD of Rs. 50,000. Unnat Bharat Abhiyan, an initiative of the Ministry of Human Resource Development, the Indian government, and IIT Delhi to develop communities around. The institute has adopted the nearby villages of Ajang, Nyahalod, Arvi, Varkhede, and Dhamane.

| 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:**

Extension activities received various recognition and honours from reputed government and recognized government bodies illustrating the impact it on the community. Dr. Tushar Shinde Assistant Professor & Head, Department of Applied Science & Humanities received **"Adarsh Gurujan Puruskaar 2021"** from **Dainik Swatantra Bharat**. This recognition is the most notable award in the Teaching domain. This type of award recognised us for making a positive impact on a broader level for social causes. Furthermore, the Department of Information Technology received an Appreciation letter from **Dr. Babasaheb Ambedkar Rural & Urban Development Project**, **Morane** for conducting extension activities. The society appreciates our innovative approaches to educate students about various social issues. This letter of appreciation illustrates the institute's efforts in inculcating social values in the students. This recognition is the outcome of collaborative work done by faculty members, staff members, community members, and students. Our outreach efforts are appreciated by several bodies for their contribution to social development. SVKM, IOT is truly honoured and thankful to have received a letter of appreciation from blind school Dhule for a donation of an RO water purifier this contribution has a positive impact on the lives of students residing in blind school. Clean drinking water is a primary necessity and we are happy to have played a part in providing this essential resource to staff and students of blind school Dhule. This acknowledges our efforts towards society. we are grateful to be acknowledged by the municipal corporation of Dhule for our dedicated efforts in achieving the **"Swacch Bharat Mission"** We have conducted a cleanliness drive at Varkhede village. this drive results in contributing towards the well-being of the local community and their hygiene. these recognitions inspire us to proceed similarly to contribute to the betterment of society as a whole. Furthermore, we received a Letter of Recognition from the **Municipal Corporation of Dhule** for the cleanliness Drive conducted at Varkhede Village. Also, we received recognition from **Sri Sanskar Matimand Mulinche Balgarh (Orphange), Dhule** for donation activity. Notably, the under-**spoken Tutorial Project from IIT Bombay** honoured Dr Bhushan Chaudhari with the MASTER Award. Dr. Bhushan Chaudhari, Associate Professor and Head Information Technology Department dedication and expertise played a crucial role in educating rural communities in the Dhule region with the aid of tools available at the spoken tutorial portal. his collaborative spirit made a remarkable in the success of spoken tutorial projects in the region. We are proud to have such great leadership in our organisation to motivate students and all to contribute towards community services.

| 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:** 45

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

**last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 14 | 5 | 9 | 1 |

| File Description | 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:** 26

| 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](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The institution provides spacious and well-equipped **smart classrooms** that are **air-conditioned, Wi-Fi-enabled, under CCTV surveillance**, **well-ventilated** with natural lighting, and the walls are coated with **an acoustic emission absorption Layer.** The classrooms are equipped with modern teaching aids that include **senses smart boards (Intelligent Interactive Panel (IIP)), Public Address (PA) system, and movable whiteboards.** The classrooms are cleaned regularly, ensuring a healthy and hygienic environment for students. Our well-equipped laboratories provide hands-on learning opportunities for students. They are spacious, well-ventilated, and equipped with **modern equipment** and **instruments.** Trained staff maintain these laboratories, ensuring the equipments are in excellent condition and functioning properly. Additionally, we boast a **dedicated language lab.** Our **robust ICT infrastructure** supports teaching, learning, and research activities. **High-speed internet connectivity** is available campus-wide, and all classrooms and laboratories are equipped with computers and projectors.

The institution has implemented a **learning management system (LMS)** that have numerous features including file uploads for teaching and learning materials in various formats, exams, and assignments conduction and grading, guidance for project & seminars, conduction of workshop, students' projects, and a dedicated **cloud storage system.** Our facilities encompass **two lifts**, **a waiting lounge**, a **central announcement system**, a **central alarm system**, **central air conditioning**, **smoke detectors, and fire extinguishers throughout the institute.**

Recognizing the importance of cultural and sports activities in promoting holistic development, we provide excellent facilities. Our **spacious auditorium** hosts various cultural activities such as music and dance performances, drama and theatre shows, and guest lectures. The auditorium is equipped with **modern sound and lighting systems**, making it an ideal venue for large-scale events.

**Sports center** is available, including indoor and outdoor sports such as Chess, Table Tennis, Carrom, Badminton, Basketball, Cricket, Football, Volleyball and Athletics. The sports centers are well-maintained and **equipped with modern equipment**, providing students with many opportunities to engage in sports and physical activities.

Special provision for physically challenged individuals is available in an **electric wheelchair**. Our institute ensures access to safe drinking water through a **Reverse Osmosis (RO) system**. Furthermore, we provide a **sanitary napkin vending machine for female students and staff members.** Separate

hostel facilities are available for male and female students, along with staff quarters for our teaching staff.

Our **well-equipped gymnasiums** are available for the students and staff, featuring modern equipment such as treadmills, elliptical machines, weight training equipment, etc. providing a variety of exercise options. Trained staff oversee the gymnasiums, offering guidance and assistance to ensure safe and effective workouts.

Recognizing the importance of yoga and meditation in promoting physical and mental well-being, we provide a **well-equipped yoga center** that provides students with an opportunity to practice yoga and meditation. Additionally, we organize yoga and meditation workshops and retreats, providing students with an opportunity to deepen their practice and learn from experts in the field.

| 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:** 63.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 205.73 | 80.40 | 62.88 | 841.05 | 4830.21 |

| 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 SVKM's Institute of Technology Institute's heart, The Library, was founded in 2017. It is a well-stocked library that is conveniently located and provides faculty and students with the ideal environment for intellectual development. As a result, the library can be thought of as the institute's core. Situated on the fourth floor of the Academic building, the SVKM Institute of Technology Library is a **well-equipped**, **centrally air-conditioned** library that can accommodate 150 students with a sitting capacity of **616 sq. mt**. With its cutting–edge information services and contemporary collection of knowledge resources, the library meets a vital demand for academics, students, and others. Automation of the Library has been done with the **Integrated Library Management Systems (ILMS) Koha software.** Since 2017, the Library has been using KOHA software to manage several aspects of library service such as collection management, cataloging, circulation, acquisitions, serial management and reporting. The SVKM's Institute of Technology Library provides all digital facilities to its readers. All the library materials circulation process run through the **Barcode system** with barcode guns for fast circulation. Different types of QR codes like Old Question papers, Book location guides, and Library **web OPAC** are available to readers for Quick library service access. The SVKM's Institute of Technology Library uses Barcode technology for fast book circulation. The SVKM's Institute of Technology Library is well-resourced with subscribed and has access of **DELNET (Developing Library Network) database** available to its readers. The Institute has been an active member of DELNET since last five years. In addition, the Institute holds membership of most important national level **Open Educational Resources (OER)** like **National Library of India (NDLI)** and **E-Shodh Sindhu**, along with **30 hard copy journals for B.Tech** Courses including 07 Scopus indexed journals and **12 hard copy journals for MCA course** subscribed for its readers. The working time of the Library is scheduled from 10 am to 6 pm. **Footfall** of around **2000 students per month** is observed. In order to make library resources more easily accessible to readers, the Central Library has implemented an open-access system. The library system and services are introduced to new students through an orientation session; this helps them make the most use of the available resources. The library has a strong collection of previous years' question papers. In the library space, a **Special Digital room with dedicated 20 PCs** is available for students and faculties for their use. For optimal use by its readers, the SVKM's Institute of Technology Library provides high-class facilities in the Library like Air conditions for a cool enthusiastic atmosphere for study and a **Wi-Fi facility** for any time access. A special Reference Room is also available in the library for Faculty to prepare for their lecture study as well and students can also take advantage of it for group discussion purposes. To fulfill the needs of its readers library has the Mega collection of print books.

| 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:**

In today's world, it is highly difficult for any organization to keep itself away from technology, and for an educational institute, it is highly impossible. Technology is changing rapidly and to keep pace with this change, at SVKM's IOT Dhule, IT infrastructure facilities are updated regularly to meet the requirements of all the stakeholders. Initially, internet bandwidth was **34mbps BSNL** then **updated to 200 Mbps of MAXTECH** and now it updated to **350 Mbps Infinite broad net solution.** The entire campus is installed with **Cisco Access Points to make Wi-Fi enabled**. Around **80 routers** and **116 switches** deployed in the institute since 2017. To access the internet through Wi-Fi, the login ID and password are provided to staff and students.

SVKM's IOT has well-developed and adequate IT facilities, which include smart boards, computers, printers & scanners, firewalls, system and application software of all branches and a high-speed internet facility. Initially, **in 2017-18** institute was equipped with **208 Dell OptiPlex 3050 AIO Intel Core i3 8130 computers.** Then in **2018-19**, Dell systems were **replaced with HP 200 G3 AIO,** and the added count was **265**. Then in **2019-20**, the count was **290** and in **2022-23**, **278 Dell OptiPlex 5400 AIO** computers were added. Now a total of **618 (525 dedicated for students)** computers are available in the institute. All computers are in LAN with internet facility. **Fortinet Firewall** was also deployed in **2021** at the Network center and Security concerns are addressed to Information Networks and risk through, **Intrusion Detection Systems** and **Internet Provider Security.**

The Computer laboratories are well equipped with printers, smart boards, and desktops installed with several paid application software addressing the needs of the curriculum. The institution also has a language lab and a **well-equipped computer center** that provides students with access to the latest software and equipment. A separate team with in-house staff is formed to take care of the IT-related needs of the campus.

The institution has a robust ICT infrastructure that supports teaching, learning, and research. In **2018-19** institute had **13 Senses boards** and now all classrooms and laboratories are equipped with smart boards having a count of **61**. Till now **9 Projector-PJ X2340** are available. Initially, there were 19 Printers (Brother HI-L2321 LD) available, and currently, 27 printers and 3 Scanners (Hp-ScanJet-200) have been

added.

The entire campus is enabled with **150 CCTV cameras**, and centralized surveillance at the principal cabin is given for monitoring the whole campus. The separate server room is provided with **3 Dell PowerEdge R330 servers** that were deployed in **2019**. Each Faculty room has a printer. A total of **41 intercoms** have been installed since 2017.

| 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:** 2.38

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

Response: 525

| 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:** 32.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 633.82  | 779.67  | 610.13  | 677.19  | 388.00  |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View 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:** 86.65

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1083    | 1058    | 942     | 662     | 397     |

| 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:** 81.72

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 1151 | 926 | 752 | 637 | 440 |

| 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:** 65.82

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 185 | 214 | 171 | 00 | 00 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 289 | 317 | 260 | 00 | 00 |

| 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:** 12.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 16 | 16 | 4 | 0 | 0 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 2 | 1 | 17 | 5 |

| File Description | Document |
|------------------|----------|
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.3.2**

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

**Response:** 33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 32 | 24 | 27 | 26 |

| 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:**

SVKM's IOT has an agile and growing Alumni Association. Since our institute is young, we are in the process of registration of the Alumni Association.

Alumni are a potent support to the institution. An energetic Alumni confederation can help in academic activities, student encouragement, and efficient usage of resources of the institution. SVKM's IOT has an agile and growing Alumni Association. It serves as a forum to support and nourish a good relationship between Alumni, Students, and Teachers thereby enabling our institute to achieve its ambition to provide resources of excellence with a focus on nurturing and developing the society and to be an institute of global recognition. The institution fosters the alumni association to expedite them to provide remarkably to the progress of the institution through financial and nonfinancial terms. Alumni contribute towards the Alumni Association fund. This fund is utilized for conducting alumni interaction meets.

The alumni's responsibility is very important for the progress of the institution. They can provide support in several ways that could be helpful to the students, alumni, institution, and society. The alumni's suggestion for the growth of the institution and solutions to the problems faced by the institution is highly valued by the institution in accomplishing its vision and mission. The alumni are a strength to an institution, and their endowment and involvement can remarkably increase the esteem of the university globally. To strengthen the development of the state and the nation, flourishing alumni can be the social model for oneness of the society and a reason for the growth and development of students.

The following are the **objectives** of our alumni association

1. **To provide a common platform for our proud alumni who hold reputed posts at the global level.**
2. **To provide interaction amongst the alumni to help each other in their professional careers.**
3. **To benefit our current and future students of the college by guidance from alumni with their professional and practical experience and knowledge.**
4. **To act as a facilitator between alumni and institution for mutual benefits.**

An institution develops when its student community flourishes. This can be validated by the various steps taken by the college to ensure a satisfied student force in its campus. At present our Alumni are connected by different **social media platforms** at the college level and department level like Facebook page, by LinkedIn where they share their videos of achievements and share their experiences. Our social media platforms for Alumni have stories of achievers, entrepreneurs, and **success stories** which motivate our existing students to a great extent. Various **technical events** have been conducted by our Alunmi in different domains which have proved to be an asset for our students.

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

Shri Vile Parle Kelavani Mandal's Institute of Technology, Dhule over the years has built a robust administrative structure, responsive to the views of the faculty members and students. SVKM's IOT, Dhule has a decentralized decision-making process through diverse committees such as the Anti-Ragging Committee and Squad **ensures a safe and supportive environment** by formulating and executing policies to resolve grievances. The Internal Complaint Committee and the Prevention of Sexual Harassment of Women at the Institute committee ensures a secure space for women through the enforcement of discipline for women's safety. The Committee for SC/ST focuses on the welfare of marginalized groups, monitoring discrimination, and **promoting inclusivity**. An Ombudsman & Grievance Redressal Committee offers impartial dispute resolution. These committees, together, enhance governance, address concerns, and create a conducive learning environment.

The Principal oversees and **delegates all academic and non-academic decisions** to these various committees. The Principal is authorized to make or approve decisions about student welfare, training, and placements, faculty welfare such as qualification upgradation and leave/vacation sanction. All the issues of academics and plans are finalized after discussion with the Principal**.**

For every department, HOD handles the day-to-day activities and ensures the **smooth functioning of the department.** The Institute Academic Coordinator monitors academic progression and prepares the academic calendar for the institute in consultation with the Principal. The **Departmental Academic Coordinator** prepares a departmental academic calendar that is in line with the institute and university academic calendar.

For the interaction with stakeholders, the Mentor scheme is implemented and parent-teacher meet is organized for every academic year.

Various technical events are organized to provide a technical platform for knowledge and various skills of the students from diversified domains. This helps to induce essential skills such as **teamwork, communication, ethical behavior, and leadership among the students**. The **digital library** helps students utilize digital content as a reference for study

and research. Students are provided with access to national, and international journals and conference proceedings to promote research activity and the development of research skills.

SVKM's IOT has embraced the **National Education Policy (NEP)** and initiated several measures in line with its vision and mission. **Academic Bank of Credits (ABC)** accounts have been created for all the students. Mandatory internships are credited as part of the evaluation scheme, and the incorporation of platforms like NPTEL, Spoken Tutorial, Coursera, etc. signifies the institution's commitment to **digitalization in education**. The promotion of **multidisciplinary projects**, yoga, meditation, sports activities, and **National Service Scheme (NSS) programs** enrich the overall student experience. Additionally, logistic support is readily available on campus, including photocopy, printing, scanning facilities, hostel accommodations, and mess services.

The **institutional perspective plan** helps to achieve its **Vision and Mission**. The Institute aspires to maintain quality at its core, good governance, career guidance, and planning, as well as **stakeholder** better experience that altogether shows sustained growth of SVKM's Institute of Technology, Dhule.

| 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:**

Institutional governance is managed through various administrative bodies. The institute follows a democratic and participatory approach to governance to achieve its goals. The institute has a well-structured administrative and academic setup under the guidance of visionary and supportive management. To fulfill the socioeconomic condition, and adequate technical skills, management provides effective leadership and administration for the planning and implementation of academic, curricular, and extracurricular activities. The Principal and authorities form different committees to provide "decentralized administration." Predefined plans are implemented through the active participation of faculty and students in various committees. Due to these factors, the Institute has a very good staff retention ratio, has been able to pay regular salaries even during COVID-19, and management has adopted promotional policies as per the norms of DBATU, Lonere, AICTE, and the Government of Maharashtra.

Various initiatives such as practicing **outcome-based education**, use of higher order Bloom's taxonomy, innovative teaching-learning process, use of blended learning, **preparation of e-learning material** by faculty to enrich academic and technical skills, more than 1 Lakh e-books and various articles made available to students, IEEE knowledge database comprising of more than 6 Lakh sources, use of ICT

enabled infrastructure through smart classrooms, etc. indicate our efforts for consistent improvement and pursuing excellence in quality and standard of education. To strengthen **Industry-Institute Interaction**, under the mentorship of Governing Council members, the institute has signed **MoUs with industries** in the respective areas and conducted activities under its aegis. To train the students to become entrepreneurs, the institute has strengthened the **Institute Innovation Council (IIC)**. The institute has strengthened relations with alumni through the Alumni Association to interact with alumni and help the upcoming students benefit by interacting with them. The institute has adopted **E-Governance** in administration, admission, examination finance, and accounts to provide a hassle-free environment for the institution. Along with these, the institute has a regular practice of conducting practical-oriented courses, Skill-based learning, and effective use of e-learning platforms, thereby improving the results. Training and Placement Cell conducts training for improving soft skills resulting in improvement in placement. Institutes Research and innovative culture results in improvement in research publications and IPRs. The regulating authorities DTE, Academic Council, AICTE, and IQAC periodically offer comments and recommendations for curriculum development. Additionally, the department's course coordinator makes some curriculum-related suggestions that are accepted by the university's academic council. The **academic calendar** of DBATU is given top significance by the institute, and a calendar for all academic activities is created in accordance. Students can simply acquire the outlines and syllabi of various courses from university and institute websites. The institute makes every effort to deliver each course's contents within the allotted time limit and in compliance with the academic calendar. Every student's academic performance is evaluated as per the standards set by the university.

| 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](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [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:**

Performance-based management systems play a very important role in the development of the institute. Accordingly, the institute is using the **AICTE-recommended appraisal scheme**. Each faculty member provides the data for the various categories in the format specified by AICTE after the academic year**. API scores are computed** for every category based on the gathered data. Additionally, students receive feedback forms for every course they study after the completion of every semester. The feedback forms collect data regarding the teacher and other aspects of the instructional process. The committee, led by the Department's Head and a Senior Professor, assesses the student feedback forms and provides recommendations for appropriate ways to enhance the teaching-learning process.

The Institute is of the view that implementing **assessments of performance for non-teaching staff members is essential** for the accomplishment of the institute's mission of providing all students with a high-quality education. Following this, the performance appraisal procedure encourages professional development for non-teaching staff. The institute's administrative department is in charge of conducting evaluations of the performance of non-teaching staff.

There are a good number of welfare measures that have taken shape because of the sympathetic and benevolent nature of the management and the institute administration**.**

- The institute has **centralized AC,** a hygienic working environment, and a full-fledged canteen facility.
- The institute has security in service, **a Wi-Fi-enabled campus**, CCTVs at strategic locations, fire and safety precautions, lift facilities, etc.
- The institute grants all types of leave as per the policy of the institute to all staff.

- The institute provides **financial assistance as well incentive for Conference/Journal publication and workshop/FDP participation** outside the institute following its research policy.
- The wards of the staff members studying in any of the SVKM institutions are given **a 25% discount on the tuition fees**.
- The Institute employee is covered under the **Group Medical Insurance policy** up to the limit of Rs. 2 lakhs. Institutes have medical staff to provide first-aid and medical help in emergencies.
- The Institute has developed a **staff quarter for faculty members** where fully furnished accommodation is provided.
- The **retirement benefit scheme** covers all employees who have worked with one or more of the SVKM. for a minimum period of 10 years and have superannuated on reaching the retirement age.
- As per the guidelines, the **pay of faculty shall be fixed according to their designations and experience.** For promotion, completion of NITTTR modules is essential for faculty.
- All the non-doctoral teaching staff members are **encouraged to enroll for Ph.D.**

As a part of the career development of faculty members, the institute allows them to carry out **consultancy work**. The institute also provides leave to faculty members to do research work and attend conferences for their career progression. The institute arranges technical programs for staff members for their development.

| 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:** 53.64

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 41 | 38 | 22 | 25 | 14 |

| File Description | Document |
|---|---|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.3.3**

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

**Response:** 65.91

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 65 | 66 | 62 | 54 | 14 |

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

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

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

The institute conducts internal and statutory audits as per the stipulated provisions of the Income Tax Act. The parent trust appoints the auditors, and audits are conducted regularly. The areas covered by the auditors are: maintenance of books of accounts and records; capital expenditure and repairs and maintenance; statutory compliance; system implementation; etc.; as well as checking of the accounting process, like collections of fees from students and their reconciliation. Payment of salary and its statutory compliance, viz., TDS, Professional Tax, Employees Provident Fund, etc., as well as the purchase of assets and calculation of depreciation and other expenses and statutory compliances like TDS contractors, professionals, and rent, are part of it.

**Institutional strategies for the mobilization of funds and the optimal utilization of resources**

The institute is supported by the **"Shri Vile Parle Kelavani Mandal"** Parent Trust, a non-profit educational trust. For appropriate and proper utilization of resources, the institution has an annual planning and budgeting process. Budgets, compliance with the budgets, and financial data submitted by all the departments along with the required justification are closely monitored by the institute and management. As a self-financed institute, the main source of funds is the collection of prescribed fees from the students admitted to UG programs.

The major funds are allocated for the salaries of teaching and non-teaching staff. The remaining funds are utilized as below mentioned.

- To mobilize the financial resources, funds are allocated and expenditures are prioritized as follows: Adequate funds are utilized for the development and maintenance of infrastructure, viz., buildings, laboratories, classrooms, equipment, furniture, etc.
- Funds are utilized for priority services like Electricity, Water and Property taxes, insurance, etc.
- Requisite funds are utilized for enhancing library facilities like subscriptions to Books, Online Journals and Periodicals, magazines, newspapers, etc.
- Funds are provided for other services like Security, Housekeeping Pest Control, etc.

**Funds are allocated for the development of:**

**1. Staff**

- To conduct orientation programs, workshops, FDPs, and other training programs that ensure quality education.
- To promote research culture among faculty members through reimbursement of expenses for conference and journal publication charges.
- To attend various symposiums/meetings/workshops / FDPs.

**2. Students**

- Organizing guest lectures from industry experts and academicians from various reputed institutes like IITs, NITs, Government Institutions, etc.
- To encourage student projects etc. and other student activities like sports, cultural and technical events, hackathons, Avishkar, SAE BAJA, Aero Modeling, Go – kart etc.

Further, optimal resources are utilized to provide the best quality equipment, advanced technology, and better infrastructure for providing excellent quality education.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

The Internal Quality Assurance Cell (IQAC) is an essential part of educational institutions, functioning

as a dedicated organization to ensure and improve educational quality and overall institutional operations. It serves as an impulse for continuous development, cultivating a culture of quality, accountability, and innovation. IQAC is essential to the institution's strategic planning, monitoring, and assessment of different academic and administrative aspects. IQAC's fundamental role is establishing and implementing a strong internal quality evaluation methodology. This involves developing frameworks, methods, and procedures for assessing areas such as curriculum design, teaching practices, student evaluations, research efforts, infrastructure, and support services. **IQAC identifies areas for improvement and formulates action plans to address them by collecting and analyzing data on these dimensions**. The teaching-learning process at SVKM's IoT Dhule is carefully planned, and its internal quality assurance committee regularly evaluates it. Since its establishment, IQAC is routinely performing the following tasks:

- To conduct audits of academic departments regularly to check the **quality of teaching, research, and administrative operations**. Similarly identifying opportunities for improvement and recommending corrective measures.
- **Collecting and analyzing feedback** from students through surveys and feedback mechanisms on courses, staff, facilities, and the overall learning experience. Taking appropriate steps in response to feedback to improve the learning environment.
- At the end of the semester's test, the **results are analyzed** by the department, and the achievement of the course, program, and program-specific outcomes is determined and necessary action is performed on the teaching-learning process to increase the achievement for the next semester examination.
- Analyses the performance of **student support services** such as counseling, career guidance, and placement assistance, providing recommendations for improvements to achieve comprehensive student development.
- **Examines the development of academic programs, assessing their efficacy in achieving learning outcomes and institutional goals**. This involves monitoring student performance, retention rates, and other academic success metrics.
- **To conduct training sessions, seminars, workshops, and other programs to develop faculty and staff competence.** These programs are designed to improve their teaching skill, support creative teaching strategies, and keep them updated on current educational trends.
- Strive **to establish a research culture** inside the institution. This involves encouraging staff and students to do research and organizing seminars, and workshops.

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document]() |

**6.5.2**

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

**4. Participation in NIRF and other recognized rankings**

**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

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

# 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:**

The institute is very keen on identifying the desires and aspirations of the new generations. It acknowledges the fact that India is the youngest nation in the world with 70 percent of its population between 18 to 35 years of age. We dedicate ourselves to enhance the professional skills and abilities of both boys and girls without any discrimination. As the institution follows co-education, it also guides the students for their long journey from "human beings to being human" by sensitizing them on issues like gender bias, social harmony, and tolerance. The equality in education is reflected in the admission ratio of girls and boys. The institution has different committees such as the **Anti-Ragging Committee, Women Grievance Committee, and Internal Complaint Committee**, which are on heels to provide quick relief to the students and to ensure the maintenance of a decent and moral atmosphere within the campus. The institution has provided a spacious common room to the girls as well as boys with adequate seating facilities. The college adopted **'Mentor-Mentee (Local Guardian) system** to cater to the psychological and emotional needs of the students. Secure and impenetrable surroundings is furnished to shield the dignity and self-respect of students. The institute is very keen on celebrating **International Women's Day** every year by conducting some workshops and competitions. All of the campus is properly lit and surrounded through Camera surveillance in strategic locations. All the campus is surrounded through **Camera surveillance** in strategic locations. From classrooms to corridors, practical labs, workshops, the canteen, and even the main entrance of the campus are all well equipped with CCTV cameras. **CCTV surveillance** is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Discipline is also maintained and it also provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. The institution takes good care of the students in every aspect. **Parent Teacher Meet (PTM)** are arranged to receive feedback from the parents and acquaint them about the progress of their ward.

 The institute always owes to show respect and honor towards the society. To maintain harmony and to make the learners aware of the national pride and rich cultural heritage, the **National/International days** are regularly celebrated by organizing different activities and competitions. The institute provides a comprehensive range of security amenities within the premises, through a dedicated team of security personnel. **Safety sign boards** and **fire extinguishers** are equipped in the institute. The institute strives for the safety and security of its students and staff.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

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

**Response:** A. All of the above

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

### 7.1.4

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

**Response:**

**Inclusion, Situatedness, Human values & professional ethics**

SVKM's Institute of Technology in Dhule, affiliated with the SVKM education society, has consistently **strived to enhance education and promote the well-being of all its stakeholders**. This commitment revolves around the principles of inclusivity and contextual relevance, ensuring equitable rights, opportunities, and access to resources for everyone.

One prominent illustration of these efforts is Splash, an annual event that unites students in a shared experience. Additionally, **all departments organize visits to locations focusing on individuals with diverse abilities**, **providing valuable learning experiences for both faculty and students**. These initiatives underscore the institute's dedication to creating an inclusive and welcoming atmosphere, where each individual is valued and granted equal prospects for personal and professional growth.

In the pursuit of inclusivity and contextual relevance, SVKM's Institute of Technology serves as a platform for instilling essential human values. Values such as camaraderie, empathy, compassion, openness, mutual understanding, and respect are integral to achieving life's core values of love and happiness. Respect, in particular, stands out as fundamental in fostering harmonious relationships.

The institute takes **proactive measures to nurture these values through activities such as commemorating national heroes and observing significant days, encouraging constructive relationships among its members**. By propagating human values, SVKM's Institute of Technology not only fosters a sense of community but also encourages individuals to become better human beings,

emphasizing kindness, respect, and empathy.

This emphasis on values leads individuals to exhibit empathy and open-mindedness towards those from diverse backgrounds, thereby **creating a more inclusive and inviting environment**. In summary, SVKM's Institute of Technology endeavors to promote human values and contribute to individual and societal advancement, fostering a positive and fulfilling academic journey.

Professional ethics, another critical aspect, guide conduct within the institute's community. These ethics provide guidelines for interactions within organizations and the workplace, and SVKM's Institute of Technology recognizes their importance. To raise awareness of ethics, the **institute organizes orientation programs, contests, and workshops for students and employees**, aiming to enhance their performance within the organization.

By promoting professional ethics, the institute is cultivating a culture of accountability and responsibility. Individuals are expected to act ethically and uphold the organization's values, creating an environment conducive to learning and professional growth while adhering to the highest ethical standards.

Furthermore, the institute **offers courses focusing on interpersonal skills, self-development, soft skills, and human rights awareness**. These courses play a pivotal role in molding students into accountable and empathetic individuals, equipping them with the necessary skills to navigate diverse environments adeptly.

Through effective communication, conflict resolution, teamwork, and a deep understanding of human rights, students become better prepared to make positive contributions to their communities and society at large. These courses instill a sense of responsibility, promoting respect for diversity, consideration of diverse perspectives, and the embrace of cultural differences. Ultimately, they empower students to excel academically and participate actively as conscientious citizens, creating a more inclusive and accommodating environment for all.

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| Upload Additional information | [View Document](#) |
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## 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: 01**

**Title of the Practice:**

"Project Based Learning" (PBL)

**Objectives:**

Institute advocates OBE implementing PBL which is substantial in Engineering education that hones comprehension and fortifies the knowledge of the learners. It foregrounds application and orientation of PBL towards society for its betterment. Students demonstrate real-time application and utility of their ideas. The **objectives** of PBL are:

- **To design a solution to the complex problem.**
- **To demonstrate innovative ideas in a useful way.**
- **To imbibe skills of report writing.**
- **To foster the spirit of teamwork.**
- **To nurture the environment of cooperation and coordination.**
- **To hone interpersonal skills.**

**Context:**

The institute thrusts upon PBL to inculcate an approach of real-life application of theoretical learning which is a learner-centric approach where students undertake projects under the guidance of mentor-faculty. They discuss the outcomes of their projects at Exhibitions; they deliver project seminars on instruction. PBL is touted as experiential learning that strives for the HOTS specified in Blooms' Taxonomy that promulgates creativity. Furthermore, it fosters entrepreneurship; they inculcate traits viz team-building, teamwork, coordinating and variegated activities as well as learn about resource organization, planning, team management, and leadership. Thus, they strengthen their cognitive, social, and psychomotor abilities along with administrative and managerial skills.

**The Practice:**

Institute advocates PBL through planning, organizing, and participating in different competitions viz **National, Science Day (NSD)**, **Smart India Hackathon (SIH)**, **Avishkar** (University Level Project Competition), **District Level Competitions, KPIT Sparkle, Unnat Bharat Abhiyan (UBA), Dipex** etc with problem statements to find pragmatic solutions. Students choose topics of their choice for PBL; often, beyond their syllabi.

The primary execution of PBL starts with the exhibition of project-related crude ideas at First Year celebrating National Science Day. Thereafter, the best ideas/projects are further pushed-up for participation in relevant competitions. These ideas/projects are evaluated at every level and the best ideas/projects are segregated based on the field of application, utility, and scope.

**Evidence of Success:**

Owing to the rigorous execution of PBL, many students/teams participated in District, Zonal, and University level competitions and also initiated start-ups. Thus, institute advocates intervention of technology through PBL. It provides substantial access to institutional resources viz use of laboratory even after college hours, free trainings like Campus Credential to enhance technical competency in

programming languages.

**Problems Encountered and Resources Required:**

PBL is incessantly implemented, however, an advanced level of training is generally overlooked by students. Often, it is noticed that lack of motivation orients them to expel themselves from the practice at certain stages. Major areas where problems are encountered are:

1. **Cost**
2. **Location**
3. **Various requirements for various projects**

While implementation of PBL, the resources, skills, and finance for the better execution of these projects were limited due to the constraints of syllabi and time. Learners' reluctance to inculcate new skills, programming languages, and software to upskill themselves seemed to be conspicuous challenges. Learners' casual attitudes and lack of motivation are also noticed as obstacles in effective planning and implementation of PBL.

Moreover, students face difficulties in achieving their set goal of projects as they need to cull technical data from industries where they require components at their location which never turn up there at the right time.

**Practice: 02**

**Title of the Practice:**

"Stakeholders Contribution for Placement of Students" (SCPS)

**Objectives:**

Institute implements this innovative method to involve its stakeholders to increase the placements of students. Thereby, it uses all stakeholders' association with industry for the betterment of students. Its objectives are:

1. **To provide placement to all students.**
2. **To increase the placement ratio.**
3. **To contribute to the development of the organization through placement.**
4. **To provide opportunities to students in widespread areas.**
5. **To foster the spirit of teamwork, cooperation, and co-ordination.**
6. **To coordinate the activities of its stakeholders.**
7. **To involve stakeholders in training and placement activities.**
8. **To strengthen the tie-up of the institute-industry through its stakeholders.**
9. **To understand the requirements of the industry through stakeholders.**

**Context:**

The institute has adopted this practice to ensure the highest placements and to fortify the institute-

industry tie-up. It collects needed data about the industry for the placements which can be collected through its stakeholders who are associated with the industry. Thus, the sense of accountability can also be inculcated effectively.  Student placement is the key to developing any technical institution and campus placements are the first place where students get an in-depth exposure into the professional world.

**The Practice:**

Placement cells function to illuminate the job situation to uncover the right place for the students. Stakeholders, therefore, contribute by considering the views of students. They utilize their personal/professional relations to get leads for placement drives irrespective of their departments. Stakeholders include faculty members, management bodies, alumni, student cells, etc.

Thus, the institute incorporates stakeholders in placements through their association with industry. The leads from stakeholders are directly forwarded to the institute TPO who prepares job descriptions for students; collects information through MS form and validates requirements about job profiles, eligibility of students, stipends, bonds, etc. The execution of this practice has considerably increased placement-ratio with higher ranks.

**Evidence of Success:**

This practice succeeds in many aspects like building new relations with industries; getting a variety of job profiles with good packages. So far, Thirty-one companies arranged placement drives through this practice, and One Hundred and Six students have placed.

**Problems Encountered and Resources Required:**

Institute while executing this innovative practice faced the following challenges:

1. Reserved stakeholders to assist with their details about the industry association.
2. Time consuming.
3. Stakeholders' emphasis on the specific industry for maximum placements.
4. Unavailability of a common platform for academic-industry interaction.
5. Unavailability of core companies in nearby areas.
6. Longer training period without stipend of a few companies.

However, the institute leaves no stone unturned to incorporate all its stakeholders to increase their participation in the effective execution of SCPS. It tirelessly collects required data and unquestioningly provides every needed assistance and resources to execute this practice.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

The institute attempts to be distinctive, prioritizing its vision and mission in the below-mentioned thrust-areas. It takes the following initiatives to transform Teaching Learning into a fruitful process:

**A) Student-centric Learning:**

Institute effectively integrates student-centric learning incorporating technology to nurture their intellect and personality to bridge gap between urban and rural making the best courses available to its students. It involves diverse teaching-learning andragogy to cater the needs of diverse learners through it is below mentioned initiatives:

**1) Technology-enhanced Learning:** The institute strongly advocates technology-enhanced learning; it actively inspires its stakeholders to enroll for MOOCs viz Coursera, SWAYAM, NPTEL Spoken Tutorial, and other certification courses. Thus, it provides a global platform to strengthen technical competency of its stakeholders.

**2) Certification through SWAYAM & NPTEL:** Institute fosters an engaging and positive learning environment for learners so that a maximum number of students are enrolled. It also provides department-wise mentor faculty to ensure smooth certification.

**3) Certification through COURSERA:** Institute advocates rigorous learning through COURSERA to supplement learning of its students. The apt, relevant courses are listed department-wise for certification considering the needs of students. The details of which are given hereafter:

**4) Spoken Tutorial:** Attempts are made to promulgate practical learning to strengthen technical skills of the students. Therefore, institute has signed MoUs with Spoken Tutorial IIT-B.

**5) Assignment of Faculty-mentor:** The provision of Faculty-mentor assists every department to ensure proper listing of the courses looking into recent trends, scope, and the need of students for maximum enrolment. The mentor-faculty also provides every needed assistance with registration, course schedule, fees, assignment schedule, etc.

**B) Institutional Infrastructural Distinctiveness:**

It provides environmental comfort to transform academics into a more intellectual and fruitful process to be an academically conducive environment for the smooth and effective conduction of Teaching–Learning Activities Owing to its infrastructure distinctiveness, academic enrichment, easy and direct access to technology; it has become a niche for the students, faculty and staff alike. The institute is distinct because of:

**1)    Ultramodern Classrooms:** The institute has high-end classrooms with parliamentary seating arrangements so that students can sit anywhere irrespective of their height. This arrangement provides better visibility to students and faculty alike. Even, plugins are provided to use their laptops.

**2)    Air-conditioned Classroom:** The classrooms are spacious which have a free flow of air with full ventilation. Moreover, they are fitted with ACs to provide environmental comfort so that the students remain attentive for the daylong academics.

**3)    Noise-preventive Classrooms:** Every classroom has a noise-preventive mechanism, which has been added with sound magnification function that altogether enhances teaching-learning activities. Sound Magnification functions when a faculty talks while standing at the center of the hall.

**4)    Smart-Board Equipped Classrooms:** The institute has equipped every classroom and Labs with Smart-Boards. Because of Smart Board utilization, teaching and learning becomes more interactive, fun-oriented, retentive, and fruitful. The complex engineering diagrams and mathematical problems can lucidly be explicated with the help of Smart-board.

**5)    Sliding White-board Equipped Classrooms:** The classrooms are equipped with Smart-Boards and sliding White-boards that assist for explication if required any additional. These boards can be easily adjusted along with the height of one who is using them. Therefore, writing cannot be a difficult task for a faculty/student with less height.

**6)    Pure-cold RO Water:** The institute provides pure-cold RO water on all its floors with equal intensity. The students, faculty, staff and visitors can have 24/7 availability of pure-cold RO water to maintain their health.

**7)    E-vehicles:** The institute provides an e-vehicle facility for students, faculty, staff, and visitors to ply from the main gate of campus to the institute. These vehicles are rechargeable battery operated. They altogether add to the environment's comfort and help to save time and energy from tiring walks.

**8)    Smoke detectors with Fire-alarm Mechanism:** The institute installed Smoke detectors and Fire-alarm mechanisms across all the corners of the building, which are functioning and ready to use 24/7 for the safety of all its stakeholders.

**9)    Ultra-modern Photocopier:** The institute has installed at the library ultra-modern all-in-one password-protected automatic photocopier to ease scanning and photocopying process at marginal cost. All stakeholders can use this facility.

**10) 3D Printing:** The institute has 3-D printing which assists to execute innovative crude designs. It helps to produce complex geometrical designs, which cannot be easily done with traditional manufacturing processes. The designs developed by students are tested as a prototype, which reduces time and cost of re-fabrication for their projects.

**11) MS Teams:** The institute has Office 365 Suite to smoothen the communication process. MS Teams of Office 365 Suite is being used as Virtual Platform for Learning and Content Management. The content of all subjects, explanatory videos are uploaded there, and students can have access from anywhere using the MS Teams mobile application.

**12) High Speed Wi-Fi:** The institute along with regular internet facility offers high-speed Wi-Fi on campus. The users are provided with their login credentials and using those login credentials users can have easy, direct access to the globe.

**13) E-library:** The institute provides the facility of e-library wherein all stakeholders can have easy access to academics and research to nurture their intelligence. The library has subscriptions viz e-journals, e-books, Springer, Science Direct, NDL, Pro-Quest, JESTOR, and EBSCO. It also provides QR Codesfor direct and easy access to the journals.

**14) Solar Electricity:** The institute has installed Solar Panels which help to satisfy its need for electricity and reduce cost of operation for organization. Thus, institute intends to be self-dependent about electricity generation and consumption. This initiative of institute makes it environmentally friendly.

**15) Faculty-Area:** The institute provides every faculty a spacious faculty area with individual cubicles which are luxurious. Every faculty is provided with a personal PC, so that there should not be any hindrance to academics

**16) Flipped Barrier:** The institute has a Flipped Barrier entry to prevent unauthorized entry of outsiders. This facility better safeguards students, faculty and staff helping them for smooth functioning of academic.

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

# 5. CONCLUSION

## Additional Information :

**Foreign Language Initiatives**

To enhance global exposure for students, the institute has provided a platform to learn the German language through MOOC sources. To date, 176 students have completed German certification.

**Technical Events and Students' Achievements:**

The Institute organizes national, state, and university-level technical competitions for students to build their technical competencies viz Project Competitions, 24-Hours Hackathon, and Idea competitions.

As the outcome of the aforementioned initiative, students won national-level competitions viz Smart India Hackathon, Kavach, and Ideathon and bagged Rs.1 lakh cash prize thrice. Also, students won the cash prize Rs.1.25 Lack in Maharastra State Level Students' Innovation Challenge at the hands of Hon. Governor, Maharashtra State.

**Technical Awards and Student Chapters**

The outstanding contribution of the Institute has been recognized with awards such as the Indian Society for Technical Education's (ISTE) Best Student Chapter, ISTE's Best Faculty Chapter, and ISTE's Best Principal. The institute also governs various student chapters to name a few Association of Computer Machinery (ACM), the Institute of Electronics and Telecommunication Engineers (IETE), the Institute of Electrical and Electronics Engineers (IEEE), the Indian Society of Heating, Refrigerating and Air-Conditioning Engineers (ISHRAE) and BAJA-Society of Automotive Engineers.

**Consultancy**

Consultancy related to testing of materials, soil-bearing capacity, compressive strength of concrete, etc is being done in the National Accreditation Board for Testing and Calibration Laboratories (NABL). The institute has been trusted by various government agencies such as PMGSY, PWD, MJP, and Municipal Corporation. To date, approximately 8 Lakhs consultancy amount has been generated. The good practice is that we involve students to enhance practical exposure. Revenue sharing has been standardized as per institute norms.

**Students Sports Achievements**

The institute believes that sports is an integral part of holistic education contributing to the overall development of students. The achievements of our sports teams not only reflect the hard work and dedication of the students but also underline the institute's commitment to fostering and well-rounded educational experience. Students have showcased their talent in wrestling, Basketball, Badminton, Yoga, Chess, etc.

## Concluding Remarks :

SVKM Shri Vile Parle Kelavani Mandal (SVKM), Mumbai is already a Brand Name in the education sector. It

is a Public Charitable Trust and society. It has been in existence for over 80 years, born in 1934 with the adoption of a school, which started in 1921. Over the past 80 years, the Mandal has developed a large educational complex in Vile Parle, in Suburban Mumbai, and has spread its wings to metro cities like Bangalore, Hyderabad, Chandigarh, Ahmedabad, Navi Mumbai, etc., SVKM today is proud of some of the finest educational institutes in the country like NMIMS deemed to be University, N. M. College of Commerce and Economics, Mithibai College, D.J. Sanghvi College of Engineering, Bhagubhai Mafatlal Polytechnic – to name a few. It has also in its family schools from Nursery to Secondary, Jr. College providing ICSE or IB, IGCSE curriculum or CBSE curriculum. With a strong vision and passion for being the pioneers of the modern education system, all SVKM institutes are state-of-the-art, with ever-expanding facilities and infrastructure. From its beginning with the Swadeshi Movement, the Mandal has now grown into an educational foundation promoting global thinking consistent with national interest and promoting values, professionalism, social sensitivity, and dynamic entrepreneurship.

SVKMs IOT started its educational journey in 2017 to provide higher education to engineering students through conventional mode. To date, SVKMs IOT has produced nine hundred graduates (three batches passed out). At the quality level, SVKMs IOT has been striving hard to promote the notions of merit and excellence. Its initiatives such as lowest fees in the premium institute category, a Wi-Fi campus with high-speed internet, Smart classrooms, and laboratories, a digital library, best-in-class infrastructure, sports facilities, excellent research facilities, and industry connect, central support for industrial training and placement, organizing various activities for holistic development of students and society, introduction of online feedback system for the students etc., Collaboration with IIT, Bombay & IIT, Chennai that facilitates students to have experience & wider knowledge to compete with global environment. are a testimony to its honouring of quality commitments.

We have a well-placed system for the recruitment of teaching and non-teaching staff and are aligned with the norms of DBATU, Lonere, and AICTE, New Delhi. For smooth functioning and benefit of faculty & staff various policies such as Leave policy, Probation Policy, R & D Policy, Group Mediclaim and insurance policy, consultancy policy, and Academic policy. To ensure student's career paths, we have a placement policy.

Our President has a dream to make Dhule City known for its quality education. SVKM has taken the initiative to develop state-of-the-art engineering and other institutes that will impart quality education in Dhule, which is spread over 33 acres of lush green campus on the outskirts of Dhule city.

On the administration front, SVKMS IOT has been very transparent. It notifies all its policies and meetings through its website and notice boards. It publishes the minutes of the meetings of its Board of Governance, LMC, Academic Council, and College Development Committee.